

The seal of Chatham University is a circular emblem. It features a central shield with a lamp of knowledge. Above the shield is an open book. The shield is flanked by two smaller shields, each containing a different symbol. The entire emblem is encircled by the text "CHATHAM UNIVERSITY" at the top and "1869" at the bottom, separated by two small dots.

# **Chatham University 2013-2014 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**

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

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## Degrees and Accreditation

Chatham University grants the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Interior Architecture, Bachelor of Science, Bachelor of Social Work, Master of Science in Biology, Master of Accounting, Master of Business Administration, Master of Arts in Food Studies, Master of Arts in Teaching, Master of Education in Educational Leadership, Master of Education in Special Education, Master of Landscape Management, Master of Science in Landscape Architecture, Master of Landscape Architecture, Master of Arts in Psychology, Master of Infant Mental Health, Master of Infant Mental Health Counseling, Master of Interior Architecture, Master of Science in Interior Architecture, Master of Fine Arts in Film and Digital Technology, Master of Fine Arts in Creative Writing, Master of Professional Writing, Master of Science in Counseling Psychology, Master of Science in Nursing, Doctor of Nursing Practice, Master of Occupational Therapy, Doctor of Occupational Therapy, Master of Physician Assistant Studies, Doctor of Physical Therapy, and Doctor of Psychology degrees.

The University is accredited by the Middle States Commission on Higher Education, the American Chemical Society, the American Physical Therapy Association, the Council for Interior Design Accreditation, the Council on Social Work Education, the Commission on Collegiate Nursing Education, the Landscape Architecture Accreditation Board, the Accreditation Council for Occupational Therapy Education, and the Accreditation Review Commission on Education for the Physician Assistant. 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 centered on historic Woodland Road in Pittsburgh's Shadyside neighborhood. In addition, the Eden Hall Campus of Chatham University encompasses nearly 400 acres of land north of the city in Richland Township. 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 and one School: 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. The School of Sustainability and the Environment, founded in 2010 after the gift of the 388-acre Eden Hall Campus, provides sustainable alternatives to today's regional, national and global social, economic, and environmental concerns.

### **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.

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 liberal arts and engineering degrees 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 Phipps Conservatory, Pittsburgh Center for the Arts, Magee-Womens Hospital of UPMC, Carnegie Library of Pittsburgh, WQED, TH Trade, Pittsburgh Zoo Mellon Financial Corporation, University of Pittsburgh Medical Center, and Allegheny County Children, Youth and Family Services. 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, among other places. In 2011, Chatham University was ranked 9<sup>th</sup> in the United States in the percentage of undergraduate students who participated in study abroad, according to the Institute of International Education (IIE).

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 science and global policy studies. Students also may create interdisciplinary or double-major programs, or they may create self-designed majors in conjunction with their faculty advisors. Through the Accelerated Graduate Degree 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, communications, counseling psychology, creative writing, film and digital technology, interior architecture, landscape architecture, landscape management, occupational therapy, physical therapy, physician assistant studies, and teaching.

The College for Continuing and Professional Studies offers nursing programs including the RN-to-BSN, MSN and Doctor of Nursing Practice degrees, as well as graduate degrees in the health sciences, creative writing, educational leadership, and professional writing.

The School of Sustainability and the Environment accepts students for the Master of Arts in Food Studies, Master of Sustainability and the Executive Master of Sustainable Leadership. These programs serve the school's mission to promote, through education, research, and outreach, a transdisciplinary, systems-based approach to simultaneously improve economic, social, and environmental well-being.

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 a variety of masters-level and doctoral-level programs, all applied degrees, for women and men.

The University's new Eden Hall Campus is located north of the city in Richland Township. Programs at Eden Hall Farm will include an environmental learning lab, initiatives in sustainability and environmental studies, landscape architecture, biosciences and women's studies.

At 388 acres, the Eden Hall Campus is almost ten times the size of Chatham's historic 39-acre Shadyside campus and was originally assembled by Sebastian Mueller, one of the first executives at the H.J. Heinz Company, who utilized the farm to benefit the working women of Pittsburgh. His estate – Eden Hall Farm – became the retreat for generations of Pittsburgh's working women and served as a memorial to the Mueller's two daughters, Elsa and Alma, both of whom died in childhood. Chatham received the farm as a gift from the Eden Hall Foundation in 2008.

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.

### **Chatham University Seal**

The seal is a symbolic representation of the ideals to which the University is dedicated. Chatham was founded in 1869 as a women's institution of higher learning, a purpose denoted by the ancient lamp of learning. The Latin motto of Chatham College for Women dates from the occasion of the laying of the cornerstone of the first new College building in 1871. It is taken from Psalm 144, verse 12, of a 1579 Latin translation of the Hebrew Bible by Franciscus Junius and Immanuel Tremellius. It expresses the founders' hopes of providing service to society and is freely translated in the King James Version of the Bible as "may our daughters be as cornerstones." The acorns and the shield with its "fesse chequy" and Byzantine coins are taken unchanged from the crest of the Earl of Chatham and are a constant reminder of William Pitt's concern for the freedom of the individual.

## **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. The main entry houses offices for arts and communication 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, and printmaking. 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 the Registrar's Office, the Office of Financial Aid, and the Student Accounts Office. The Dean of the Chatham College for Women is housed in Braun Hall, as well as the Chatham University Center for Women's Entrepreneurship, the Pennsylvania Center for Women and Politics, and faculty offices.

**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 the wireless 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. The ground floor of the chapel houses classrooms.

**Chatham Eastside** (2008), located at 6585 Penn Avenue in Pittsburgh's East End, was acquired and renovated to provide the University with enhanced space flexibility and capacity in the long-term. Occupants of the space include Interior Architecture, Landscape Architecture, Occupational Therapy, Physical Therapy, and Physician Assistant Studies.

**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, 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 classrooms and faculty offices. The School for Sustainability and the Environment, the Rachel Carson Institute, and the graduate programs in Psychology are housed in Dilworth.

**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.

**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, and the College for Continuing and Professional Studies. Faculty offices and practice rooms for the music department are located in Laughlin.

**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 now houses offices for faculty in the Department of Humanities and the Creative Writing graduate program.

**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, 7,000 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 and the Career Development Center.

The 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 Buhl Hall of Science was renovated in 2000 through a gift from the Buhl Foundation. It contains joint faculty/student research laboratories; an Ecology/Botany Lab adjoining a greenhouse; and computer suites and laboratories, and video demonstration systems. The Science Laboratory building contains the Kresge Atrium; chemistry labs; biology labs; Beckwith Lecture Hall, complete with multimedia equipment; a shared instrument laboratory, and modern instruments such as NMR, FTIR, AA, and UV-visible and fluorescence spectrophotometers, GC, and HPLC. 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, Student Health Services, Counseling Services, and the Café Rachel 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 (University Advancement, 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.

**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, the Office of International Programs, 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 lower level includes the Mellon Board Room. 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 student lounge, the post office, Chatham bookstore, and Student Affairs offices.

**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 and Apartment Living**

**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 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 College's Facilities Management and Public Safety departments. Three-fourths of Chatham Apartments are occupied by undergraduate students (furnished), and the remainder is occupied by graduate students (unfurnished.)

**Fickes Hall** (1927), once owned by aluminum pioneer Edward Fickes, was donated to the College 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 undergraduate residents and includes a computer print station, living room, television room, study area, sun porch, patio, recreation area, and laundry facilities.

**Marjory Rea Laughlin House** (1912) was built by James Laughlin, president of the College's first Board of Trustees. Given to the College in 1967, Laughlin houses just over 30 undergraduate 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 print station, 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. Students plan activities with faculty and staff advisors that allow them to experience the benefits of the many differences and similarities that exist among people. The Intercultural House allows Chatham students the opportunity to discover the exhilarating worlds that exist outside their personal experiences.

**Julia and James Rea House** (1912) was built by James C. and Julia Dodge Rea and donated to the College 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 undergraduate students and includes a computer print station, living room, dining room, television room, solarium, patio, kitchen, and laundry facilities.

**Linzer Apartments** (2002), located at 5836 Fifth Avenue adjacent to the campus entrance, features 24 one-bedroom apartments for undergraduate students. These apartments are considered an Independent Living Option for students. These furnished apartments are equipped with an apartment-size kitchen with stove and refrigerator, one parking space, and on-site coin-operated laundry facilities. The apartments are serviced by the College's Facilities Management and Public Safety departments.

**Pelletreu Apartments** (2007) are located at 5826-5830 Fifth Avenue. Pelletreu is open to Chatham graduate and upper class undergraduate students and includes wireless internet, laundry, and a computer print station. Two or three undergraduate students share an apartment in towers 3, 4, 5, and 6 of the building. Graduate students reside in towers 1 and 2.

**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 116 undergraduate students. Woodland includes a computer printing station, living room, television room, study rooms, and laundry facilities. The building is also home to Student Health Services, Counseling Services, the Café Rachel coffee shop, and an art gallery.

**Chung Apartments** (2002), located at 5780 Fifth Avenue adjacent to campus, features 18 spacious two-bedroom apartments for Gateway and graduate students. These apartments are considered an Independent Living Option for graduate and Gateway students. Available for year-round housing, the furnished or unfurnished apartments are equipped with a kitchen with stove and refrigerator, access to the Chatham internet, limited on-site parking, and on-site laundry facilities. The apartments are serviced by the College's Facilities Management and Public Safety departments.

**Hicks Estate** (2011) is located at 5812 Fifth Avenue. Hicks Estate includes a main house, annex and carriage house featuring one and two bedroom apartments. The apartments are available to Chatham graduate and gateway students for yearlong living. Hicks Estate includes onsite laundry, cable and internet.

**Haber Apartments** is located at 5803 Fifth Avenue. Haber is a small community of 8 apartments. All apartments are unfurnished and offer either one or two bedrooms. The apartments are available to Chatham graduate and gateway students for yearlong living. Haber includes on-site laundry, limited on-site parking, cable and internet.

## 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 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, 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.

## 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 and dean of students and staff of the division are available for confidential discussions for personal matters and to provide guidance to individual students in identifying, articulating, and resolving problems. If at any time throughout the year you are having concerns please call 412-365-1286, email [osa@chatham.edu](mailto:osa@chatham.edu) or stop by the Office of Student Affairs in the Carriage House.

### **Varsity Athletics – Division III**

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

### **Co-curricular Experiences and 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 Assembly, Chatham Activities Board (CAB), and Student Affairs departments, along with over 62 other student organizations plan many events including the annual Chatham traditions.

### **Traditions**

Many of Chatham's traditions came about during its time as a women's-only college, but today we have several traditions to support our ever-changing campus community. We sincerely hope that all of our students- undergraduate, graduate and continuing education – will come out to experience the traditions that make Chatham such a special place to be.

- ***Opening Convocation*** (August) marks the traditional opening of the Academic year. We celebrate by welcoming the incoming class, returning students, faculty and staff and by kicking off our Global Focus program.

- ***New Student Ice Cream Social*** (August/September) is a time for new students to connect with alumnae and learn about the many experiences that await them as a student and future alumna.
- ***House Olympics*** (September) is a time for the Residence Halls to show which Hall is the best! This week-long competition helps build community among residents with a little healthy competition.
- ***Mocktails*** (October) is a chance for student organizations to get creative organizing a non-alcoholic beverage. This event is sometimes featured during Harvest Fun or as part of Alcohol Awareness Week.
- ***Harvest Fun Fest*** (October) is a community-based tradition which includes fall-themed family fun activities like face painting, a pumpkin patch and great treats. Each student organization participates and sets up an activity for the Chatham and surrounding community to enjoy.
- ***Halloween Dinner*** (October) is a chance for students, faculty, staff and their families to enjoy a Halloween themed meal while they compete for prizes in our costume contest.
- ***Battle of the Classes*** (November) is a weeklong event that has each class competing in several activities across campus. This student favorite is sure to build class and school spirit!
- ***Song Contest*** (November) is a more than 70-year old tradition where classes rewrite lyrics to popular songs and perform for their classmate's competition style. This is a favorite that is talked about all year long!
- ***Thanksgiving Dinner*** (November) is a time for the entire campus to come together in celebration of the Holiday season. This family style dinner allows students, alumni, faculty & staff to connect and celebrate.
- ***Candlelight, Chatham Eggnog, and Holiday Ball*** (December) is one of the most festive nights of the year. The candlelight service is hosted by the Chatham Choir with traditional music and songs. Following the service, the entire campus celebrates with a formal gathering over Eggnog and a holiday dance celebration sponsored by Chatham Activities Board (CAB).
- ***Moonlight Breakfast*** (December/April) is a chance for students to take a break from studying for finals while faculty and staff serve a late night breakfast!
- ***Sledding on Chapel Hill*** is a tradition based entirely in the snow. Students celebrate snowy weather by sledding down the steep hill.
- ***Spring Formal (April)*** is a chance to celebrate the end of the spring semester with dinner and a night of dancing. This off campus dance allows students the chance to celebrate the coming end of the semester.
- ***Airband & Senior Skits*** (April) is a time for the Chatham rock-stars to come out! Students lip-synch and perform choreography or skits to their favorite songs.
- ***Tutorial*** is one of the academic requirements for graduation at Chatham University. The successful completion of a tutorial project includes the documenting of an original research piece on a selected subjects. The project is normally undertaken in the senior year although in some departments the work begins in the junior year. The tutorial project is usually undertaken in two consecutive terms. Once their tutorial is complete, students receive a special "tutorial button" to display proudly.
- ***University Day – Bucket & Blossom, University Picnic and Closing Convocation*** (April) On May 1, 2007, Chatham was granted university status by the Commonwealth of Pennsylvania. This date marks Chatham's newest tradition. This day-long event begins with Bucket & Blossom

where the entire campus community comes together to participate in activities including planting flowers and cleaning up the Chatham campus. Followed by a cook-out for all students, faculty and staff and the traditional May-pole dance. This day concludes with Closing Convocation in which the traditional close of the academic year is much less formal than Opening Convocation. Seniors wear their gowns and tutorial hats which they decorate to represent their personality and/or tutorial topic.

- **Senior Week** is a weeklong celebration to celebrate the graduating seniors. The week will include traditional events like Senior Dinner and Senior Toast, but seniors will also have a chance to vote on other events for the week.
- **Senior Dinner** is a night for the graduating seniors to reminisce with their family, Chatham sisters, faculty and staff that made their college experience.

The Office of Student Affairs advises the following student organizations:

- **Chatham College for Women Student Government (CSG)** – CSG is the governing structure that provides an orderly method of government that is representative of all undergraduate students and advocates for the concerns, interests, needs, and welfare of the undergraduate student body at Chatham University.
- **Class Officers** - Each class has several officer positions which are re-elected each academic year. See position descriptions below and contact the Office of Student Affairs if you are interested in running for a position.
  - **President** - The Class President is the leader of the class. Each Class President also serves on the CSG Executive Board and is responsible for chairing one committee and holding 4 office hours a week. Each president works with class officers to plan class events and BOTC activities. Class Presidents may be called to speak and attend campus-wide events representing their respective classes.
  - **Vice President** - In addition to serving as a Senator in CSG, the Class VP is responsible for aiding the president's plan and executes all class events and BOTC activities.
  - **Secretary/Treasurer** - In addition to serving as a Senator in CSG, the Class Secretary/Treasurer is responsible for maintaining communication within their class and keeping all monetary records.
  - **CSG Representatives** - Each Class Representative represents their classes' voice and opinion to the Student Senate as a Senator.
  - **Graduate Student Assembly (GSA)**- The Graduate Student Assembly is the governing board for the graduate student body. GSA strives to work with student representatives from each graduate program to represent graduate students with the University administration, initiate social and educational programs, and oversee a GSA budget.
    - **Socials**- Once a month GSA sponsors a social either on the Woodland Rd. campus or somewhere in the city of Pittsburgh! These socials are open to all graduate students and are a great opportunity to meet students from other programs over food, drinks, and fun!
    - **Mug Club**- A monthly social event for Graduate students held at the Eastside campus to relax and enjoy pizza and beverages. It's a great way to meet other students and take a break between classes.

- The following is a list of current student organizations. If you don't see what you're looking for, contact the Office of Student Affairs (412-365-1281) for more information on how to start a new student club or organization.
  - Blue Key Honor Society
  - Graduate Student Assembly
  - MFA (Master of Fine Arts) Writing Council
  - Omicron Delta Kappa Honor Society
  - Student Chapter of American Society of Landscape Architects (ASLA)
  - U.S.G.B.C. (United States Green Building Council) Student Chapter

## **Programs and Services**

- ***Co-Curricular Transcript*** - The Co-Curricular Transcript is a comprehensive record of a student's leadership experiences and campus involvement while a student at Chatham University. It is a supplement to their academic transcript. The Co-Curricular Transcript is a valuable tool for preparing a resume and can be shared with prospective employers and graduate or professional school admissions committees. Also, it is a good document for students to use in reviewing co-curricular activity goals throughout their college experience.
- ***Diversity Programming and Services***
  - ***Awareness Months*** - A series of Diversity Awareness and Celebratory months which generate awareness and appreciation of diverse cultures, challenge stereotypical perceptions of diverse populations, and assist Chatham University in embracing the diversity of its campus community.
- ***Cougar K-Nector Student Mentorship Program*** – This program matches all new and transfer students with a current student on campus. The Cougar K-Nector connects with the student throughout their first semester and helps them learn about Chatham. All new students will feel an instant connection to the community and have a student liaison in which to ask questions.
- ***Chatham at the Cultural District*** - The Chatham at the Cultural District Series provides students with the opportunity to experience and enjoy the rich culture of Pittsburgh. Each semester a variety of events are organized to visit art museums, see shows and performances and take part in other cultural events throughout the city and surrounding area.
- ***All Faith Gathering*** - The All Faith Gathering is a time for students, faculty, and community members of all faiths to come together for spiritual reflection and meditation.
- ***Multi-Faith Council (MFC)***  
The Multi-Faith Council consists of representatives from spiritual and religious organizations in the Pittsburgh area that advise and assist Chatham University in serving the spiritual and religious needs of its student community. Membership in MFC is at the invitation of Chatham University.
  - MFC Members
    - Chabad House at Chatham
    - Coalition for Christian Outreach and Shadyside Presbyterian Church
    - First United Methodist Church
    - East Liberty Presbyterian Church and T.R.A.I.L. Three Rivers Adult Interdenominational Links
    - First Trinity Lutheran Church and Lutheran Student Fellowship (LCMS)

- Islamic Center of Pittsburgh
- Lutheran Campus Ministry in Greater Pittsburgh (ELCA)
- Ryan Catholic Newman Center and Fellowship of Catholic University Students (F.O.C.U.S.)
- The Religious Society of Friends
- ***Other Spiritual Opportunities in Pittsburgh***
  - Pittsburgh Buddhist Center
  - Hindu Jain Temple
  - Hillel Jewish University Center of Pittsburgh
  - Episcopal Church of the Redeemer
- ***Family & Friends Services*** – Research has shown that parental involvement in a student’s college experience directly affects their academic and personal success. At Chatham we offer several opportunities for parents to get involved and stay connected with their student throughout the year. For information on any of the Family and Friends services offered at Chatham please visit <http://www.chatham.edu/family/>.
  - Chatham Family & Friends Association (CFFA) - The Chatham Family and Friends Association promotes goodwill and communication between Chatham University and among parents, families, and friends of Chatham students. Its mission is to keep parents, family members and friends informed of University activities and to include them in activities that will enhance the educational experiences of students and the reputation and future of the University. For more information on CFFA and how to get involved, please contact the Office of Student Affairs at 412-365-1286 or [CFFA@chatham.edu](mailto:CFFA@chatham.edu).
  - Family & Friends Weekend - Family and Friends Weekend, traditionally held in October, provides an opportunity for family and friends to visit their student and experience the social, cultural and recreational opportunities that Chatham and the Pittsburgh area have to offer. Information about Family & Friends weekend is available on the website at <http://www.chatham.edu/family/weekend.cfm>.
  - Family & Friends Newsletter – This monthly e-newsletter provides family and friends with a glimpse of the events and activities that are available to their student at Chatham as well as information regarding important campus dates, tips and advice.
- ***Student Leadership Programs*** – The Office of Student Affairs is committed to helping students discover and develop their abilities to lead themselves, their organizations, and their community. The Chatham leadership experience is designed to develop leaders who are socially, intellectually, spiritually, and physically self-actualized, who are grounded in ethics, and who will work courageously to improve the lives of others.
  - Wilderness Expedition – Students attend a guided wilderness adventure that teaches leadership and group development. Students are challenged to work as a team to accomplish tasks and learn the practice of environmental stewardship.
  - R.I.S.E. (Retain. Involve. Strengthen. Excel.) A retention program designed to increase the academic success, professionalism and leadership skills of women of color at Chatham University. This is a two-year program that provides new (first year, new and Gateway) students of color a mentor, institutional support and a series of co-curricular programming throughout a two-year transition period into college. Through regular monthly meetings,



special events as well as semester retreats, members of RISE will have the opportunity to learn and grow as contributing members of the Chatham community.

- Emerging Leaders Institute - Learn. Serve. Lead. Make the most of your time at Chatham! Learn how you can make a real difference in the world no matter what your interest or talents. We will build up your leadership skills particularly in the area of service, civic learning & democratic engagement so you are more productive, effective and influential. Then we will enhance your skills to make an impact on issues that matter to you. There is no better time than now to participate in ELI!
- W.O.W. (Women of the World) Leadership Retreat – An annual leadership retreat developed by the Office of Student Affairs for all undergraduate and graduate women of Chatham University. Each year a different theme is chosen. Students are presented with educational sessions, teambuilding and discussion in large and small groups, and the opportunity to improve the campus through using what they learn to make changes with the campus community.
- **Program Evaluation Database** – Student Affairs assesses its co-curricular programs and events through the use of program evaluations. At the end of each co-curricular program, an evaluation form is administered to participants in order to collect data such as the demographics of those attending, marketing strategies, experiences gained, and overall assessment of the program. This data has allowed Student Affairs to review its programs to identify the best methods to reach students, students learning and experiences, and the most successful programs. In addition, it provides framework for Student Affairs future initiatives by utilizing data to recognize areas for improvement.
- **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.

### **Connecting with Students**

The Office of Student Affairs has assigned each of its staff members to serve as a liaison between particular student groups and the University in an effort to reach out and serve these students in the best way possible through regular communication and targeted programming and events. The identified student groups include student athletes, commuter students, out of state students, transfer students, Gateway students, graduate students, international students, minority students, on-campus residents, student veterans, and students with families. If students have any questions or need more information, contact the Office of Student Affairs or refer to the Student Handbook for more specific contact information.

The Office of Student Activities at Chatham University is committed to student involvement on Chatham's campus and in the community. The office provides quality programming, leadership and community service opportunities to enrich students' out-of-classroom experience, and advises Chatham's 62 student organizations.

## Community Service

Chatham offers a variety of ways for students to get involved and give back to the community. Community Service initiatives are incorporated into events through canned food/clothing drives, making blankets for a local shelter, and much more.

- **Community Service Day** - A campus-wide day of service scheduled each semester. Students, alumni, faculty and staff come together to volunteer at a variety of agencies in the local and surrounding Pittsburgh community.
- **Community Service Database** - This comprehensive database is a place where students, faculty and staff record their volunteer hours and positions and also serves as a resource for community agencies.
- **Volunteer Opportunities** - Chatham offers a variety of ways for student to get involved and give back to the community. Community service initiatives are incorporated into events through canned food / clothing drives, making blankets for a local shelter and volunteering, activism and much more. Throughout each academic year Chatham has taken the approach to service in that we want are community to aspire to be civically minded professionals through leadership roles, community service and civic engagement.
- **Relay for Life** – In Fall 2013 Chatham will be hosting our third Relay for Life to raise money and awareness for cancer. This community wide event is a chance for students, alumni, faculty and staff to come together for one great cause.

## Programs and Activities

- **Student Lounges** – There are four lounges open to all students.
  - The Carriage House Student Lounge is accessible 24 hours a day with a student ID. The student lounge area includes a big screen television with surround sound, DVD and VCR players and a coin operated soda machine. It's a great place to study, watch TV, or hang out with friends. The Carriage House is also the home of Student Affairs and Student Activities so it's a one-stop-shop for student needs.
  - The Gateway Student Lounge is located in the basement of Mellon, next to the snack bar. This lounge has computer desktop, couches, study tables and a refrigerator. This is a great place to relax between classes or meet with your study group. This lounge is open to all Chatham Students.
  - The Woodland Student Lounge is accessible daily from 7 a.m. until midnight. It is located on the first floor of the Woodland Residence Hall next to the Residence Life office. It is equipped with a flat screen TV, study tables and couches. This new lounge is a great place to hang out and study.
  - The Falk Student Lounge is located in the Falk Academic building and is a great place to relax between classes and warm up your lunch. Vending machines are available.
- **Co-ed Social & Recreational Activities** - Chatham After Hours, Student Organization Nights, Monday Night Edge and Outdoor Adventures are just a few of the many social events planned throughout the year for students at Chatham. Chatham partners with campuses in the Pittsburgh area to provide a coeducational environment for students at campus activities. Check out the happenings page on myChatham daily for the most up-to-date listing.
- **Dance Classes** - From Hip Hop to Country Line dancing... a variety of dance classes are offered on campus which are open to all students. In addition to these one-time dance classes, there is also a

Zumba Dance series that occurs weekly throughout the semester. Students can bring a partner or get matched up with one and learn to foxtrot, swing dance and much more!

- ***Fit for the Future Remix*** - This program teaches students the basics to leading a healthy lifestyle. Learn about the AFC, working out, healthy eating habits, how to deal with common health issues and much more.
- ***Grocery & Shopping Shuttles*** - Students have the opportunity to take the Chatham Shuttle to a variety of shopping centers, malls, and local stores each weekend to pick up essentials, splurge now and then and explore Pittsburgh! This service is coordinated with Public Safety, who oversees campus transportation.

Students are encouraged to take advantage of the wide range of social and cultural events in Pittsburgh. Throughout the day and during the evening hours, shuttle service is available to Chatham Eastside, Shadyside, and the Oakland area, so that Chatham students may participate more fully in the social life of neighboring colleges and universities.

The Office of Student Activities coordinates the advisement of the Chatham's 62 recognized student organizations.

- ***Chatham Activities Board (CAB)*** – The Chatham Activities Board is composed of students from across campus. CAB plans many campus traditions and activities, such as Battle of the Classes, Holiday Ball, and Spring Fling. Any student can join CAB at any time.
- ***Student Clubs, Organizations and Honor Societies***
  - All Faith Gathering
  - Alpha Beta Alpha (Lambda Pi Eta Chapter)
  - Alpha Sigma Lambda Honor Society
  - American Association University Women of Chatham University
  - Amnesty International
  - Artist Collective
  - Asian Cultural Association
  - Bake Club
  - Beta Beta Beta
  - Beyond the Page - An Unconventional Book Club
  - Black Student Union (BSU)
  - Blue Key Honor Society
  - Buhl Society
  - Chabad on Chatham
  - Chatham Activities Board (CAB)
  - Chatham African Club
  - Chatham Christian Fellowship (CCF)
  - Chatham Cross-Cultural Connections Club
  - Chatham Forensics Club
  - Chatham Marketing Association
  - Chatham Music Club
  - Chatham College for Women Student Government (CSG)
  - Chatham University of American Society of Interior Designers (ASID) Student Chapter

- Chatham University Dance Team (Cougar Cubs)
- Chatham University Nursing Honor Society
- Chatham University Drama Club
- Class of 2013
- Class of 2014
- Class of 2015
- Club de Francais de Chatham University
- Communiqué
- Creative Writing Club
- Creativity for Change
- Exercise Science Club
- Feminist Activists Creating Equality (F.A.C.E.)
- Fickes Residence Hall Council
- Filmophiliacs
- Gateway Student Association (GSA)
- Graduate Film Society (GFS)
- Graduate Student Assembly
- Green Horizons
- Her Campus Chatham
- Legerdemain: The Chatham University Juggling Club
- MFA Writing Council
- Minor Bird
- Mortar Board: Hood & Tassel Chapter
- Muslim Student Association
- Naturality
- Omicron Delta Kappa Honor Society
- Peer Educators at Chatham in Health (PEACHES)
- Phi Alpha Honor Society
- Phi Beta Kappa Honor Society
- Physician Assistant Student Extracurricular Activities (PA-SEA)
- Pre-Physical Therapy Club
- Pre-Physician Assistant Club
- Psi Chi Honor Society
- Psychology of Gender Student Research Team
- Rachel's Rousers
- Rea and Laughlin Residence Hall Council
- Sigma Tau Delta Honor Society
- Slow Food
- Social Work is Real Life (SWIRL)
- Society of Human Resource Management (SHRM)

## Student Health and Wellness

### Office of Student Health and Wellness

The Office of Student Health and Wellness is responsible for coordinating the mental health (emotional), physical (health and wellness lifestyle), and social support services on campus. The departments under Student Health and Wellness consist of Athletics and Fitness Center, Counseling Services and Student Health Services. The staff members actively participate in designing policies and practices and developing resources, programs and services that have direct impacts on the overall health and wellness of the diverse student population at Chatham University.

### Athletics and Fitness Center

In addition to organized athletic activities, the Athletic and Fitness Center offers facilities for squash, rock climbing, swimming, strength training, and cardio fitness, among other 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. The staff of AFC coordinates the intramural programs and outdoor recreational activities for students.

- **Guest Policy** - Faculty, staff, and students are permitted to bring guests, age 17 or older, into the AFC at any time. All guests must sign in at the Control Desk with their Chatham host, and must stay with their host while in the AFC.
- **Intramurals** - Intramural registration is open to all current students, faculty and staff members. Teams may be co-ed, unless otherwise noted. All intramural registrations may be completed on myChatham or by emailing [athletics@chatham.edu](mailto:athletics@chatham.edu). Participants may register as a full team or individually. The Intramurals Staff will assign individuals to a team. All participants must sign a liability waiver prior to participation.
- **Outdoor Recreational Activities** – Outdoor recreational activities are planned at least once a month and include a range of activities. Recent trips include white-water rafting, horseback riding, overnight camping and hiking trips and skiing.

### Counseling Services

Our mission at Counseling Services is to provide Chatham University students with professional treatment in a secure and private manner. Counseling is viewed as an aid to promoting healthy change and personal growth in a student's overall development so that the maximum benefit can be derived from their educational experience.

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. 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 at 412-365-1282.

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.

### ***Individual Counseling***

Counseling Services offers free, confidential, short term individual counseling and brief psychotherapy to full-time registered students. Evaluations and external referrals are offered to part-time regular undergraduate and graduate students. We provide a confidential, non-judgmental space to explore and work through personal, social, family, or academic concerns.

### ***Referral Services***

Counseling Services provides external referrals for students in need of long-term treatment, specialized care, or medication management. Students currently involved in treatment with an external psychiatrist, psychologist, or therapist are strongly encouraged to continue services with their treatment team or to obtain comparable treatment locally in order to maintain continuity of care.

### ***Crisis Walk-in Services***

Normally an appointment is required to meet with a counselor. However, when a student is in distress and needs to speak with a counselor urgently, crisis walk-in services are available during regular office hours. Students who are currently in treatment with an external mental health professional are strongly encouraged to contact their treatment team in times of crisis for continuity of care. In case of emergency while on campus after regular office hours, please contact campus Public Safety at (412) 365-1111.

### ***Self-help Workshops***

Theme-oriented educational workshops are offered to all registered students.

### **Student Health Services**

As part of a holistic approach to student development, Health Services offers a variety of educational programs in health and wellness for the campus community in cooperation with the Office of Student Affairs and various other departments on campus. The Student Health Center provides first aid intervention, illness and injury assessment, starter doses of over-the-counter medication, and various health screenings (e.g., blood pressure checks, height and weight). Chatham has partnered with local Urgent Care facilities and a family practice to provide treatment for students requiring physician

evaluation. Students that require on-going maintenance care can be referred to not only the facilities we have partnered with but to numerous physicians in the neighboring area.

## Residence Life

Residence Life focuses on supporting all students in their academic pursuits and actively contributing to the personal growth and development of each student through the experience of living in the residence halls and attending 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 exploring the convenience of Chatham-owned housing bordering campus on Fifth Avenue. Residence Life partners with students to create a comfortable, safety conscious and enjoyable living environment that is achieved through all community members taking an active role in upholding and adhering to community standards.

Additionally, Residence Life offers three Living Learning Communities (LLCs). LLCs are special housing options which afford students the opportunity to continue the learning experience outside of the classroom. The purpose of the LLCs is to create an environment where students continue to learn about an area of interest outside of the classroom through the use of specific programming within the house, daily interactions with other residents, and through the exploration of academic and community resources. The three LLCs are:

- Intercultural LLC located in Laughlin House
- Rachel Carson Environment LLC located in Rea House
- All Faith LLC in Woodland Hall

For more information about living on campus, 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/campusservices/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 (Programs for Academic Confidence and Excellence) 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 and photos of officially recognized activities and sports, height and weight of members of athletic teams, photograph, class year, enrollment status (including current enrollment, dates of attendance, full-time/part-time, withdrawn), degrees conferred, dates of conferral, graduation distinctions, and the institution attended immediately prior to admission to Chatham.

Please contact the Office of the 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 other graduate degree programs. Accelerated 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 the institutional mission. These attributes are woven throughout the curriculum and are championed by our centers and institutes.

- Global understanding
- Environmental awareness and responsibility
- Women's experiences and contributions

Distinctive elements of a Chatham College for Women Education include:

- The Senior Tutorial: During the last two 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 a laptop computer 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, and service learning projects. 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 Field Experience: Eligible Chatham students 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.
- 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 that provide intensive and highly engaging learning experiences on campus and in experiential settings off campus.

Distinctive Institutes and Centers that 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 and Politics, and The Center for Women's Entrepreneurship.

## Undergraduate Admission 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 Admission

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

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

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

Admission to Chatham is based on a careful review of all credentials presented by the candidate. 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 Admission, Woodland Road, Pittsburgh, PA 15232, 412-365-1825 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. Or use PayPal by visiting: <https://www.chatham.edu/admissions/undergraduate/deposit/>. Deposits are refundable up to May 1.

### **Deferred Entrance**

Occasionally a student wishes to defer entrance to college following graduation from high school. Chatham supports such purposeful deferment in order to work, travel, pursue independent study, or clarify goals and interests. A student who wishes to defer entrance should follow the regular admissions procedure outlined in the preceding section. If 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.

## **Admission Procedures for Early Entrants**

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

## **Admission Procedures for 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 Admission, Chatham University, Woodland Road, Pittsburgh, PA 15232, 412-365-1825 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 Admission 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, she does not need to provide her high school transcript or SAT /ACT scores. A campus visit is strongly encouraged.

### **Transfer Credits**

First-year and transfer students who have received college credit for college-level courses and who can produce an official transcript from an accredited college or university may receive credit for courses within the liberal arts tradition for which she has earned a minimum of C. An evaluation of transfer credit is made at the time of admission to provide the applicant with an indication of her class standing. All transfer credit in progress or completed prior to acceptance to Chatham must be submitted to the University before the student begins courses. This requirement includes all advanced placement and international baccalaureate courses. The final evaluation determines which transfer credits may substitute for some of Chatham's general education or major requirements. Appropriate faculty, in conjunction with Academic Affairs, shall decide which, if any, transfer credits may be used toward fulfilling degree requirements.

### **Transfer Credits after Matriculation**

Once matriculated, Chatham undergraduates may not transfer in courses taken outside of Chatham unless the courses are required to complete the degree and are not available during the student's time at Chatham. Students must obtain prior approval to register for courses at other institutions. Courses taken through the Pittsburgh Council on Higher Education (PCHE) cross registration agreement are not considered transfer courses.



## Enrollment Requirements

Transfer students must be enrolled at Chatham University for a minimum of three long terms (three semesters), must successfully complete 45 credits, and must successfully complete more than 50% of the credits required for their major at Chatham in order to graduate from Chatham. The following are the minimum enrollment requirements that correspond to the class standing as determined by the number of accepted transfer credits:

| <u>Class standing at the time of transfer to Chatham:</u> | <u>Minimum credit hours that must be completed in residence:</u> |
|---|--|
| First-Year  | 75   |
| Sophomore   | 54   |
| Junior  | 45   |
| Senior  | 45   |

All students must complete 30 of their last 36 credits in residence at Chatham University. In residence means taking approved Chatham University affiliated programs and courses, including approved study away and courses taken through the Pittsburgh Council on Higher Education cross registration agreement.

## 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.

## Admission Procedures for Gateway Students

Chatham University was one of the first schools in the country to make a strong commitment to adult students through the creation of its Gateway Program. The Gateway Program opens opportunities to 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. 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 Catalog on the Prior Learning Assessment Program because these programs frequently apply to a Gateway student's experiences.

### **Tuition and Room Deposit**

Accepted students who plan to enroll must make an advanced deposit of \$150 for registration, which will be applied to 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.

### **Admission Procedures for the Pathway to Nursing Program**

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

- The Chatham University online or paper application
- The supplemental Pathways to Nursing application
- An essay describing the reasons why you are selecting the Chatham University Pathways to Nursing Program.
- Two letters of recommendation, one guidance counselor and one teacher.
- SAT (Chatham Code: 2081), ACT (Chatham Code: 3538) or PSB (Psychological Service Bureau) Registered Nursing School Aptitude Examination scores
- Completion of the following high school courses
  - 4 years of English
  - 3 years of Science (Biology or Chemistry)
  - Algebra 2 or Pre-Calculus
  - Highly recommended: Anatomy and Physiology, Physics
- An on-campus or Skype interview with an admissions counselor is highly recommended

Pathways to Nursing application deadlines: June 1 for Fall semester or October 1 for the Spring semester

Once accepted to the Pathways to Nursing Program, all students are required to satisfy the requirements for participation in clinical rotations including background checks and health screenings.

All students will be provided a current checklist detailing documentation to be provided and the respective submission deadlines when attending a post-acceptance Pathways to Nursing Information Session.

## **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.

## **Admission 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 Admission for detailed information and application procedures at 800-837-1290.

## **Admission 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. To be considered for full admission, nonnative English speakers need to submit a TOEFL iBT score of 79 or higher, an IELTS score of 6.0 or higher, or a STEP score of Pre-1 or higher.

Applicants should submit the following materials:

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

\*Transfer Transcript Evaluation Policy: Post-secondary credentials from an educational system other than the United States must be evaluated by a foreign credential evaluator who is a member of the National Association of

Credential Evaluation Services. The Office of Admission 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.

<http://www.chatham.edu/admissions/international/pdf/credentialeval.pdf>

If applicants are transferring from a US institution, please refer to the transfer credits section. Applications are accepted throughout the year (rolling admissions). To receive priority consideration, however, students should apply by March 15 for the fall term and by November 1 for the spring term.

Accepted students who plan to enroll must pay the \$150 tuition and \$150 housing deposits. Accepted students who have adequate financial resources will be issued the Certificate of Eligibility for Nonimmigrant (F-1) Status (Form I-20) or the Form DS-2019 (J-1 Exchange Visitor), which will be used by the student to apply for F-1 student visa status or J-1 exchange status.

### **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 students combine enrollment in English-language courses with the first-year student sequence.

Conditional acceptance, or acceptance through the Bridge Program, is offered to students whose TOEFL scores fall just below the 550 level required for admission (iBT 79 and IELTS 6.0). Students with lower than a 500 TOEFL are admitted to the non-credit English Language Program.

In the Bridge Program, students are required to enroll in up to four English Language Program courses in the fall term during the first year as well as SDE 101 and the First Year Writing Seminar. In the spring term of the first year, students may be required to take additional English Language Program courses as well as IND 108. Students' language ability will be evaluated at the end of their first year to ensure they are ready for academic classes and additional language courses may be recommended or required. Students are also encouraged, and at times may be required, to participate in the summer term of the English Language Program.

The admissions application process and deadlines are the same as for fulltime undergraduates.

### **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.")

### **Proof of Finance**

It is incumbent upon each international student to provide sufficient funds to cover all direct and indirect educational expenses before being issued the I-20 for DS-2019 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:

- A completed certificate of finance form and proof of financial resources in the form of original bank statements, indicating enough funds in the bank or through a loan 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.
- For additional information regarding proof of finances, please contact the international admissions counselor. Further information is available from the Office of Admissions.

### **Admission Procedures for International 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 Admission. A student attending for a semester or a year will need to transfer her immigration record to Chatham University.

Exchange students 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 Affairs.

### **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.

- ***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 IELTSs), and indication of community involvement and activities. Merit is the primary consideration.

## **General Education Requirements for International Students**

Non-native English speaking students need to take a proficiency language test upon arrival and may need to take English for Academic Purposes classes during the first two semesters as required by the English Language Program. Other first-year requirements will also need to be completed. Those admitted into the “Bridge Program” will take up to four English Language Instruction courses in the fall term as well as SDE 101 and a designated section of the First Year Writing Seminar. In the spring term, students may be required to take additional English Language Instruction courses as well as a designated section of IND 108. The remaining general education requirements must be completed within the student’s time at Chatham. English Language Program courses count toward certain general education requirements and the total credits needed for graduation.

## **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 98 percent of the student body has received some form of financial assistance at Chatham.

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

1. Be enrolled in a degree-seeking program at Chatham on at least a half-time basis of six (6) or more credits
2. Be a U.S. citizen, permanent resident, or eligible non-citizen (with appropriate INS documentation)
3. Maintain “Satisfactory Academic Progress” as defined by the College on page 60
4. 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 University receives a student’s processed FAFSA, the family contribution is subtracted from the “cost of education” at Chatham. This “cost of education” takes into consideration tuition, fees, room, board, books, and miscellaneous personal expenses. The result of this calculation is a student’s financial need. All students, regardless of family income, are encouraged to apply for financial assistance in order to explore available aid options.

## **Financial Aid Application Process**

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

1. The FAFSA as soon as possible after January 1. This can be completed on-line at [www.fafsa.ed.gov](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.
2. Appropriate grant applications, if from a state offering grants that can be used for study at Pennsylvania colleges (Arkansas, Connecticut, Delaware, Ohio, Maine, Massachusetts, Michigan, Rhode Island, Vermont, West Virginia, Washington, DC)  
A master promissory note with a participating lender (applies only to students awarded a Stafford Loan).

All students whose FAFSA’s are selected for verification 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 signed copies of the appropriate federal income tax returns.

### **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 Payment Plan**

The Chatham University Tuition Payment Plan is a semester based, interest-free payment program that allows students to finance tuition and fees over four monthly installments 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 is sent to students each semester with their term invoice. To enroll in the Tuition Payment Plan, a student must be registered for classes and be in good financial standing with the university. The Tuition Payment Plan 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 university. Available payment options include:

### **Company Reimbursement Program**

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

### **Company Billing Program**

The Company Billing Program is offered for students who work for an employer that requests to be billed directly for their employee’s tuition and fees. With Company Billing, Chatham University will bill the company directly following the term add/drop deadline. The company is required to pay upon receipt of invoice. Students are required to submit a completed Corporate Payment Options Application & Contract and a letter of authorization and/or tuition voucher authorizing Chatham University to bill the company directly. A detailed explanation of



coverage and invoicing details must be included. Any amount not covered by company billing must be paid in accordance with standard Chatham University payment policies. Company billing may be counted as a financial aid resource for students receiving financial aid assistance. Applications for this program must be received by the close of the add/drop period.

### **Tuition Advancement**

Tuition Advancement is a special program for employees of the University of Pittsburgh Medical Center (UPMC). Students must first submit the completed Corporate Payment Options Application & Contract in order to receive a special UPMC invoice. The student submits this invoice to the UPMC Employee Service Center along with the required UPMC advancement application. The Employee Service Center will process the advancement request and provide the student with an advancement letter indicating the amount of advancement. The student then submits the advancement letter to Chatham as a form of payment. Chatham University will then bill UPMC for all advancement amounts. Any amount not covered by tuition advancement must be paid in accordance with standard Chatham University payment policies. Tuition advancement may be counted as a financial aid resource for students receiving financial aid assistance. Applications for this program must be received by the close of the add/drop period.

### **Corporate Tuition Reduction**

As an added benefit for students participating in a corporate payment option, Chatham University has teamed up with a number of companies to offer a special 20% tuition reduction benefit. If a student's employer is listed on our current approved company list at time of application, and the student is eligible for tuition benefits during that semester they will receive this reduction automatically, provided all eligibility requirements are met. By receiving the 20% reduction students will not be eligible for any other reduced tuition rates offered by the University. Additionally, if a student already receives a reduced tuition rate, they will not be eligible for the corporate tuition reduction benefit. As required by federal guidelines, the 20% tuition reduction must be counted as a financial aid resource for students receiving financial aid assistance.

### **Methods of Payment**

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

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

### **Financial Aid**

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 is based on financial need. Chatham uses information from the Free Application for Federal Student Aid (FAFSA) to determine a student's need.

## Undergraduate Financial Aid Programs

Accepted students who are citizens or permanent residents of the United States are eligible to apply for financial aid. International students are not eligible for the federal financial aid and must rely on personal financial resources.

The following is a list of several federal, state, and institutional aid programs offered at Chatham University.

### Grants and Scholarships

#### Chatham Merit Scholarships and Awards for Students

In recognition of the academic achievements of our students, Chatham offers a comprehensive merit scholarship program. Scholarships are awarded to full-time students without regard to financial need. All applicants with proven records in academic achievement are considered. Chatham aid is available for eight terms of full-time study.

The following awards are examples of scholarships offered by Chatham University.

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

**Federal Pell Grants:** Federal grants awarded to undergraduate students with demonstrated financial need.

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

**Pennsylvania State (PHEAA) Grants:** State-funded grants awarded to undergraduate Pennsylvania residents with demonstrated financial need as determined by the state.

**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.

## **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:

1. What happens if I am unable to work the total amount of hours that I was awarded?  
Students will receive payment only for the hours worked.
2. How is work-study related to financial aid?  
Work-study money is listed as aid on the student's financial aid award letter. Students have to be eligible to receive money through the Federal Work-Study Program. A student interested in Federal Work-Study must complete the FAFSA every year.
3. Why isn't my work-study award on my bill?  
Your work-study amount is not on your bill because you have to work to receive the money. After a student has earned money through the program, she has the option to sign her checks over to Chatham to be applied toward her account. If a student decides not to sign her checks over to Chatham, she can cash the check for personal use but will not receive the funds as a credit on her account and may owe the College money.
4. What if my contract indicates that I need to work 15 hours per week, but my schedule only permits me to work 10 hours per week?

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

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

No. Students do not have to pay money back to the Federal Student Employment Program if they do not work all their hours. However, they will not receive payment for hours they do not work.

## Student Loan Programs

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

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

- Be enrolled in a degree-seeking program at Chatham on at least a half-time basis, which is six (6) or more credits per semester.
  - Be a U.S. citizen, permanent resident or eligible non-citizen (with appropriate INS documentation.)
  - Maintain "Satisfactory Academic Progress" as defined as follows: Students must complete at least 75% of credits attempted and maintain a 2.0 cumulative GPA.
  - Please note that some programs have specific academic guidelines, which must be met to continue enrollment.
- Loan funds will be processed for students who have completed a FAFSA, and have a valid Master Promissory Note on file, unless the student declines the loans via the award letter, or notifies the financial aid office in writing that they are reducing or declining the loans.

### **Federal Perkins Loan**

This low-interest loan is administered by Chatham University and awarded to students who have demonstrated financial need. Repayment and interest charges begin nine months after graduation or cessation of at least half-time enrollment. Students awarded a Perkins Loan must sign a promissory note at the start of the term.

### **Direct Subsidized Stafford Loan**

This low-interest loan is awarded to students who have demonstrated financial need. Repayment and interest charges begin six months after graduation or cessation of at least half-time enrollment. Students must complete the Federal Stafford Loan Master Promissory Note at [www.studentloans.gov](http://www.studentloans.gov). This

application is completed once and can typically be used for a ten year period. The Federal PIN number that was used to sign the FAFSA is also used to sign the Master Promissory note. All new students to Chatham University and those students who have never borrowed before must also complete Entrance Interview Counseling at [www.studentloans.gov](http://www.studentloans.gov).

### **Direct Unsubsidized Stafford Loan**

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

### **Direct PLUS Loan**

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

### **Alternative/Private Loans**

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

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

1. Financial aid awards can be made only when a student has been accepted to a degree or a teacher certification program at Chatham and has completed the FAFSA. If the student has submitted the FAFSA with estimated information, the award may be adjusted once the actual tax returns and supporting documentation are reviewed during the verification process.
2. Students are responsible for reporting to the University all financial assistance received from other sources such as outside scholarships, grants, Office of Vocational Rehabilitation assistance, or tuition waivers. All outside assistance must be taken into account in the packaging of the student's financial aid and may result in an adjustment of the aid package if notification is received after the initial package is awarded.

Financial aid is awarded annually and requires completion of the FAFSA by March 15 each year.

### **Refund of Excess Financial Aid**

Students may be eligible for a refund if their financial aid and/or other credits exceed current semester charges. Student refunds are issued 7-14 days after the student account develops a credit balance. Refunds will be processed electronically through Education Computer Systems, Inc. (ECSI). Please go to [www.ecsi.net/gateway.cu-erefund.html](http://www.ecsi.net/gateway.cu-erefund.html) and sign up to receive electronic refunds.

If a student wishes to retain a credit balance from one semester to the next within the same academic year they should email this information to [studentaccounts@chatham.edu](mailto:studentaccounts@chatham.edu).

### **Satisfactory Academic Progress**

Good academic standing and satisfactory academic progress are necessary for financial aid eligibility. Full-time undergraduate students must complete at least 67% of credits attempted each term in order to be making progress towards a degree. The maximum timeframe in which students are expected to finish a degree is 150% of a program's length. For example, a BA/BS requires 120 credits for graduation. At most, a student may attempt or enroll in 180 credits, with the objective of earning the 120 credits needed to graduate. 120 divided by 180 is a pace of 67%. Students must also maintain a 2.0 cumulative grade point average, with the exception of the 1869 and President's Circle scholarship which require a 3.0 for renewal.

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

- Audit
- Incomplete
- Failed
- Withdrawn

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

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

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

- **Financial Aid Warning** – Status assigned to a student who fails to make satisfactory academic progress. Student may continue to receive financial aid for one semester only.
- **Financial Aid Suspension** – Student has not met progress requirements. Students are not eligible for any Federal aid when assigned this status. Federal financial aid includes the following: Federal Pell Grant, SEOG, Federal Perkins Loan, Federal Stafford Loan, Federal Graduate PLUS Loan, Parent PLUS loan, and Federal Work Study. A student will remain on financial aid suspension until they have met the requirements for satisfactory academic progress.

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

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

- Student submits letter to the financial aid appeals committee. In the letter the following questions must be answered in order for the appeal to be considered:
  - Why the student failed to make satisfactory academic progress? Please provide specific examples, such as; medical, family emergency or hardship, or other extenuating circumstances.
  - What has changed that will allow the student to make satisfactory academic progress at the next review?
- Contact information for appeals letter:  
Appeal Letter may be submitted via e-mail at: [financialaid@chatham.edu](mailto:financialaid@chatham.edu)

Fax Number: 412-365-1871

Address: Financial Aid Office; Braun Hall; Woodland Road; Pittsburgh, PA 15232

#### **Financial Aid for Study Abroad**

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

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

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

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

## Tuition & Fees

A comprehensive schedule of tuition and fees is available at the following link on the University website:  
<http://www.chatham.edu/tuitionfees>

## Payment of Expenses

### **Term Invoice**

The Student Accounts Office will mail term invoices to registered students approximately a month prior to the start of each semester. The term invoice will list anticipated charges and credits based on the student's status at the time of invoicing and are subject to change. A student must be financially cleared by the published tuition due date for any balance due on the term invoice. Financial clearance is the final step in the registration process and may be obtained by paying the balance due in full, or by enrolling in a University- approved payment program. Payment by check or money order should be made payable to Chatham University and addressed to Chatham University, Office of Student Accounts, Woodland Road, Pittsburgh, PA 15232. Payment by credit card is available online through the student portal or by completing the appropriate remittance attached to the invoice. Failure to financially clear by the tuition due date listed on the term invoice will result in a late financial clearance fee.

### **Monthly Account Statement**

The Student Accounts Office will mail monthly account statements to students around the first of each month. The statement shows all University charges and credits for the previous month, as well as any unpaid financial obligation to the University. Payment by check or money order should be made payable to Chatham University and addressed to Chatham University, Office of Student Accounts, Woodland Road, Pittsburgh, PA 15232. Payment by credit card is available online through the student portal or by completing the appropriate remittance attached to the Account Statement. Failure to pay the amount due by the due date listed on the statement will result in a late payment fee.



### **Past Due Accounts**

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

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

### **Student Health Insurance**

Chatham University requires all full-time students to have health insurance. The coverage can be provided by the University-sponsored plan or through your own comparable health insurance plan. Enrollment in the Student Health Insurance Plan is available to all matriculated students. A charge for the premium 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 Health Insurance Plan online. Any full-time student who does not complete the waiver process online by the deadline will automatically be enrolled in the Chatham University Student Health Insurance Plan and the cost of the plan billed to their student account.

### **Institutional Refund Policy – Spring 2014**

The following table illustrates the various **Parent** and Child Terms associated with the 2014 Spring Term at Chatham University for the purposes of outlining deadlines for the add/drop period, last date to withdraw for a 'W' grade, and refund deadlines for students requesting a complete withdrawal or leave of absence from all classes. To be entitled to a tuition refund, a student must give the University written notice of complete withdrawal. Non-attendance and/or non-payment of tuition charges do not constitute an official withdrawal.

For students registered on a part-time basis or in programs charged on a per credit basis, tuition will be adjusted for course changes processed through the Add/Drop Date. No adjustment will be made for withdrawals or late drops authorized after the Add/Drop Date for the term.

For students processing a complete withdrawal from all courses in the Spring Term, tuition refunds are based on the deadlines in the table below. For example, a student registered in the Physician Assistant program will receive an 80% refund of tuition if a request for a complete withdrawal is approved and received in the Registrar's Office by January 19. Requests received after the deadline for a 50% refund will have no adjustment made to the tuition charged. Dates for the purpose of course changes and refund calculations are determined based on the date approved written requests are received by the Registrar's Office.

After the Institutional Refund Policy is applied, any balance is due immediately upon withdrawal. Any credit amount on the student's account after return of Federal Funds will be refunded to the student within 14 business days. Appeals regarding the institutional refund policy should be addressed in writing to the Director of Student Accounts.

Institutional Refund Policy should be read in connection with Return of Federal Funds policies described in the course catalog.

| Term Name                                       | Term Start | Term End  | Add/ Drop Date | Withdrawal Date | Deadline for complete Withdrawal at 100% Refund | Deadline for complete Withdrawal at 80% Refund | Deadline for complete Withdrawal at 50% Refund |
|---|------------|-----------|----------------|-----------------|---|--|--|
| <b>Main Sessions</b>                            |            |           |                |                 |   |  |  |
| 14SP1:<br>2014 Spring Session 1 – 7 weeks       | 1/6/2014   | 2/24/2014 | 1/13/2014      | 2/10/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| 14SP2:<br>2014 Spring Session 2 – 14 weeks      | 1/6/2014   | 4/21/2014 | 1/13/2014      | 3/24/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| 14SP3:<br>2014 Spring Session 3 – 7 weeks       | 2/25/2014  | 4/21/2014 | 3/4/2014       | 4/7/2014        | 3/4/2014  | N/A  | 3/10/2014                                      |
| 14MM:<br>2014 Maymester                         | 4/28/2014  | 5/16/2014 | 4/30/2014      | 5/2/2014        | 4/30/2014                                       | N/A  | N/A  |
| <b>14SPINT:<br/>2014 Spring PsyD Internship</b> | 1/6/2014   | 5/16/2014 | 1/13/2014      | 4/11/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |

| Term Name                                 | Term Start      | Term End         | Add/ Drop Date   | Withdrawal Date  | Deadline for complete Withdrawal at 100% Refund | Deadline for complete Withdrawal at 80% Refund | Deadline for complete Withdrawal at 50% Refund |  |
|---|-----------------|------------------|--|------------------|---|--|--|--|
| <b>14SPPATH:<br/>2014 Spring Pathways</b> | 1/6/2014        | 4/25/2014        | 1/13/2014  | 3/24/2014        | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |  |
| <b>Physician Assistant Studies</b>        | <b>1/6/2014</b> | <b>5/23/2014</b> | <b>1/13/2014</b>   | <b>1/29/2014</b> | <b>1/13/2014</b>                                | <b>1/19/2014</b>                               | <b>2/2/2014</b>                                |  |
| 14SPPA1:<br>2014 Spring PA Session 1      | 1/6/2014        | 5/5/2014         | <i>PA Child Term Sessions are for the purposes of scheduling and evaluation and are therefore disregarded for the purposes of add/drop, withdrawal and billing. All sessions under the Physician Assistant Parent Term follow the Parent Term dates in bold above.</i> |                  |   |  |  |  |
| 14SPPA2:<br>2014 Spring PA Session 2      | 1/6/2014        | 5/23/2014        |  |                  |   |  |  |  |
| 14SPPA3:<br>2014 Spring PA Session 3      | 1/6/2014        | 2/7/2014         |  |                  |   |  |  |  |
| 14SPPA4:<br>2014 Spring PA Session 4      | 2/10/2014       | 3/14/2014        |  |                  |   |  |  |  |
| 14SPPA5:<br>2014 Spring PA Session 5      | 3/17/2014       | 4/18/2014        |  |                  |   |  |  |  |
| 14SPPA6:<br>2014 Spring PA Session 6      | 4/21/2014       | 5/23/2014        |  |                  |   |  |  |  |
| 14SPPA7:<br>2014 Spring PA Session 7      | 5/9/2014        | 5/22/2014        |  |                  |   |  |  |  |
| 14APPAA:<br>2014 Spring PA Session A      | 1/6/2014        | 2/18/2014        |  |                  |   |  |  |  |
| 14SPPAB:<br>2014 Spring PA Session B      | 2/19/2014       | 4/7/2014         |  |                  |   |  |  |  |
| 14SPPAC:<br>2014 Spring PA Session C      | 4/9/2014        | 5/12/2014        |  |                  |   |  |  |  |
|   |                 |                  |  |                  |   |  |  |  |

| Term Name                         | Term Start | Term End  | Add/ Drop Date | Withdrawal Date | Deadline for complete Withdrawal at 100% Refund | Deadline for complete Withdrawal at 80% Refund | Deadline for complete Withdrawal at 50% Refund |
|-----------------------------------|------------|-----------|----------------|-----------------|---|--|--|
| <b>Physical Therapy</b>           |            |           |                |                 |   |  |  |
| 14SPPT1: 2014 Spring PT Session 1 | 1/6/2014   | 4/4/2014  | 1/13/2014      | 3/14/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| 14SPPT2: 2014 Spring PT Session 2 | 1/6/2014   | 4/11/2014 | 1/13/2014      | 3/14/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| <b>Occupational Therapy</b>       |            |           |                |                 |   |  |  |
| 14SPOT1: 2014 Spring OT Session 1 | 1/6/2014   | 4/21/2014 | 1/13/2014      | 2/24/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |

| Term Name                               | Term Start | Term End  | Add/ Drop Date | Withdrawal Date | Deadline for complete Withdrawal at 100% Refund | Deadline for complete Withdrawal at 80% Refund | Deadline for complete Withdrawal at 50% Refund |
|---|------------|-----------|----------------|-----------------|---|--|--|
| <b>Main Sessions</b>                    |            |           |                |                 |   |  |  |
| 14SU1: 2014 Summer Session 1 – 7 weeks  | 5/5/2014   | 6/23/2014 | 5/12/2014      | 6/9/2014        | 5/12/2014                                       | N/A  | 5/18/2014                                      |
| 14SU2: 2014 Summer Session 2 – 14 weeks | 5/5/2014   | 8/11/2014 | 5/12/2014      | 7/14/2014       | 5/12/2014                                       | 5/18/2014                                      | 6/1/2014                                       |
| 14SU3: 2014 Summer Session 3 – 7 weeks  | 6/24/2014  | 8/11/2014 | 7/1/2014       | 7/29/2014       | 7/1/2014  | N/A  | 7/7/2014                                       |
| 14SU4: 2014 Summer Session 4 – 12 weeks | 5/19/2014  | 8/11/2014 | 5/27/2014      | 7/21/2014       | 5/27/2014                                       | 6/1/2014                                       | 6/15/2014                                      |
| 14SU4: 2014 Summer                      | 5/19/2014  | 6/30/2014 | 5/27/2014      | 6/16/2014       | 5/27/2014                                       | N/A  | N/A  |

| Term Name  | Term Start      | Term End         | Add/ Drop Date   | Withdrawal Date  | Deadline for complete Withdrawal at 100% Refund | Deadline for complete Withdrawal at 80% Refund | Deadline for complete Withdrawal at 50% Refund |
|--|-----------------|------------------|--|------------------|---|--|--|
| Session 4 – 1 <sup>st</sup> 6 weeks                    |                 |                  |  |                  |   |  |  |
| 14SU4: 2014 Summer Session 4 – 2 <sup>nd</sup> 6 weeks | 7/1/2014        | 8/11/2014        | 7/8/2014   | 7/29/2014        | 7/8/2014  | N/A  | N/A  |
| <b>Physician Assistant Studies</b>                     | <b>6/2/2014</b> | <b>8/15/2014</b> | <b>6/9/2014</b>  | <b>6/30/2014</b> | <b>6/9/2014</b>                                 | <b>6/15/2014</b>                               | <b>6/29/2014</b>                               |
| 14SUPA1: 2014 Summer PA Session 1                      | 6/2/2014        | 7/11/2014        | <i>PA Child Term Sessions are for the purposes of scheduling and evaluation and are therefore disregarded for the purposes of add/drop, withdrawal and billing. All sessions under the Physician Assistant Parent Term follow the Parent Term dates in bold above.</i> |                  |   |  |  |
| 14SUPA2: 2014 Summer PA Session 2                      | 6/2/2014        | 8/15/2014        |  |                  |   |  |  |
| 14SUPA3: 2014 Summer PA Session 3                      | 6/2/2014        | 7/11/2014        |  |                  |   |  |  |
| 14SUPA4: 2014 Summer PA Session 4                      | 7/14/2014       | 8/15/2014        |  |                  |   |  |  |
| <b>Physical Therapy</b>                                | <b>4/7/2014</b> | <b>8/15/2014</b> | <b>4/14/2014</b>   | <b>6/2/2014</b>  | <b>4/14/2014</b>                                | <b>4/20/2014</b>                               | <b>5/8/2014</b>                                |
| 14SUPT1: 2014 Summer PT Session 1                      | 4/7/2014        | 7/11/2014        | <i>PT Child Term Sessions are for the purposes of scheduling and evaluation and are therefore disregarded for the purposes of add/drop, withdrawal and billing. All sessions under the Physical Therapy Parent Term follow the Parent Term dates in bold above.</i>    |                  |   |  |  |
| 14SUPT2: 2014 Summer PT Session 2                      | 4/14/2014       | 6/20/2014        |  |                  |   |  |  |
| 14SUPT3: 2014 Summer PT Session 3                      | 6/23/2014       | 8/8/2014         |  |                  |   |  |  |
| 14SUPT4: 2014 Summer PT Session 4                      | 7/21/2014       | 8/15/2014        |  |                  |   |  |  |
|  |                 |                  |  |                  |   |  |  |

| Term Name                         | Term Start       | Term End         | Add/ Drop Date  | Withdrawal Date | Deadline for complete Withdrawal at 100% Refund | Deadline for complete Withdrawal at 80% Refund | Deadline for complete Withdrawal at 50% Refund |  |
|-----------------------------------|------------------|------------------|---|-----------------|---|--|--|--|
| <b>Occupational Therapy</b>       | <b>3/31/2014</b> | <b>8/15/2014</b> | <b>4/7/2014</b>   | <b>6/2/2014</b> | <b>4/7/2014</b>                                 | <b>4/13/2014</b>                               | <b>4/27/2014</b>                               |  |
| 14SUOT1: 2014 Summer OT Session 1 | 5/6/2014         | 7/26/2014        | <i>OT Child Term Sessions are for the purposes of scheduling and evaluation and are therefore disregarded for the purposes of add/drop, withdrawal and billing. All sessions under the Occupational Therapy Parent Term follow the Parent Term dates in bold above.</i> |                 |   |  |  |  |
| 14SUOT2: 2014 Summer OT Session 2 | 5/5/2014         | 8/11/2014        |   |                 |   |  |  |  |
| 14SUOT3: 2014 Summer OT Session 3 | 3/31/2014        | 6/20/2014        |   |                 |   |  |  |  |
| 14SUOT4: 2014 Summer OT Session 4 | 5/26/2014        | 8/15/2014        |   |                 |   |  |  |  |
|                                   |                  |                  |   |                 |   |  |  |  |

### 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 Stafford I Loans (FFEL)
- Subsidized Stafford Loans
- Federal Perkins Loans
- 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, 30 of the last 36 credits to be completed in residence, and the satisfactory completion of at least two approved Maymester programs;
2. The completion of a minimum of 75 credit hours in residence at Chatham University for those students who enter with first-year status. 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. All Chatham directed Maymester courses, Chatham summer courses, and courses taken in cross-registration are credited toward fulfilling the residency requirement;
3. The satisfactory completion of all general education requirements;
4. The satisfactory completion of an approved major; 50% of which must be completed at Chatham;
5. The satisfactory completion of the tutorial and two designated writing-intensive courses in the major;
6. A grade of C- or higher earned in all major courses completed after Spring 2011 including the tutorial; and
7. A cumulative grade point average (GPA) of 2.0 in all course work.

### Second Degree

Students who have already earned a bachelor's degree from a regionally accredited institution of higher education may complete 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;
3. A grade of C- or higher earned in all major courses completed after spring 2011 including the tutorial; and,
4. 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 provides courses that cumulatively impart the broad skills needed to be World Ready Women and immerse students in Chatham's mission initiatives: Women's Experiences and Contributions, Environmental Responsibility, and Global Understanding.

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



problem or situation; combine the information with other knowledge and perspectives; and act upon it in ways that are ethical and beneficial to the whole.

The following perspectives are reinforced throughout the General Education curriculum:

- The intellectual habits of writing, oral communication, information literacy, and online communication;
- Cross-disciplinary understanding as a foundation for collaborative work;
- Knowledge of women and their experiences and contributions;
- Knowledge of the natural environment and our place in it;
- A general understanding of and appreciation for international places, cultures, arts, and people that enrich our lives;
- Characteristics of a World Ready Woman, including preparation for the workplace and the skills necessary to be a life-long learner.

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

### **First-Year Student Experience**

The first-year student experience is a common intellectual experience that serves to introduce students to the College community and its culture. These courses provide students with the analytical and communication skills essential for successful college performance. In addition, these courses introduce students to the experiences of women and the contributions of women in understanding current social issues.

#### **First-Year Writing Seminar**

ENG 105 seminars provide students with practice in critical reading, analytical thinking, and academic writing within a participatory, challenging First-Year Seminar setting. Seminars on discipline-based topics selected by individual Chatham faculty focus on acquiring skills in writing, information literacy, and oral presentation through frequent practices and regular coursework. Students are encouraged to ask difficult questions, consider multiple answers, and develop strategies for articulating and arguing their intellectual positions. Supplemental Instruction will be required through the PACE Center for students who need additional support with writing skills beyond what is normally covered in the classroom.

#### **Gender and Contemporary Social Issues: Critical Analysis**

IND 108 seminars provide students with instruction in critical analysis of gender and contemporary social issues within a participatory, challenging First-Year Seminar setting. Seminars on discipline-based topics selected by individual Chatham faculty will focus on acquiring skills in critical thinking and analysis. Students are challenged to think critically about issues of diversity, the construction of gender, and intersections with other areas of identity (e.g., race and social class). Particular attention is paid to how the issues under study impact girls and women, and, in turn, to how women have contributed to our understanding of current social issues. Students are exposed to a variety of critical analytic methodologies as they are encouraged to think about how we know what we know and, more broadly, what is the nature of truth, and its intellectual pursuit. Students are encouraged to ask difficult questions, consider multiple answers, and develop strategies for articulating and arguing their intellectual positions. Supplemental

Instruction will be required through the PACE Center for students who need additional support with writing skills beyond what is normally covered in the classroom.

#### Strategies for Successful Transition to College

SDE 101 courses provide first-year students with strategies necessary to transition successfully to the college environment. The course introduces students to the Chatham community, its culture, and its traditions.

Additional topics relevant to the first-year experience are also considered. Gateway students are exempt from SDE 101.

#### **Communicating Across the Curriculum**

Building on the foundation established in the first-year sequence, communication across the curriculum courses will provide instruction on writing, oral communication, and information literacy in the discipline in order to prepare students for the tutorial. Students must complete 6 credits of writing intensive coursework in their major. These courses feature a discussion of writing concurrent with its regular practice through coursework. Oral communication and informational literacy skills are embedded in each major. Ethics is also taught in communicating across the curriculum courses (information literacy) and in major courses.

#### **Quantitative Reasoning**

Quantitative reasoning courses are intended to help students develop their ability to understand information presented in mathematical terms and to use quantitative methods to answer questions and solve problems. Students must complete a course on college algebra, statistics, or above.

#### **Online Course**

It is important for students to be familiar with the online learning environment as more graduate programs and professions require students to complete coursework and continuing education units online. For these reasons, students must complete one online course at Chatham.

#### **Breadth Courses**

Through major courses, mission-based general education courses, and elective courses, the general education curriculum requires students to complete one course from each of the following four disciplinary perspectives in order to understand diverse ways of knowing and enhance cross-disciplinary understanding (ENG105, IND 108, and quantitative courses do not fulfill this requirement):

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

#### **Mission Courses**

The three primary themes of the University mission are Women's Experiences and Contributions, Environmental Responsibility, and Global Understanding. The General Education program is designed to develop the skills and knowledge of these aspects of the mission. Students take seven separate courses, two in two of the focus areas and three in another. If a course is listed under two themes, it can only fulfill one theme course.

## **Experiential Requirement**

At Chatham, the process of career development and preparation for the future is integrated into all facets of the university experience. Students are required to complete at least three credits of experiential courses – internship, volunteer experience, shadowing, research project – appropriate to the student’s program of study.

## **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 credits, and a minimum of two credits must be physical education courses. The remaining two credits 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. Students may repeat the same PED course twice, or course topics may be repeated at increasingly advanced levels. A maximum of 8 credits of PED coursework may be counted toward the 120 credits required for graduation from Chatham University.
- **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.

## **Transfer Students and General Education Requirements**

### **First-Year Writing Seminar**

Students with 30 or more transfer credits are exempt from ENG105. Students may be required to complete another writing course based on a diagnostic writing exam required before matriculation.

### **Strategies for Successful Transition to College**

Students with 12 or more transfer credits and all Gateway students are exempt from SDE 101.

### **Gender and Contemporary Social Issues: Critical Analysis**

Students with 30 or more transfer credits are exempt from IND108.

### **Communicating Across the Curriculum**

Students must complete 6 credits of writing intensive coursework. The writing intensive requirement may be met with a Chatham course in a student’s major or other transfer course indicated as writing intensive on the transcript or syllabus.

### **Quantitative Reasoning**

The quantitative reasoning requirement may be met with a Chatham course or other transfer course on college algebra statistics, or above.

### **Online Course**

The online course requirement may be met with a Chatham course or other transfer course, indicated as online on the transcript or syllabus.

### **Breadth Courses**

Students may transfer approved courses in each breadth area or fulfill the requirement with approved Chatham courses. Equivalent courses for Art at other institutions include at least three credits in art, music, or theater courses. Equivalent courses for Humanities at other institutions include at least three credits in English, philosophy, or religion. Equivalent courses for Social Science at other institutions include at least three credits in economics, history, political science, psychology, or sociology. Equivalent courses for Science at other institutions are an approved science course with lab.

### **Mission Courses**

Students with less than 45 transfer credits may be able to transfer mission courses. Equivalent courses for Global Understanding at other institutions include at least three credits in foreign language or other approved courses. Equivalent courses for Environmental Responsibility at other institutions include approved courses on environmental science or studies. Equivalent courses for Women's Experiences and Contributions at other institutions are approved courses with a focus on women. At least one course in each area of focus within the mission must be completed at Chatham.

Students with more than 45 transfer credits must complete one course in each area of focus within the mission at Chatham.

### **Experiential Requirement**

The experiential requirement may be met with a Chatham course or other transfer course indicated as experiential on the transcript or syllabus. Transfer students may also provide documentation of hours spent participating in non-credit bearing experiences.

### **Wellness**

Students who transfer less than 30 credits must complete the four-credit wellness requirement, with a minimum of two lifetime activity credits. Students who transfer in 31-59 credits are required to complete three wellness credits, with a minimum of one lifetime activity credit. Students who transfer in 60 or more credits are required to complete two wellness credits, with a minimum of one lifetime activity credit.

## **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.

The Tutorial Manual, which discusses in-depth tutorial requirements, deadlines, and guidelines, is available on the Academic Affairs, Documents and Forms section of MyChatham. Each senior should have an individual copy of the manual readily available for her perusal.

## Academic Program Options

### **Program Major**

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.

Major programs are offered in the following areas: Arts Management, Biochemistry, Biology, Business (Accounting, Economics, International Business, Management, Marketing), Chemistry, Communications (Journalism and Public Relations), Creative Writing, Criminology, Cultural Studies (African-American Studies), Education, Engineering, English, Environmental Science, Environmental Studies, Environmental Writing, Exercise Science, Global Policy Studies, History, Integrated Health Studies, Interior Architecture, International Studies, Mathematics, Media Arts (Film, Graphic Design, and Photography), Music, Nursing (Pathways to Nursing BSN), Physics, Political Science, Psychology, Public Policy Studies, Social Services Administration, Social Work, Visual Arts (Art History and Studio Arts), and Women's Studies. Engineering is available through a dual-degree program in cooperation with other institutions. Students may also self-design a major.

Each program determines the requirements for its major. At least 50% of the credits toward the major must be completed at Chatham and a grade of C- or higher must be earned in all major courses.

### **Major Declaration**

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

### **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. Individual programs 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. At least 50% of the credits toward the major must be completed at Chatham and a grade of C- or higher must be earned in all major courses.

Students may select any two of the following interdisciplinary options: Biology, Business Accounting, Business Economics, Business Management, Business Marketing, Cultural Studies, English, History, International Business, Mathematics, Music, Political Science, and Psychology. Students wishing to do an interdisciplinary major in two business disciplines must follow the guidelines provided in this catalog under the Department of Business and Entrepreneurship.

### **Self-Designed Major**

A major program also may be pursued through concentrated study of two or more disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single topic. The self-designed major proposal must be submitted to and approved by a committee of three full-time faculty members in the disciplines most closely related to the proposed major; one member of this committee will serve as the student's academic advisor. The proposal then must be submitted to and approved by the Committee on Academic Policy. The student prepares a proposal for her major that must include, but is not limited to, a statement of educational goals, identification of learning outcomes and methods of assessment, a discussion of tutorial format, and a detailed plan of study including all courses that would apply to the major. The plan of study must adhere to the following guidelines: (1) the major consists of no fewer than 12 courses, including the two courses of tutorial; (2) seven of the 12 courses must be at the 200-level or above; (3) at least three full-time semesters of academic work must be completed following the application and approval of the major. When the proposal has been approved, copies of the student's proposal, signed by the members of her committee, are placed in the student's Registrar file and in her advising file. Any changes to the plan must be approved by both committees and updated in the student's Registrar file. At least 50% of the credits toward the self-designed major must be completed at Chatham and a grade of C- or higher must be earned in all major courses completed after spring 2011.

### **Double Major**

A student may earn a Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Interior Architecture, Bachelor of Science, or Bachelor of Social Work degree with a double major by fulfilling the requirements of two majors, and one tutorial, with no double counting of courses. If the two majors are for different degrees, then the student must choose between the B.A., B.F.A., B.I.A, B.S. or B.S.W. degrees. 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. At least 50% of the credits toward each major must be completed at Chatham and a grade of C- or higher must be earned in all major courses completed after spring 2011.

### **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. At least 50% of the credits toward the second major must be completed at Chatham and a grade of C- or higher must be earned in all major courses completed after spring 2011.

### **Program Minor**

Such a minor consists of a minimum of five courses as designated by the program or department. No more than two courses may be double counted toward a minor and a major. Internships and independent studies may be a part of the requirements. There are no tutorial requirements for the minor. At least 50% of the credits toward the program minor must be taken at Chatham and a grade of C- or higher must be earned in all minor courses completed after spring 2011.

### **Self-Designed Minor**

The self-designed minor consists of a minimum of five courses in an area of study for which a program minor does not exist. The student prepares a proposal for her minor that includes a title, a statement of her educational goals, identification of learning outcomes and methods of assessment, and a list of courses that will be included in the minor. Internships and independent studies may be included in the requirements for the minor. The self-designed minor proposal must be submitted to and approved by a full-time faculty member in the discipline most closely related to the proposed minor; responsibility for monitoring of the minor rests with this faculty member. The proposal then must be submitted to and approved by the Committee on Academic Policy. No more than two courses may be double counted toward a self-designed minor and a major. At least 50% of the credits toward the self-designed minor must be taken at Chatham and a grade of C- or higher must be earned in all minor courses completed after spring 2011.

### **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, La Roche 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.

Cross-registration permits full-time Chatham students to take courses at any other PCHE institution without additional tuition charges. Both Chatham and the other institution must approve the course to be taken prior to registration. Students can register for no more than one course per term. However, students pursuing physics, engineering or music education may register for more than one course at Carnegie Mellon University in a single term in accordance with agreements made between the institutions. Grades from such courses will transfer to their Chatham records. Additional information on cross-registration may be obtained from the Registrar's office. Students may also take one course a semester at the Art Institute of Pittsburgh without additional tuition charges. Chatham must approve the course to be taken prior to registration. Additional information may be obtained from the Registrar's office.

## Special Academic Opportunities for Undergraduates

### **Accelerated Graduate Program**

Well-qualified Chatham students have the opportunity to earn a bachelor's degree along with a related master's degree at Chatham University in as little as five years. Students may also choose to pursue a master's degree at the Heinz College at Carnegie Mellon University or at Duquesne University. The Accelerated Graduate Program requires a demanding undergraduate load for three years, followed by full-time graduate studies. Depending on a student's specific course of study, additional time may be required to complete both degree programs. Students should consult their advisors in their first-year (or as early as possible in their undergraduate studies) for guidance in developing an appropriate course of study.

#### ***Eligibility***

The Accelerated Graduate Program is available for entering first-year students and currently enrolled undergraduates in good standing who meet the eligibility requirements. Incoming first-year students may apply and be provisionally accepted into identified graduate programs with the exception of Physician Assistant Studies and Teaching.

All undergraduate students seeking admission to the Accelerated Graduate Program, including those conditionally admitted in their first-year should submit a completed graduate program application to the Office of Admissions no later than the end of their junior year (end of sophomore year for those interested in the MAT program). Students are welcome to major in any subject they choose, providing they complete the necessary prerequisite(s) to enter the graduate program.

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.

All students who expect to participate in the Accelerated Graduate Program must complete all general education requirements and all requirements for their undergraduate majors. In addition, acceptance into the Accelerated Graduate Program for all students is conditional pending successful completion of all graduate program prerequisite requirements. Students who do not successfully complete all prerequisite(s) by the semester they wish to enter the graduate program must complete their undergraduate degree before entering a graduate program.

For additional information, including specific program prerequisite(s), financial aid information, and available programs, students should consult the Accelerated Graduate Program policy document available on MyChatham.



## **Engineering**

Through cooperative 3-2 arrangements with Carnegie Mellon University and the Pennsylvania State University, and less formal arrangements with the University of Pittsburgh, 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 or a Bachelor of Science degree from Chatham and a bachelor's degree from the engineering school.

## **Chatham Scholars Program**

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

## **The Gateway Program**

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

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

Chatham's three-year Bachelor's of Interior Architecture degree prepares students for a career in interior design. The curriculum includes 122 semester credits of general education requirements, foundation courses in interior architecture and electives without summer study. Students completing the three-year bachelor's program may continue their studies at Chatham and pursue the Master of Science in Interior Architecture degree. This degree can be completed in one year thereby providing students with the opportunity to earn a bachelor's and master's degree in four years. IAR students must earn a C+ or better in all IAR required courses.

## **Prior Learning Assessment (PLA) Program**

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

Degree-seeking Chatham undergraduate students may earn a maximum of 30 PLA credits. No more than 50% of credit-by-examination, portfolio and transfer credits may be applied towards the major or minor. The remaining 50% must be completed at Chatham. Students may additionally earn PLA credit towards Chatham University's General Education requirements as well as electives. As many as 15 credits earned through the portfolio development program may count towards Chatham University's residency requirement. Each academic program determines the number of PLA credits which may count towards a major. PLA credit may not be granted for PED (Physical Education), SDE (Student Development) or Wellness courses. Additional courses may also be exempt. Please inquire with Office of PLA for a complete list of exempt courses. Fees for credit earned through PLA are charged at a significantly reduced rate relative to Chatham's University undergraduate per-credit tuition rates.

### **Prior Learning Assessment (PLA) Program : *Credit by Examination***

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

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

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

a. Students who have participated in Advanced Placement (AP) program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham University grants course credit for scores of 3, 4 or 5 on these examinations per specific requirements established for each exam. AP Exam credit will be awarded as transfer credit. A maximum of 21 credits will be accepted from AP exam scores. Chatham University's AP score requirements are available in the Office of the Registrar and the Office of Prior Learning Assessment.

b. Students who have participated in Cambridge International Examinations (CIE) A Level exams may be awarded transfer credit by attaining established scores. Chatham University's CIE A

Level score requirements are available in the Office of the Registrar and the Office of Prior Learning Assessment.

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

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

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

e. Credit will be awarded to students earning a passing score on Dantes (DSST) exams. Chatham University's DSST score requirements are available in the Office of the Registrar and the Office of Prior Learning Assessment.

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

To take an examination, a qualified student must pay an application fee and have the permission of the course instructor, in consultation with the department chair, the registrar and the Director of PLA. When a student successfully passes an exam, the course is placed on the student's transcript with the notation, "Credit by Examination." Please note that CBE credit does not count towards Chatham University's residency requirements.

**Prior Learning Assessment (PLA) Program : *Credit by Portfolio Development***

Specifically designed for Gateway and transfer students, Chatham University's Portfolio Development program is meant to assist students in identifying areas of college-level learning by utilizing course-specific learning outcomes that correspond to targeted Chatham courses. Eligible students must seek approval of the Office of Prior Learning Assessment to pursue portfolio development credit. A Gateway students applying for portfolio assessment are enrolled in a portfolio development course which guides students through each and every step of the portfolio development process.

Once the portfolio is complete, faculty members in the appropriate disciplines evaluate each portfolio narrative and determine if credit should be awarded for each narrative. Change majors? Portfolio credits are awarded only to satisfy existing course outcomes, and all outcomes within a course must be satisfied to earn credit for the course. No partial credit for a course will be awarded. As per Chatham University policy, there is no guarantee that credits attempted will result in credits awarded. If you do not agree with the results of an assessment, you should request a meeting with the Director of PLA and your advisor to review the assessor's comments. You may request a review by the Dean of the Chatham College for Women; however, the student may not submit additional course materials at the time of the second review.

### **Summer Study**

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

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

### **Teacher Certification**

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

As part of the 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 PAPA Pearson pre-professional exams that are part of the Teacher Certification Process. Undergraduate students must also apply to the Teacher Certification Program upon completion of 48 credit hours as well as successfully passing the three PRAXIS pre-professional tests.

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

### **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.

### **Collaborative Programs**

#### **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.

#### **Duquesne University—Collaboration in Forensics Science and Law**

An accelerated program is available for students to obtain a B.S. in Biochemistry from Chatham and a M.S. in Forensics Science and Law from Duquesne University. A student should indicate her intention to participate in this program as soon as possible in the first year at Chatham, by contacting the Science Department chair.

#### **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.

More information about PLEN can be obtained from the Pennsylvania Center for Women and Politics in Braun Hall.

## Special Opportunities: International Studies

### **Chatham Field Experiences**

Chatham field experiences offer eligible undergraduate students the experience of international study and travel as an integral part of their Chatham degree program. Chatham field experiences are academic courses abroad focused on interdisciplinary topics, which are taught by Chatham faculty during the Maymester or summer terms. Field experiences are preceded by a required pre-course in the spring term. The courses, topics, and destinations vary from year to year, depending on faculty interests and experiences, the global economy, and current global political situations. For information on current offerings and eligibility requirements, please contact International Affairs.

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

Through a partnership with Seoul Women's University, Chatham students in good standing may apply for selection to the Bahrom International 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. Eligible students may also attend Seoul Women's University for a semester or academic year exchange.

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 Affairs.

### **SRH University Heidelberg (Heidelberg, Germany)**

SRH University Heidelberg, located in Heidelberg Germany, is one of the few private universities in Germany. Chatham students in good standing may apply for the Heidelberg Summer School and take courses in European business and culture.

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 Affairs.

### **Doshisha Women's College of Liberal Arts (Kyoto, Japan)**

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 Affairs.

### **Accademia Italiana (Florence or Rome, Italy)**

Accademia Italiana is an international art and design institute with campuses in Florence and Rome, Italy. Founded in 1984, the Accademia was the first Florentine school of art, fashion and design operating on the international level, accepting students from all over the world and from every region in Italy. Today it ranks as one of the most qualified European institutes of artistic and professional training. The Rome campus offers fashion and costume design programs in the heart of the Eternal City. The AI offers an extensive list of liberal arts courses at both centers. Students may choose to attend studio art and design courses, liberal arts courses, or a selection of offerings from the different departments.

This program is offered in both fall and spring semesters and is open to Interior Architecture and Art and Design students. Interior Architecture students will complete three classes toward their major requirements and two electives. Information regarding the application process is available from the Office of International Affairs.

### **Earth University (Guacimo, Costa Rica)**

Earth University in Costa Rica offers agricultural sciences and natural resources management and a prestigious, international faculty, providing a world-class scientific and technological education that emphasizes values, ethical entrepreneurship and environmental and social commitment. The university is located in the heart of the tropical rainforest in the Caribbean lowlands of Costa Rica, resides EARTH University. The 8,342-acre campus includes classrooms, laboratories, academic farms, sports and recreational facilities, student and faculty residences, a commercial banana plantation, reforested areas and a forest reserve.

Students can study at Earth during one of two four-week summer programs or during fall or spring semester. Students can take classes in environmental science, sustainability or participate in an internship program. Information on applying is available from the Office of International Affairs.

### **Kristianstad University (Kristianstad, Sweden)**

Kristianstad University is located in the city of Kristianstad in the Skåne province of southern Sweden. Established in 1977, Kristianstad University is one of the newest Swedish institutions of higher education. The university has 11,000 students in various fields of study. Courses are offered in teaching, behavioral, social, natural and health sciences, business administration and engineering. The university is located on a newly renovated campus close to the city centre yet close to the surrounding countryside.

This program is offered in the spring and fall semester and is open to students in all majors with a GPA of 2.75 or higher. Students can take classes in Swedish language, Swedish history, Intercultural Communication, Global Health, International Marketing and International Business, among others. Information regarding the application process is available from the Office of International Affairs.

### **Keystone Study Away Consortium program in The Gambia (Banjul, The Gambia)**

This program is located in Banjul, The Gambia. The Gambia is known as the “Switzerland of Africa” because of its peaceful history, is a small and culturally diverse English speaking country. It is an ideal location for undergraduate study abroad because of its openness to international visitors and its accessibility to students unfamiliar with African cultures. Along with gaining a new awareness of an often misunderstood geo-graphic region and culture, students will be exposed to The Gambia’s unique experience as a peaceful nation on a historically turbulent continent.

Chatham University students may participate in this program through Chatham’s partnership in the Keystone Study Away Consortium (KSAC). On site coordinators hired by the KSAC exclusively for this program will be present in The Gambia assisting and guiding the students throughout their semester in the country.

This program is offered in the spring semester and is open to students in all majors with a GPA of 2.75 or higher. Information regarding the application process is available from the Office of International Programs.



### **Keystone Study Away Consortium program in India (Pondicherry, India)**

The India Program is partnered with the Foundation for Ecological Research, Advocacy and Learning (FERAL). FERAL provides students with the opportunity to have high impact experiences in a learning community, while studying abroad. Students are engaged in daily Indian life while in a rigorous academic program. It is a unique combination of immersion in an Indian family, and an Indian nongovernmental organization, while providing a diversity of exposure to Indian academic institutions. The courses span several different locations providing students with a very diverse set of Indian vignettes. The accommodation range from thatched huts to five star resorts. This provides insight and understanding into the complexity of an ancient country that is an emerging economic power.

Chatham University students may participate in this program through Chatham's partnership in the Keystone Study Away Consortium (KSAC). On site coordinators hired by KSAC exclusively for this program will be present in India assisting and guiding the students throughout their semester in the country. This program is offered in the fall and spring semesters and is open to students in all majors with a GPA of 2.75 or higher. Information regarding the application process is available from the Office of International Programs.

### **Universidad Francisco de Vitoria(Madrid, Spain)**

Located just 9 miles outside Spain's capital, Madrid, the Universidad Francisco de Vitoria (UFV) offers students educational programs combining the European tradition with a practical approach typical in America. Teaching is based on a philosophy of integrated and complete education, with small classes and personalized attention. UFV offers international students a variety of cultural and extracurricular activities on its 62 acre campus, varied excursions and a free private bus service to and from the heart of Madrid.

Chatham students in all majors may study at UFV in the spring and/or fall semester. Students with sufficient Spanish proficiency can take classes in International Business, Film and Digital Technology, Education, Music, Psychology, Visual Arts, Nursing, Communication, Media Arts, and Exercise Science. UFV also offers a semester long program of coursework in English, including some Spanish Language and Culture courses. Information regarding the application process is available from the Office of International Affairs.

### **Vesalius College (Brussels, Belgium)**

Vesalius College is located in Brussels, Belgium, the "Capital of Europe". Vesalius offers students a truly unique opportunity to study in an international city rich in culture and set squarely in the middle of world events. Brussels ranks as among the world's most cosmopolitan and diverse cities, situated in the heart of Europe with over 30 percent of its population being foreign born. But Brussels is not all work, politics and studying. It is also a very relaxed and livable capital city that is both fashionable and creative.

This exchange is offered in the spring and fall semester and is open to students in all majors Students can take classes in French, Dutch, Business, Communications and International Affairs. All classes at Vesalius are taught in English with a low teacher to student ratio. Internship opportunities are available. Further information regarding the application process is available from the Office of International Affairs.

## **Xianda College of Economics and Humanities (Shanghai, China)**

Xianda College of Economics and Humanities Shanghai International Studies University, has two campuses in both Hongkou and Chongming. Students can study abroad at Xianda for spring or fall semester and study Chinese language and culture. Optional elective business courses are offered in economics, marketing and business law, among others. Internship opportunities are available. Further information regarding the application process is available from the Office of International Affairs.

## **Study Abroad through Third Party Programs**

Any student may study abroad for credit in approved programs for any term, including Maymester, summer, or the full academic year. A student's eligibility to apply for and enroll in a specific program is determined by the 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 submit 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 study abroad application forms are available from the Office of International Affairs.

## **English Language Program**

### **The Bridge Program for International Students**

Nonnative English speaking undergraduate and graduate students may take a combination of English for Academic Purposes (EAP) courses in the Bridge Program and academic courses in the first year. Courses in the Bridge Program allow undergraduate students to earn credits towards their degree and meet General Education requirements at Chatham. New students take a placement test and are advised to take some of the Bridge Program courses during their first year. Students who would like to get an early start for their academic study in the Fall may also enroll in the Summer Intensive English Program offered by the English Language Program (ELP) at Chatham.

### **Tutoring Services**

If students would like assistance with writing, reading or even speaking and listening, the ELP runs a tutoring center for students to meet with a tutor for 30 or 60 minute sessions. Tutors can assist students with any ESL difficulties related to speaking, listening, reading, writing, or grammar and most often assist students when they are writing papers. ELP tutors have usually lived and taught English in other countries so they are knowledgeable, understanding, and helpful. Tutoring appointments can be made through email to [elptutoringcenter@chatham.edu](mailto:elptutoringcenter@chatham.edu) or in person in Coolidge 131C.

### **Supplemental Instruction in Writing**

Apart from tutoring services, the ELP offers one-on-one supplemental instruction in writing. Students enrolled in this one-credit course meet with the ELP tutors/ instructors one hour a week to work on the writing assignments

for undergraduate or graduate courses they are taking. The instructors will also use systematic intervention to help the students become better language learners and writers in their disciplines. If you would like to register for this course, please contact the ELP Coordinator for more information.

### **Conversation Partner Program**

The ELP program understands that students who use the English language skills learn faster and better. In order to help students improve their speaking skills, the ELP has developed a Conversation Partner Program, where students may practice their language skills with other students each semester. For further information, please contact the English Language Program at [elp@chatham.edu](mailto:elp@chatham.edu).

## Undergraduate Academic Regulations

### **Academic Calendar**

The 2013-2014 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**

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. In order to fulfill the Maymester requirement, a student must be enrolled in at least 3 credits per required Maymester. 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 five 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's Office. All students intending to take more than 18 credits in a single term must complete an academic overload request form available from the Registrar. Enrolling for more than 21 credits is considered financial overload, and students will be charged on a per credit basis.

## Independent Study

A student may register for only one independent project 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. An application for an independent study should include a syllabus or other document that describes in detail the procedures and nature of the course, including, but not limited to, identification of learning outcomes and methods of assessment. Additionally, the nature, frequency, mode and documentation of contact with the supervising faculty member should be explicitly defined, and the number of credit hours associated with the study should be justified.

## 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

In consultation with their advisors, students may add or drop courses until the end of the add/drop period for that term. If a course is closed, the student must obtain the instructor's signature on 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

12 weeks or more

6 weeks

Maymester

#### Add/Drop Period

See the Academic Calendar for published dates

See the Academic Calendar for published dates

Throughout the first three days of class

Shorter than 3 weeks  
One-day workshops

Before the second class  
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's Office. 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, the withdrawal period is through the first two weeks of the term. The Withdrawal deadline for other, non-standard terms will be posted in the 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 Dean's Office, who will make the decision and notify the Registrar.

## Grading and Terms of Study

### **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              | Minimal performance |
| C-    | 1.67              |                     |
| D+    | 1.33              |                     |
| 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                |
| TR |      | Transfer 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. Students may attempt a single course no more than three times, including attempts that result in a withdrawal. Whenever a course is repeated, the academic record and transcript reflect all course enrollments and the grade earned for each enrollment. 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**

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

A regular letter grade will be recorded upon notification by the instructor to the Registrar. Incompletes will convert to the grade of F at the end of the period allotted for the satisfaction of the incomplete. As long as an "I" remains on the record for a course, a student may not enroll for credit in any course that has that course as a stated prerequisite. A student may not graduate while an "I" remains on the record. Students enrolled in either semester of the tutorial should refer to the "Tutorial Regulations" section of the Academic Catalog for specific policies relating to these courses.

Students who believe they can demonstrate a legitimate need for an incomplete should 1) obtain an Incomplete Contract from the Office of the Registrar or from MyChatham, 2) seek instructor approval to take an incomplete and establish the terms of the contract, 3) seek approval from the department chair and the Dean's Office, and 4) return the completed contract to the Office of the Registrar. *Documentation of*

*the extenuating circumstance must be included with this application. To be eligible to apply, a student must have regularly attended class meetings in accordance with the instructor's attendance policy, completed all assignments by the instructor's stated deadlines, and maintained a passing grade of at least "C-" through the withdrawal deadline. The deadline for completing this process is by the last day of the term as published.*

## **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 add/drop period 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. 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.

## **Auditing Courses**

Full-time students may audit a course by obtaining permission from the instructor and completing a course audit application available from the Registrar. 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. Courses for major or minor credit may not be audited. General Education credits may not be audited. No credit is granted for course audits, but the course audit will be recorded on the transcript. Students auditing a course are expected to meet the same course requirements as the students who take the course for credit and must have the qualifications needed to take an academic overload if applicable.

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, but the course audit will be recorded on the transcript. Students auditing a course are expected to meet the same course requirements as the students who take the course for credit.

## **Work in Absentia**

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

## **Graduate Courses for Undergraduate Credit**

Qualified, matriculated, undergraduate seniors not enrolled in the Accelerated Graduate Program may receive permission to take up to six credits of 500-level graduate courses relevant to their program of study. Students must receive permission from their undergraduate academic advisor, from the appropriate graduate program director, and from the Dean of the College for Women. The student is expected to perform graduate-level work. These 500-level graduate credits count toward the undergraduate degree and may not be applied to a graduate degree or program.

## **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. If the grievance is not settled, the student must then appeal the matter to the Department Chair. If the issues remains unresolved, the student may then file an appeal with the Dean of the Chatham College for Women, who will seek formal reconciliation. Appeals made to the Dean must be in writing, must include written documentation from each stage of the appellate process. A student challenging a grade received in a course may file an appeal with the Dean's Office no later than 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 an appeal 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.

## **Attendance**

Every student enrolled at Chatham accepts the responsibility to attend all required class meetings. To obtain the fullest benefit from their courses, students must participate actively. This means attending regularly, engaging in course activity, completing work on time, and making up work missed because of an emergency absence. It is the student's responsibility to let the course instructor know within the drop-add period if he or she will have to miss class for religious reasons, athletics, or other.

## **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.



## **Tutorial Regulations**

Final copies of the tutorial are due to the Office of Chatham College for Women Dean 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 Chatham College for Women Dean. Upon completion, students are required to submit a bound copy of their tutorial to the library.

Students may request an extension deadline from the dean of the College. An extension request will be accepted until 4 p.m. one week before the final copies are due. Tutorial extension requests will only be granted when unexpected and extreme circumstances beyond the control of the student warrant them. The extension request must be accompanied by authoritative documentation, and have the support of the tutor. If approved, the extension will not be granted beyond the last day of classes. Failure to deliver final copies of the tutorial by the original deadline 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 or 499 except in unusual and extreme circumstances that prevent the student from completing the work of the course and that can be confirmed by authoritative documentation. Requests for incomplete grades should be directed to the dean, who will make the decision in consultation with the tutor.

## **Transcripts**

Graduates and students whose student accounts are in good standing may request an official copy of their College records. The online transcript request form can be accessed via MyChatham. Requests will be processed within two business days. A fee of \$3.00 will be charged per transcript ordered. An additional processing fee of \$3.00 will be charged for each address where transcripts are sent. Students may also 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. 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 department chair. 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 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: Alpha Sigma Lambda (adult honor society), 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.

## 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

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

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

Major offenses include a second minor offense; substantial plagiarism on a major assignment, signing your name to a paper that is not your own; failure to receive IRB approval before starting research; making up or falsifying evidence, data, or other source materials for a major assignment, including falsification by selectively omitting or

altering data that do not support one's claims or conclusions; cheating during exams; intentionally destroying or obstructing another student's work; copying or collaborating on a major exam; and any violation involving potentially criminal activity.

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

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

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

1. If the violation is classified as minor, the faculty, department chair/program director, and student may work together to achieve resolution. Resolution can be reached if the student accepts responsibility for the incident or the faculty member is convinced that a violation has not occurred. If it is determined that a violation has occurred and the student accepts responsibility for the incident, the faculty member and chair/program director will recommend appropriate course-based sanctions in writing to the appropriate academic dean.
2. After receiving a copy of the incident report and the recommended course-based sanctions, the dean will determine if it is the student's first offense. If it is the first offense, the dean will confirm the sanctions and inform the faculty member, department chair/program director, and student of the outcome in writing within ten (10) business days of receiving the report. A copy of the incident will be maintained in the student's file. Appropriate sanctions for a minor offense include requiring the student to resubmit the assignment or take a new exam; failing the student on the assignment or exam; lowering the student's grade in the course; failing the student for the course; requiring the student to participate in a noncredit workshop or seminar on ethics or academic integrity; or an assigned paper or research project related to ethics or academic integrity.
3. If the offense is not the student's first offense, an informal resolution is not reached, or the student or faculty member requests a judicial hearing, the dean's representative will convene a meeting of the Academic Integrity Council subcommittee to review the case within 10 (ten) business days of receiving the faculty member's report.
4. If the violation is classified as major, the faculty member will file a report, including recommended course-based sanctions, with the appropriate academic dean's office within 5 (five) business days of becoming aware of the violation. The dean's representative will convene a meeting with the Academic Integrity Council to review the case within 10 (ten) business days of receiving the faculty member's report.
5. It is the responsibility of the both the student and the faculty member to present his or her case before

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

6. After hearing the case, the Academic Integrity Council will recommend sanctions in writing to the appropriate academic dean. Appropriate sanctions for a major offense or two minor offenses include requiring the student to participate in a noncredit workshop or seminar on ethics or academic integrity; disciplinary probation; removal of graduate fellowship or assistantship support; suspension for one or more semesters; or expulsion from the University in addition to any course-based sanctions recommended by the faculty member. The dean will confirm the applicability of such sanctions and may reject any finding adverse to the student but may not make new findings adverse to the student or increase the severity of the sanction. Prior violations or informal resolutions of violations may be considered only in recommending sanctions, not in determining guilt or innocence. The dean will relay the decision in writing to the student and faculty member within five (5) business days of receiving the Council's recommendation.
7. The student has the right to file an appeal with the Vice President for Academic Affairs within three (3) business days of receiving the dean's decision. The appeal must identify the issues or findings the student is challenging as well as documentation supporting their position. The VPAA's decision will be final.

A student who chooses to withdraw from the University rather than participate in the judicial process will be classified as having been withdrawn for academic integrity reasons. A student who withdraws under these circumstances is not permitted to reenroll or participate in any class or program until the pending matter is resolved. A student cannot avoid consequences for violating the University's Academic Integrity Policy by withdrawing from the course in which the violation occurred.

The first academic dishonesty form will be maintained in the student's file by the appropriate academic dean's office and destroyed upon graduation or separation from the University if no further incidents of academic dishonesty occur. If the student has committed two or more offenses, the academic dishonesty forms and their disposition become part of the student's permanent academic record. A copy of all incident reports will also be sent to the Dean of Students.

### **Responsibilities of the Faculty**

At the beginning of each course and in writing on the course syllabus, faculty should explain plagiarism and cheating and the penalties for such behavior. They should refer students to the Student Handbook for a more detailed outline of policies and procedures.

## **Responsibilities of Students**

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

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

## Review of Academic Progress, Leave of Absence, and Withdrawal

A student's progress is reviewed at the close of each term. At that time, the Dean's office 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 for marked deficiency in scholarship. Probationary status may endanger the continuation of financial aid.

### **Academic Warning**

All students who earn a term (Fall, Spring) GPA below 2.0 will be placed on Academic Warning. First Year students who earn a GPA below 2.0 in their first term will be placed on Academic Probation.

### **Academic Probation**

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

- A cumulative GPA below 2.0 OR
- Two consecutive terms with a GPA below 2.0 OR
- Three or more terms with a GPA below 2.0 even if their cumulative GPA is above 2.0.
- First Year students who earn a GPA below 2.0 in their first term.

### **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. In all cases, the student, her advisor, and the Office of Academic Affairs and Student Affairs, and, when appropriate, the parent or guardian, will be notified of this action.

Students who meet any of the following criteria are subject to a mandatory leave of absence:

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

### **Academic Forgiveness Policy**

Undergraduate students who have returned to the university after an absence of at least two consecutive academic years have the option of applying for academic forgiveness to the Office of Academic Affairs through the Dean of the Chatham College for Women. Application for Academic Forgiveness does not guarantee approval.



If approved, this is a one-time opportunity for students to request that up to 15 credits of grades received previously at Chatham where the student earned a “D” or “F” be removed from their cumulative GPA calculation. Students will be eligible to apply for Academic Forgiveness after they have returned to Chatham and completed a minimum of 24 graded credits maintaining a GPA of at least 2.75. Credits received for the forgiven courses will be retained; the grades will remain on the transcript, but they will no longer be calculated in the cumulative GPA. If this option is exercised, a minimum of 45 graded credits for graduation must be completed at Chatham University after the student’s return from her absence.

### **Voluntary Leave of Absence**

A voluntary leave of absence may be taken for 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 Assistant Dean 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 Academic 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.

International Students must also meet with the International Student Services Coordinator to discuss a voluntary leave of absence. Current immigration regulations do not permit international students to take a voluntary leave of absence and remain in the United States, except in the case of a documented medical leave. New immigration documents will be needed if a student is out of the U.S. for more than 5 months.

### **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 Academic Dean 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.

## Academic Resources and Services

### **Academic Advising**

#### *Advising Mission*

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

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

### **Advising Assignment Policies**

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

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

### **Pre-professional Advising**

All pre-professional students, regardless of academic field, receive guidance and assistance throughout their academic careers. The University advises students on courses of study, provides information on

professional school admissions tests and requirements, and assists with the application process. Resources about the application process are available through the Career Development office. In addition, a student who intends to enter graduate school in the medical or health sciences should work closely with the pre-health advisor as well as with her academic advisor. A student who indicates an intention to apply for law school admission should work closely with the faculty pre-law advisor as well as with her academic advisor.

## **PACE Center - Programs for Academic Confidence and Excellence**

The University's PACE Center, including the programs for Educational Enrichment and the 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 University.

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

The University's PACE Center provides Chatham students with a comprehensive network of educational enrichment services designed to promote academic success. Planned collaboratively with University faculty and students, PACE Center programs enhance and support Chatham's curriculum. Services include: academic coaching, peer tutoring, professional writing specialist; graduate writing mentors; supplemental instruction; *Transitions* course; skill-building workshops; and services for students with disabilities.

### **Academic Skills Programs**

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

- **Academic coaching** sessions are designed to help students strengthen their academic performance by building confidence and skills. Sessions are all tailored to individual needs and typically address concerns such as: planning a schedule and managing time; studying for and taking tests; reading textbooks; taking good notes; and controlling procrastination.
- **Peer tutoring** is available for most Chatham courses, and students are eligible to receive up to two hours of tutoring per course per week at no charge. Peer tutors are selected by faculty and receive ongoing training and support from PACE professional staff.
- The University **Writing Specialist** meets with Chatham students one-on-one to address their writing process issues and concerns. Together, they review papers and reports prior to submission. Students may schedule an appointment of one-half to one hour each week.
- **Graduate Writing Mentors** offer special assistance and support to first-year writers enrolled in First-Year Seminars.
- **Supplemental Instruction** is a specialized form of academic support that focuses on both course content and learning strategies. It is made available in selected courses such as biology, chemistry, economics, mathematics, and others. Supplemental instruction sessions may be attended on a drop-in basis and are held at regularly scheduled times.

- ***Transitions: Essential Skills for Success @ Chatham*** is a one-credit course that teaches metacognitive skills in the context of a student's first term courses at Chatham. The *Transitions* curriculum is based on best practices and adopts a hands-on approach to academic skill-building.
- The **Academic Skill-Building Workshops** are held in fall and spring at convenient times and locations. Workshops cover topics important to all students, such as goal setting, study skills, stress management, and time management, in a relaxed group setting.

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

Chatham University is committed to providing reasonable accommodations and services for students with diagnosed disabilities, in accordance with the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act (ADA-AA) of 2008. Students seeking accommodations are encouraged to present their documentation to the assistant dean of the PACE Center for review. Specific information about documentation requirements may be found on the Chatham University website. Based on the documentation provided, reasonable academic accommodations are determined and implemented for the term. Accommodations are renewable at the beginning of each new term.

In addition, the PACE Center provides other services for students with disabilities such as: distraction-limited testing; peer note-takers; alternate format texts; Kurzweil reading system; Braille embossing; Inspiration software; and other assistive technology. PACE professional staff also offer academic coaching and mentoring, and are committed to providing students with disabilities access to Chatham's educational programs and services.

### **Career Development**

Career Development assists students with career decision-making, job search strategy, graduate school planning, and experiential education activities, including service learning, 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 Preparation course for students preparing to seek employment or internships.

#### ***Internship Program***

The Chatham University Internship Program provides 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.

### ***NACELink 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 <https://chatham-csm.symphlicity.com/students/> 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 NACELink Database.

### ***Student Employment Program***

There are many opportunities for part-time, academic-year employment. The largest is the Federal Student Employment Program, which provides employment opportunities for students on campus as well as in the community. These positions are posted through the NACELink 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 Planning***

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 the NACELink 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.

## **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 Woodland Building.

As part of the undergraduate technology initiative, all incoming first year students receive a new laptop which they will own upon graduation. Use of the laptop is integrated into the University curriculum and enables students to access the Chatham network via wireless access throughout the campus. Additionally, 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 any Internet accessible computer. The collection includes nearly 100,000 volumes, more than 10,000 periodical titles, many of which are available online and over 60 electronic databases. The library offers a wide variety of information and instructional services, including virtual reference service, individual research consultations, inter-library loan, database searching workshops, and course-related instruction.

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 Pennsylvania through the Library’s participation in regional and national consortia.

## **Office of International Affairs**

Chatham University believes that providing students with a strong global perspective is critical as the world becomes ever more technologically and economically interconnected. Our commitment to internationalizing the campus has an across-the-curriculum approach—providing curricular and co-

curricular experiences on campus and abroad and involving all students regardless of major and all faculties regardless of discipline or teaching area.

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

The role of the Office is to:

- Provide opportunities for students, faculty, and administrators to study and/or serve abroad
- Create and promote student and faculty international exchanges
- Maintain links with partner institutions abroad
- Administer Field Experiences
- Support the recruitment and retention of international students
- Provide ESL instruction and services to non-degree and degree-seeking students
- Promote Chatham University's international studies programs
- Promote the internationalization of the curriculum
- Assist faculty in their internationalization efforts
- Disseminate 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

## Outreach Centers

### **Pennsylvania Center for Women and Politics**

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

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

The Center's activities include:

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

- Experiential learning opportunities across PA and in Washington DC; and,
- Data collection about women in Pennsylvania politics.

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

### **The Center for Women’s Entrepreneurship at Chatham University (CWE)**

Established in 2005, the Center for Women's Entrepreneurship at Chatham University (CWE) mission is to educate, create economic opportunities, and foster entrepreneurial thinking for women entrepreneurs, women in business, and students. CWE provides opportunities for women entrepreneurs in both new development and growth stages of their businesses to start, develop and significantly grow their companies by utilizing Chatham resources, programs, faculty expertise, and student assistance. CWE also provides programming targeted to local and regional women in business. This programming is designed to teach women in business how to think and act entrepreneurially by focusing on innovation and creativity within the context of an existing organizational environment. And finally, CWE offers specific programs for both undergraduate and graduate students which help them learn the skills needed to become either successful entrepreneurs or successful women in business.

### **The Rachel Carson Institute (RCI)**

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 evolving mission supports Chatham University’s commitment to women’s environmental concerns and leadership in environmental policy, science, writing, and outreach.

### ***Women and the Environment***

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. We continue to offer the Rachel Carson essay contest for high school students, soon to be celebrating its twentieth year.

### ***Chatham eCollegie***

Chatham eCollegie is sponsored by the RCI and Green Horizons, the campus student environmental group. It is a long-term project designed to make the campus community more environmentally responsible through improved recycling systems, increased energy efficiency, and overall waste reduction. With Dr. Barazzone's signing of the President's Climate Commitment, we have begun a baseline audit of our campus carbon emissions, and we will be working to reduce them, eventually to a net zero.

For a list of programs and projects, visit the website at [www.chatham.edu/rci](http://www.chatham.edu/rci).

### **Service-Learning and Community Service**

Service-Learning and Community Service are integral parts of student life at Chatham. Resources include information on local, national, and international volunteering sites; "Year of Service" opportunities such as Americorps, the Peace Corps, and Teach for America; and contacts for the off-campus community service Federal Student Employment Program. Email [careers@chatham.edu](mailto:careers@chatham.edu) for additional information about service opportunities.

There are also many ongoing service opportunities at Chatham, including seasonal blood drives, various food and clothing drives, and Alternative Spring Break trip. Students may also get involved in community service through Chatham student organizations or 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.

# Majors, Interdisciplinary Majors and Minors

## Department of Arts, Communication, and Design

*Prajna Parasher, Ph.D., Department Chair*

### **Undergraduate Academic Programs**

Art Museum Studies

Arts Management

Arts Education

Communication: Human Communication; Journalism; Public Relations; Graphic Design

Interior Architecture

Landscape Studies

Media Arts: Photography; Film and Digital Technology; Graphic Design

Music

Visual Arts: Art History; Studio Arts

### **Affiliated Faculty and Staff**

*Michael Boyd, Assistant Professor of Music*

*David Burke, Assistant Professor of Graphic Design*

*Katherine Cruger, Assistant Professor of Communication*

*Karen Dajani, Associate Professor of Communication*

*Corey Escoto, Assistant Professor of Visual Arts, Studio*

*Greg Galford, Assistant Professor of Interior Architecture*

*Thelma Lazo-Flores, Assistant Professor of Interior Architecture*

*Elisabeth Roark, Associate Professor of Art*

*Pauline Rovkah, Director of Piano Program, Instructor*

*Prajna Parasher, Professor of Film and Digital Technology*

*Kristen Shaeffer, Broadcast Studio Manager and Instructor of Film and Digital Technology*

### **BA in Arts Management**

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

#### *Major Requirements*

12 courses, including:

BUS/ART 121 Introduction to Art Management (3)

OR

|            |   |
|------------|---|
| BUS105     | Foundations of Business (3)   |
| ECN 102    | Principles of Microeconomics (3)  |
| MTH 110    | Elementary Statistics (3)   |
| MTH 151    | Calculus [ <b>REQUIRED</b> for students interested in the 5 year CMU program] |
| ACT 222    | Accounting Principles I (3)   |
| BUS 243    | Marketing (3)   |
| BUS 337    | Managing Nonprofit Organizations (3)  |
| INTART 303 | Internship (3)  |
| ART 498    | Tutorial: Portfolio I – Research (4)  |
| ART 499    | Tutorial: Portfolio II – Applied (4)  |

*Six approved courses from one of the following programs:*

Visual Arts, Media Arts or Music - Courses must be approved by advisor and Department Chair

**Note: For those students not applying for the CMU program one additional course needs to be taken in the art field selected by the student in consultation with her Advisor and approved by the Department Chair.**

### **Art 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 emphasizes practical experience designing and installing exhibitions and planning of programming, and addresses the history and theory of the art museum. It is an appropriate accompaniment to majors in Art History, Arts Management, and Visual Arts, and to double majors in Art History and other disciplines. Integral to coursework are field trips to local museums, museum professionals as adjunct faculty and guest speakers, and the use of the Chatham University Art Gallery and Chatham's art collections.

#### *Minor Requirements*

5 courses:

|            |  |
|------------|--|
| ART 208    | Introduction to Art Museum Studies (3)   |
| ART 368    | Museum Education and the Visual Arts (3) |
| ART 372    | Curating African Art (3)                 |
| ART 378    | Curating the Visual Arts (3)             |
| INTART 303 | Internship (3)                           |

### **Communication (COM)**

Communication is a degree targeted to new opportunities in a media-savvy world. Students in the major take a common set of core courses that prepares them for careers in an industry where convergence in print, broadcast, and online media is growing. Students then choose one of three concentrations: journalism, public relations and Graphic Design.

In addition to required course work, students must complete an internship and a tutorial presenting the results of an extensive concentration appropriate project.

### *Major Requirements*

#### Human Communication:

|         |  |
|---------|--|
| COM 101 | Foundations of Human Communication                 |
| COM 141 | Media Literacy                                     |
| COM 151 | Introduction to News Reporting                     |
| COM 106 | Media and Society                                  |
| COM 209 | Intercultural/International Communication [Global] |
| COM 251 | Newswriting and Editing                            |
| COM 234 | Persuasion [WI]                                    |
| COM 260 | Introduction to Public Relations                   |
| COM 360 | Advanced Public Relations [WI]                     |
| COM 355 | Organizational Communication [Women]               |
| COM 400 | Media Ethics and Law                               |
| COM 393 | Internship   |
| COM 498 | Tutorial   |
| COM 499 | Tutorial   |

#### Required Courses for all Concentrations:

|            |  |
|------------|--|
| COM 141    | Media Literacy (3)                                 |
| COM 106    | Media and Society (3)                              |
| COM 209    | Intercultural Communication: Values and Ethics (3) |
| COM 234    | Persuasion (3)                                     |
| COM 400    | Media Ethics and Law (3)                           |
| INTCOM 303 | Internship (3)                                     |
| COM 498    | Tutorial: Portfolio I – Research (4)               |
| COM 499    | Tutorial: Portfolio II -- Portfolio (4)            |

#### Journalism Concentration:

|         |  |
|---------|--|
| COM 251 | Newswriting and Editing (3)                  |
| COM 351 | Advanced Newswriting and Editing (3)         |
| COM 374 | Photography V: Photojournalism (3)           |
| COM 261 | Web Design I: Code + Aesthetics (3)          |
| COM 250 | Introduction to Digital Video Production (3) |
| COM 353 | Print Design (3)                             |

#### Public Relations Concentration:

|         |                                      |
|---------|--------------------------------------|
| COM 260 | Introduction to Public Relations (3) |
| COM 360 | Advanced Public Relations (3)        |
| COM 374 | Photography V: Photojournalism (3)   |
| COM 261 | Web Design I: Code + Aesthetics (3)  |

- COM 250 Introduction to Digital Video Production (3)
- COM 353 Print Design (3)

#### Graphic Design Concentration

- COM 321 Typography Design Studio (3)
- COM 245 Design Praxis (3)
- COM 353 Print Design (3)
- COM152 Photo II: Introduction to Digital Photography (3)
- COM 261 Web Design I: Code + Aesthetics (3)
- COM 250 Introduction to Digital Video Production (3)

### **Communication Minors**

#### *Journalism Minor Requirements*

- COM 141 Media Literacy (3)
- COM 106 Media and Society (3)
- COM 251 Newswriting and Editing (3)
- COM 351 Advanced Newswriting and Editing (3)
- COM 374 Photography V: Photojournalism (3)

#### *Public Relations Minor*

- COM 141 Media Literacy (3)
- COM 106 Media and Society (3)
- COM 209 Intercultural Communication: Values and Ethics (3) **OR**
- COM 234 Persuasion (3)
- COM 260 Introduction to Public Relations (3)
- COM 360 Advanced Public Relations (3)

#### *Graphic Design Minor*

- COM 141 Media Literacy (3)
- COM 152 Photography II: Introduction to Digital Photography (3)
- COM 321 Typography Design Studio (3)
- COM 245 Design Praxis (3)
- COM 353 Print Design (3)

### **Interior Architecture (IAR)**

#### **Bachelor of Interior Architecture Program (BIA)**

The three year Bachelor of Interior Architecture is a Council for Interior Design Accreditation (CIDA) accredited first professional interior design program consisting of 122 credits. The curriculum includes foundation courses in interior architecture, a dynamic studio sequence, an internship, electives, and a tutorial. The Bachelor of Interior Architecture prepares students for practice in an interior design or architecture firm.

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

### ***Program Highlights***

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

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

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

### **Chatham University Interior Architecture's Program Philosophy**

The philosophy of the Interior Architecture program at Chatham University is fundamentally founded in responsibility for the outcome of design and global public service. The Interior Architecture program believes in evidence-based design and ethnography, an approach to analyzing user needs by studying the user, their practices, and artifacts in the context of their existing interior environment.

With a curriculum that balances spontaneity and creativity with the critical thinking and problem solving skills necessary to meet practical concerns, our graduates are world ready women, prepared to excel in the profession of interior design. Our students must be able to solve design challenges, communicate, and present their solutions with authority, a strong design vocabulary, and professional communication skills.

We believe it is our responsibility to train engaged stewards of the environment, globally conscious interior design professionals with consideration for the responsibility and outcomes of design and the needs of all user groups.

### **Chatham University Interior Architecture's Program Mission**

The Mission of the Interior Architecture Program at Chatham University is to prepare students to be world-ready women who excel in the profession of Interior Design, to be engaged stewards of the environment, and to provide lasting contributions to a global society. Central to this mission is a holistic, evidence-based program that integrates knowledge and appreciation of architectural and design theory with ethical, responsible, and entrepreneurial practice.

### Chatham University Interior Architecture's Program Goals

1. To accept a sustainable approach to interior design and make “green design” a minimal standard and not a trend.
2. To transform students into critical thinking professionals who see inquiry as the norm.
3. To prepare students to identify, research, and solve design challenges with a logical methodology while promoting creative solutions and applied spontaneity.
4. To provide pathways and opportunities for applied research.
5. To produce professionals able to present their ideas with authority by drawing on their education, a strong design vocabulary and professional communication skills.
6. To train globally-conscious interior design professionals with consideration for the responsibility and outcomes of design and the needs of all user groups.
7. To prepare students to be proficient in the most current cutting-edge technology while instilling readiness in adapting to emerging techniques, processes and systems.

### *Major Requirements*

27 courses, including:

|             |  |
|-------------|--|
| IAR 105     | Environment & Behavior (3)   |
| IAR 202     | Theory of Interior Architecture Studio (3)                           |
| IAR 210     | Drafting & Graphics Studio (3)                                       |
| IAR 215     | Digital Drawing (3)  |
| IAR 218     | Building Codes (3)   |
| IAR 219     | Drawing and Model Making Studio (3)                                  |
| IAR 220     | Interior Architecture I (3)  |
| IAR 225     | Interior Architecture II (3)   |
| IAR 230     | Interior Materials (3)   |
| IAR 231     | Green and Sustainable Design (3)                                     |
| IAR 232     | Color & Textiles (3)   |
| IAR 235     | Construction Methods (3)   |
| IAR 257     | 20th- and 21st-Century Architecture (3)                              |
| IAR 259     | History of Interior Architecture: Prehistory to the 19th Century (3) |
| IAR 310     | Advanced Computer Applications in Interior Architecture (3)          |
| IAR 315     | Construction Documents Studio (3)                                    |
| IAR 316     | Visual Communication Studio (3)                                      |
| IAR 320     | Interior Architecture III (3)  |
| IAR 325     | Interior Architecture IV (3)   |
| IAR 330     | Building Systems (3)   |
| IAR 335     | Lighting & Acoustics Studio (3)                                      |
| INT IAR 301 | Internship (1)   |
| INT IAR 302 | Internship (2)   |
| INT IAR 303 | Internship (3)   |
| IAR 443     | Environmental/Sustainable Community Service (3)                      |
| IAR 445     | Professional Practice (3)  |
| IAR 498     | Interior Architecture V: Tutorial I (4)                              |
| IAR 499     | Interior Architecture VI: Tutorial I (4)                             |



ENG 355      Advanced Writing and Stylistics (3)

3 courses (9 credits) from any program

## **Media Arts**

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

### *Core courses for Media Arts major*

ART 141      Media Literacy (3)  
ART 103      Introduction to Visual Culture (3) OR  
CST 183      Representations of Race and Gender (3)  
FDT 161      Introduction to Film, Video and New Media (3)  
ART 210      History of Photography (3)  
INTART 303    Internship (3)  
ART 498      Tutorial: Portfolio I – Critical Theory  
ART 499      Tutorial: Portfolio II – Applied

### *Film and Digital Technology Concentration:*

FDT 250      Introduction to Digital Video Production (3)  
FDT 350      Intermediate Digital Video Production (3)  
FDT 450      Advanced Digital Video Production (3)  
FDT 313      Special Topics in Emerging Media Arts (3)  
FDT 261      Web Design I: Code + Aesthetics (3)  
FDT 369      Interactive Strategies (3)  
FDT 421      Animation and Compositing Modes (3)

### *Photography Concentration:*

ART 241      Lighting Principles (3)  
ART 247      Intermediate Digital Photography III (3)  
ART 142      Photography I: Photography I : Black and White Darkroom (3)  
ART 152      Photography II: Introduction to Digital Photography (3)  
ART 388      Advanced Digital Photography IV (3)  
ART 374      Photography V: Documentary and Photojournalism (3)  
ART 481      Practicum (3)

### *Graphic Design Concentration:*

ART 245      Design Praxis (3)  
ART 117      Drawing (3)

|         |   |
|---------|---|
| ART 152 | Photography II: Introduction to Digital Photography (3) |
| ART 321 | Typography Design Studio (3)                            |
| ART 353 | Print Design Studio (3)                                 |
| ART 261 | Web Design I: Code+ Aesthetics (30)                     |
| ART 365 | Visual Communication (3)                                |

## **Media Art Minors**

### *Film and Digital Technology Minor*

|         |   |
|---------|---|
| FDT 141 | Media Literacy (3)                            |
| FDT 161 | Introduction to Film, Video and New Media (3) |
| FDT 250 | Introduction to Digital Video Production (3)  |
| FDT 350 | Intermediate Digital Video Production (3)     |
| FDT 313 | Special Topics in Emerging Media Arts (3)     |

### *Photography Minor*

|         |   |
|---------|---|
| FDT 141 | Media Literacy (3)                                      |
| ART 103 | Introduction to Visual Culture (3)                      |
| ART 152 | Photography II: Introduction to Digital Photography (3) |
| ART 358 | Photography IV: Studio and Lighting Techniques (3)      |
| ART 374 | Photography V: Photojournalism (3)                      |

### *Graphic Design Minor*

|         |                                    |
|---------|------------------------------------|
| FDT 141 | Media Literacy (3)                 |
| ART 103 | Introduction to Visual Culture (3) |
| ART 245 | Design Praxis (3)                  |
| ART 321 | Typography Design Studio (3)       |
| ART 353 | Print Design Studio (3) OR         |
| ART 261 | Web Design I: Code + Aesthetics    |

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

**For courses that require video editing equipment, students must provide their own portable hard drive. Please see a faculty member for specifications.**

## **Music (MUS)**

The music program offers a variety of courses in the history, theory, composition 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 159    | Music Fundamentals (3)                      |
| MUS 161    | Diatonic Tonal Harmony (4)                  |
| MUS 252    | Chromatic Tonal Harmony (4)                 |
| MUS 363    | Music Theory III (4)                        |
| MUS 267    | History of Music I (3)                      |
| MUS 368    | History of Music II (3)                     |
| MUS 365    | 20 <sup>th</sup> Century Music Analysis (3) |
| INTMUS 303 | Internship (3)                              |
| MUS 498    | Tutorial (4)                                |
| MUS 499    | Tutorial (4)                                |

1 of the following:

|             |                                      |
|-------------|--------------------------------------|
| MUS 174     | Jazz Survey (3)                      |
| MUS 203     | History of Rock, Pop and Soul (3)    |
| ART/FDT 206 | Digital Sound Production (3)         |
| MUS 232     | Women in Music (3)                   |
| MUS 262     | Electronic/Computer Music Studio (3) |
| MUS 266     | World Music (3)                      |

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

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

### *Additional Major Requirements*

#### *Voice Concentration*

|         |                         |
|---------|-------------------------|
| MUS 171 | Choir (2 each semester) |
|---------|-------------------------|

Two semesters of a foreign language approved by a student's advisor or the Music Program Director. Preferred language includes, French, German and Italian.

#### *Piano and Orchestral Instrument Concentrations*

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

#### *Composition Concentration Requirements*

|         |                                       |
|---------|---------------------------------------|
| MUS 262 | Electronic/ Computer Music Studio (3) |
|---------|---------------------------------------|

Four semesters of MUS 183: Composition (3)

#### *Interdisciplinary Major Requirements*

9 courses, excluding the tutorial:

|         |                             |
|---------|-----------------------------|
| MUS 160 | The Art of Music (3)        |
| MUS 161 | Diatonic Tonal Harmony (4)  |
| MUS 252 | Chromatic Tonal Harmony (4) |
| 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.

## **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: Studio Arts and Art History.

### *Major Requirements*

Five core courses:

ART 103 Introduction to Visual Culture (3)

ART 132 Introduction to World Art, Renaissance to the Present (3)

ART 254 Modern and Contemporary Art

ART 117 Drawing (3)

ART 214 Design Studio

ART 498 Tutorial: Portfolio I – Research and/or Critical Theory (4)

ART 499 Tutorial: Portfolio II - Applied (4)

### *Additional Major Requirements*

In addition to the core courses listed above, students must complete the requirements for one of the following concentrations.

#### Studio Arts Concentration

*Six courses:*

ART 115      Painting (3)  
ART 111      Ceramics (3)  
ART 127      Printmaking (3)  
ART 105      Sculpture (3)  
ART 215, 315, 415      Painting Studio (3)  
ART 227, 327, 427      Printmaking Studio  
ART 211, 311, 411      Ceramics Studio  
ART 205, 305, 405      Sculpture Studio (3)  
One Advanced Studio in Painting or Printmaking  
One Advanced Studio in Ceramics or Sculpture

#### Art History Concentration

*Six Courses:*

ART 231      Renaissance  
ART 208      Introduction to Museum Studies  
IAR 251      20<sup>th</sup> and 21<sup>st</sup> Century Architecture  
ART 271      Asian Art  
ART 313      Special Topics  
ART 366      American Art

#### *Studio Arts Concentration Minor Requirements*

*Five courses:*

ART 103      Introduction to Visual Culture(3)  
ART 254      Modern and Contemporary Art (3)  
ART 214      Design Studio (3)  
ART 117      Drawing (3)  
One Studio art class

Note: For digital documentation and portfolio work students must provide their own portable hard drive. Please see faculty member for specifications.

#### *Art History Concentration Minor Requirements*

*Five courses:*

ART 103 Introduction to Visual Culture (3)  
ART 132 World Art II (3)  
ART 214 Design Studio (3)  
ART 231 Renaissance (3)  
ART 254 Modern and Contemporary Art (3)

# Department of Business and Entrepreneurship

*Dr. Tingting (Rachel) Chung, Ph.D., Department Chair*

## **Undergraduate Programs:**

Accounting

Economics

International Business

Management

Marketing

## **Faculty**

Tinting (Rachel) Chung, *Assistant Professor of Business*

Marie Connolly, *Professor of Economics*

Deborah DeLong, *Assistant Professor of Marketing*

Dan Hackett, *Assistant Professor of Accounting*

Charlotte Lott, *Associate Professor Economics*

Melanie Oates, *Assistant Professor of Business*

## **Business (BUS)**

Our business program understands the challenges facing women in the work force. The curriculum is designed to educate women to be critical thinkers and creative problem solvers in a fast-changing global and technological environment. Required internships offer a valuable opportunity for hands-on learning and a personal evaluation of career options. Chatham business women develop current knowledge and confidence to enter, succeed, and lead in a field of their choice.

The undergraduate business curriculum begins with a set of core courses which cover the basic functions of business and the environment in which business operates. Courses in management, microeconomics, marketing, finance, and accounting introduce students to today's business environment, and will serve to introduce the student to the basics of strategy, business operations, decision-making, marketing principles, sources and methods of financing business ventures, and internal controls. Two additional courses in macroeconomics and business law/ethics complete the core and promote an understanding of the environment in which business operates.

The curriculum also has two advanced courses that specifically develop themes central to business education in Chatham: women's leadership development and entrepreneurial thinking. These two courses build on skills and knowledge acquired in the core courses while honing leadership and problem solving skills and preparing students to further their studies in graduate school or pursue a professional career.

Majors are offered in Accounting, Economics, International Business, Management, and Marketing.

## **Core Major Requirements:**

BUS 105      Foundations of Business: The Challenge of Women Business Leaders (3)

|                 |   |
|-----------------|---|
| BUS 110         | Business Statistics (3)   |
| BUS 243         | Principles of Marketing: Managing Profitable Customer Relationships (3)                                     |
| BUS 257         | Business Law and Business Ethics (3)  |
| BUS 272         | Principles of Finance: Strategically Financing Business Operations (3)                                      |
| BUS 357         | Entrepreneurial Ventures: A Frontier of Opportunity for Women (3) OR<br>ACT 224 Computerized Accounting (3) |
| BUS 395         | Leadership and Management (3)   |
| ACT 222         | Financial Accounting Principles (3)   |
| ACT 223         | Managerial Accounting Principles (3)  |
| ECN 101         | Principles of Macroeconomics: The U.S. Economy in the World (3)   |
| ECN 102         | Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)                                 |
| INTBUS 303      | Internship (3)  |
| ACT/BUS/ECN 498 | Tutorial (4)  |
| ACT/BUS/ECN 499 | Tutorial (4)  |

### **5 Courses in Major Concentration:**

Majors are Accounting, Economics, International Business, Management, and Marketing.

#### **Accounting (5 courses)**

*5 required courses*

|         |  |
|---------|--|
| ACT 322 | Intermediate Financial Accounting I (3)  |
| ACT 323 | Intermediate Financial Accounting II (3) |
| ACT 324 | Federal Tax Accounting (3)               |
| ACT 325 | Cost Accounting (3)                      |
| ACT 331 | Auditing (3)                             |

#### **Economics (5 courses)**

*2 required courses:*

|         |   |
|---------|---|
| ECN 330 | Global Financial System and the Macro Economy (3) |
| ECN 331 | Managerial Economics (3)                          |

*3 courses from the following:*

|         |  |
|---------|--|
| ECN 250 | Women and Work (3)                     |
| ECN 253 | Economic Development in China (3)      |
| ECN 262 | Global Environmental Economics (3)     |
| ECN 351 | International Trade and Finance (3)    |
| ECN 355 | Economic Analysis of Public Policy (3) |
| ECN 358 | Economic Development (3)               |

#### **International Business (5 courses)**

*2 required courses*

|         |                                     |
|---------|-------------------------------------|
| BUS 240 | International Business (3)          |
| ECN 351 | International Trade and Finance (3) |

*3 courses from the following:*

- ECN 253 Economic Development in China (3)
- BUS 327 Global Marketing (3)
- ECN 262 Global Environmental Economics (3)
- ECN 330 Global Financial System and the Macro Economy (3)
- ECN 358 Economic Development (3)

*Language Requirement:* Language proficiency through Intermediate (202) level or fluency in two languages.

### **Management (5 courses)**

*3 required courses*

- BUS 230 Organizational Behavior (3)
- ECN 331 Managerial Economics (3)
- BUS 415 Strategic Management (3)

*2 courses from the following:*

- BUS 240 International Business (3)
- BUS 337 Managing Nonprofit Organizations (3)
- BUS 390 Human Resources Management (3)
- ECN 250 Women and Work

### **Marketing (5 courses)**

*3 required courses:*

- BUS 244 Consumer Behavior (3)
- BUS 312 Marketing Research (3)
- BUS 445 Marketing Strategy (3)

*2 courses from the following:*

- BUS 327 Global Marketing (3)
- BUS 350 Advertising and Promotion (3)
- COM 234 Persuasion (3)

### ***Intradisciplinary Major in Two Business Disciplines***

Students who wish to do an Intradisciplinary major in two business concentrations must complete the **Business Core Major Requirements**, plus two of the following sets of courses.

### **Accounting (4 courses)**

- ACT 322 Intermediate Financial Accounting I (3)
- ACT 323 Intermediate Financial Accounting II (3)
- ACT 324 Federal Tax Accounting (3)
- ACT 325 Cost Accounting (3) OR
- ACT 331 Auditing (3)



**Economics (4 courses)**

ECN 330 Global Financial System and the Macro Economy (3)

ECN 331 Managerial Economics (3)

2 Approved Economics major electives

**International Business (4 courses)**

BUS 240 International Business (3)

ECN 351 International Trade and Finance (3)

2 Approved International Business major electives

Language Requirement: Language proficiency through Intermediate (202) level or fluency in two languages.

**Management (4 courses)**

BUS 230 Organizational Behavior (3)

BUS 415 Strategic Management (3)

ECN 331 Managerial Economics

1 Approved Management major elective

**Marketing (4 courses)**

BUS 244 Consumer Behavior (3)

BUS 312 Marketing Research (3)

BUS 445 Marketing Strategy (3)

1 Approved Marketing major elective

***Interdisciplinary Major***

Students who wish to do an interdisciplinary major in a business area (ACT, ECN, I.BUS, MGMT, MKT) and a non-business discipline will complete the following courses:

***Interdisciplinary Major in Accounting*****10 courses, exclusive of tutorial:**

ACT 222 Financial Accounting Principles (3)

ACT 223 Managerial Accounting Principles (3)

ACT 322 Intermediate Financial Accounting I (3)

ACT 323 Intermediate Financial Accounting II (3)

ACT 324 Federal Tax Accounting (3)

ACT 325 Cost Accounting (3)

ACT 331 Auditing (3)

BUS 110 Business Statistics (3)

BUS 257 Business Law and Business Ethics (3)

1 Approved Accounting or Business elective

***Interdisciplinary Major in Economics*****10 courses, exclusive of tutorial:**

ACT 222 Financial Accounting Principles (3)

BUS 105 Foundations of Business: The Challenge of Women Business Leaders (3)

- BUS 110 Business Statistics (3)
- ECN 101 Principles of Macroeconomics: The U.S. Economy in the World (3)
- ECN 102 Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
- ECN 330 Global Financial System and the Macro Economy (3)
- ECN 331 Managerial Economics (3)
- 3 upper-level Economics electives.

Students who wish to do a double major in Economics and a non-business discipline should contact the program director for further information.

***Interdisciplinary Major in International Business***

*10 courses, exclusive of tutorial:*

- ACT 222 Financial Accounting Principles (3)
- BUS 105 Foundations of Business: The Challenge of Women Business Leaders (3)
- BUS 110 Business Statistics (3)
- BUS 240 International Business (3)
- BUS 243 Principles of Marketing Managing Profitable Customer Relationships (3)
- ECN 101 Principles of Macroeconomics: The U.S. Economy in the World (3)
- ECN 102 Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
- ECN 351 International Trade and Finance (3)

*2 Approved courses from the following:*

- ECN 253 Economic Development in China (3)
- BUS 327 Global Marketing (3)
- BUS 395 Leadership and Management (3)
- ECN 262 Global Environmental Economics (3)
- ECN 330 Global Financial System and the Macro Economy (3)
- ECN 358 Economic Development (3)

*Language Requirement:* Language proficiency through Intermediate (202) level or fluency in two languages.

***Interdisciplinary Major in Management***

*10 courses, exclusive of tutorial:*

- ACT 222 Financial Accounting Principles (3)
- BUS 105 Foundations of Business: The Challenge of Women Business Leaders (3)
- BUS 110 Business Statistics (3)
- BUS 230 Organizational Behavior (3)
- BUS 257 Business Law and Business Ethics (3)
- BUS 415 Strategic Management (3)
- ECN 102 Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
- ECN 331 Managerial Economics

*2 courses from the following:*

- BUS 240 International Business (3)

|         |   |
|---------|---|
| BUS 337 | Managing Nonprofit Organizations (3)                              |
| BUS 357 | Entrepreneurial Ventures: A Frontier of Opportunity for Women (3) |
| BUS 390 | Human Resources Management (3)                                    |
| BUS 395 | Leadership and Management (3)                                     |
| ECN 250 | Women and Work  |

***Interdisciplinary Major in Marketing***

*10 courses, exclusive of tutorial:*

|         |   |
|---------|---|
| ACT 222 | Financial Accounting Principles (3)   |
| BUS 105 | Foundations of Business: The Challenge of Women Business Leaders (3)        |
| BUS 110 | Business Statistics (3)   |
| BUS 243 | Principles of Marketing: Managing Profitable Customer Relationships (3)     |
| BUS 244 | Consumer Behavior (3)   |
| BUS 312 | Marketing Research (3)  |
| BUS 445 | Marketing Strategy (3)  |
| ECN 102 | Principles of Microeconomics: Decision-Making by the Firm and Consumers (3) |

*2 courses from the following:*

|         |   |
|---------|---|
| BUS 327 | Global Marketing (3)  |
| BUS 350 | Advertising and Promotion (3)                                     |
| BUS 357 | Entrepreneurial Ventures: A Frontier of Opportunity for Women (3) |
| BUS 395 | Leadership and Management (3)                                     |

***Minor Requirements – Accounting***

6 courses, including:

|         |  |
|---------|--|
| ACT 222 | Financial Accounting Principles (3)      |
| ACT 223 | Managerial Accounting Principles (3)     |
| ACT 322 | Intermediate Financial Accounting I (3)  |
| ACT 323 | Intermediate Financial Accounting II (3) |
| ACT 324 | Federal Tax Accounting (3) <b>OR</b>     |
| ACT 325 | Cost Accounting (3)                      |

1 approved elective from Accounting or Business program offerings

***Minor Requirements - Business***

6 Approved courses from Business program offerings

***Minor Requirements – Economics***

6 courses, including:

|         |   |
|---------|---|
| ECN 101 | Principles of Macroeconomics: The U.S. Economy in the World (3)             |
| ECN 102 | Principles of Microeconomics: Decision-Making by the Firm and Consumers (3) |

4 Approved upper-level Economics electives

***Minor Requirements – Applied Management***

6 courses, including:

- ACT 222 Financial Accounting Principles (3)
- BUS 105 Foundations of Business: The Challenge of Women Business Leaders (3)
- BUS 243 Principles of Marketing: Managing Profitable Customer Relationships (3)
- BUS 357 Entrepreneurial Ventures: A Frontier of Opportunity for Women (3)
- ECN 101 Principles of Macroeconomics: The U.S. Economy in the World (3) **OR**
- ECN 102 Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)
- INTBUS 303 Internship (3)

***Minor Requirements – Marketing***

6 courses, including:

- BUS 105 Foundations of Business: The Challenge of Women Business Leaders (3)
- BUS 243 Principles of Marketing: Managing Profitable Customer Relationships (3)
- ECN 102 Principles of Microeconomics: Decision-Making by the Firm and Consumers (3)

3 courses from Marketing major.

# Department of Education

*Edward Donovan, Acting Department Chair*

## **Undergraduate Programs:**

PreK-4 Education

Secondary Education

Art Education

Environmental Education

## **Faculty**

Teresa Bartel, *Assistant Professor of Education*

Kristin Harty, *Associate Professor of Education*

Martha Hildebrandt, *Assistant Professor of Education*

## **Education (EDU)**

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

The Teacher Preparation Program is a professional program that recommends students for teacher certification in PreK-4 education (PreK-4) and secondary (7-12), biology, chemistry, English, mathematics, physics, and social studies certification. The Teacher Preparation Program also offers K-12 certification in art, environmental education; programs in these areas will require some coursework in both elementary and secondary education. Candidates interested in art or environmental education should contact the certification officer or program director.

### *Major Requirements*

The Liberal Arts Major in PreK-4 Education offers a comprehensive preparation program for teaching young children, predicated on a foundation in the liberal arts. Students in the program are required to complete the general education requirements, as well as the sequence of professional preparation courses. Students in secondary and K-12 certification areas must complete the general education requirements, a major in the academic discipline, as well as the sequence of professional preparation courses.

This program involves both classroom study and extensive field experiences, culminating in a fulltime, semester-long Student Teaching experience. In accordance with the Pennsylvania State Department of Education (PDE) requirements, candidates must satisfy all regulations pertaining to teacher training contained in the Pennsylvania School Code. These regulations are subject to change by the State. Students will be required to comply with any such regulations that are instituted before they can apply for certification through PDE. In addition, students must have a valid (less than one year old) Child Abuse, Pennsylvania Criminal History, Federal Criminal History Record and P.P.D Tuberculin Test to enter a school for any and all fieldwork.

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 Pre-professional Academic Performance Assessment (PAPA) exams.

|          |  |
|----------|--|
| EDU 104  | Perspectives on Education (3)                      |
| EDU 105  | Child Development (3)                              |
| EDU 108  | Games Children Play (1)                            |
| EDU 205  | English Language Learners (3)                      |
| EDU 207  | Trends and Issues in Early Childhood Education (3) |
| EDU 219W | Cognitive Learning Theory (3)                      |
| EDU 227  | Literacy (4)                                       |
| EDU 241  | Pedagogical Practices (3)                          |
| EDU 234  | Inclusion: Issues and Strategies (3)               |
| EDU 230  | Mathematical Foundations (3)                       |
| EDU 240  | Integrating the Arts (3)                           |
| EDU 304  | Family and Diversity                               |
| EDU 319  | Social Studies Methods (3)                         |
| EDU 328  | Literacy II (4)                                    |
| EDU 323W | Educational Research Methods (3)                   |
| EDU 335  | Methods of Teaching Mathematics (3)                |
| EDC 336  | Science Teaching Methods (3)                       |
| EDU 400  | Data Driven Instructional Decisions (2)            |
| EDU 409  | Differentiated Reading and Writing(3)              |
| EDU 411  | Elementary Curriculum (3)                          |
| EDU 422  | Pre-Student Teaching (3)                           |
| EDU 430  | Family and Community (3)                           |
| EDU 413  | Student teaching (9)                               |
| EDU: 431 | Assessment and Adaptation (3)                      |
| EDU 498  | Tutorial I (4)                                     |
| EDU 499  | Tutorial II (4)                                    |

### *Secondary Education Certification*

Secondary certification is available in biology, chemistry, English, mathematics, physics, and social studies. Within each discipline there are specific academic content courses required for certification. Students should contact the Education Program for a complete list of courses required for certification. Following is a list of professional preparation courses required of all secondary certification candidates.

|          |  |
|----------|--|
| EDU 104  | Perspectives on Education (3)                        |
| EDU 109  | Adolescent Development (3)                           |
| EDU 205  | English Language Learners                            |
| EDU 241  | Pedagogical Practices                                |
| EDU 219W | Learning Theory (3)                                  |
| EDU 234  | Inclusion: Issues and Strategies (3)                 |
| EDC 400  | Data Driven Instructional Decisions (2)              |
| EDU 409  | Differentiated Reading, Writing, and Mathematics (3) |
| EDU 415  | Secondary Curriculum (2)                             |
| EDC 430  | Family and Community (3)                             |

EDU 422 Pre-Student Teaching  
EDU 423 Secondary Student Teaching (9)  
EDU 431 Assessment and Adaptation

One\* of the following courses is required:

EDU 416 Methods of Teaching Secondary English (3)  
EDU 417 Methods of Teaching Secondary Social Studies (3)  
EDU 418 Methods of Teaching Secondary Science (3)  
EDU 419 Methods of Teaching Secondary Mathematics (3)  
\*EDU 432 Human Geography (3) (Required for Social Studies Certification)

### *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 (3)  
ART 132 History of World Art II (3)  
A 2 course Art history concentration

Studio Courses:

ART 105 Sculpture I (3)  
ART 111 Ceramics I (3)  
ART 115 Painting I (3)  
ART 117 Drawing I (3)  
ART 127 Printmaking Studio (3)  
ART 135 2-D design I (3)  
ART 124 3-D design (3)  
ART 141 Media Literacy (3)  
ART 498-499 Tutorial (8)  
PHI 276 Art, Beauty, Truth (3)

Three additional courses in advanced studio work

One photography course

Education Courses:

EDU 104 Contemporary Education and Technology (3)  
EDU 105 Child Development (3) or EDU 109 Adolescent Development (3)  
EDC 205 English Language Learners (3)  
EDU 219W Cognitive Learning Theory (3)  
EDU 234 Inclusion: Issues and Strategies

|         |   |
|---------|---|
| EDU 240 | Integrating The Arts (3)                |
| EDU 400 | Data Driven Instructional Decisions (2) |
| EDU 409 | Differentiated Reading and Writing (3)  |
| EDU 431 | Assessment and Adaptation (3)           |
| EDU 437 | Methods of Teaching Elementary Art (3)  |
| EDU 447 | Methods of Teaching Secondary Art (3)   |
| EDU 430 | Family and Community (3)                |
| EDU 423 | Student Teaching (9)                    |

### Environmental K-12 Certification

The environmental science 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 science 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.

#### *Environmental Science content courses (required for the B.A. and B.S. degrees)*

##### Biology (4 courses)

|          |                             |
|----------|-----------------------------|
| BIO 143  | The Cell (3)                |
| BIO 143L | The Cell Laboratory (1)     |
| BIO 144  | The Organism (3)            |
| BIO 144L | The Organism Laboratory (1) |

##### Science (1 course)

|         |                                 |
|---------|---------------------------------|
| IND 350 | Scientific Research Methods (2) |
|---------|---------------------------------|

##### Chemistry (4 courses)

|         |                             |
|---------|-----------------------------|
| CHM 107 | Chemistry I (3)             |
| CHM 108 | Chemistry II (3)            |
| CHM 109 | Chemistry I Laboratory (1)  |
| CHM 110 | Chemistry II Laboratory (1) |

##### Math (1 course)

|         |                |
|---------|----------------|
| MTH 110 | Statistics (3) |
|---------|----------------|

##### Environmental (3 courses)

|             |              |
|-------------|--------------|
| ENV 147     | Geology (4)  |
| ENV 498-499 | Tutorial (8) |



Electives for B.A. and B.S.: Environmental Group (1 course)

ENV 116 Global Environmental Challenges (3)

ENV 129 Our Fragile Planet (3)

ENV 317 Environmental solutions & systems (3)

Elective for B.S.: Science Group (1 course)

BIO 216/216L Aquatic Biology (5)

BIO 226 Toxicology (3)

ENV443 Environmental Chemistry (3)

Additional Electives for B.S.:

Two courses in BIO, CHM, PHY, or MTH.

Recommended courses:

BIO 248/248L Ecology (5)

BIO 316 Evolution (3)

Education Courses:

EDU 104 Contemporary Education and Technology (3)

EDU 105 Child Development (3) or EDU 109 Adolescent Development (3)

EDU 205 English Language Learners

EDU 219W Cognitive Learning Theory (3)

EDU 234 Inclusion: Issues and Strategies (3)

EDU 336 Science Teaching Methods (3)

EDU 400 Data Driven Instructional Decisions (2)

EDU 409 Differentiated Reading and Writing (3)

EDU 415 Secondary School Curriculum (2)

EDU 418 Methods of Teaching Secondary Science (3)

EDU 430 Family and Community (3)

EDU 431 Assessment and Adaptation (3)

ENV 455 History and Philosophy of Environmental Education (3)

EDU 423 Secondary Student Teaching (9)

Additional courses for certification

Literature requirement – Choose 1 of the following:

ENG 447 Contemporary Environmental Fiction (3)

ENG 443 Nature and Culture (3)

ENG 452 Ecofeminist Literature (3)

ENG 419 Frontier Women (3)

# Department of Health Sciences

## Undergraduate Programs

### Integrative Health Studies (IHS)

The Integrative Health Studies (BA) major is interdisciplinary and provides students with an overview of evidence-based complementary and alternative health practices. In addition to core science courses and labs, students will have the opportunity to study acupuncture and traditional Chinese medicine, nutrition and natural products, mind-body therapies, and body-based practices. This major provides preparation for students interested in professional study in medicine, osteopathic medicine, chiropractic medicine, naturopathic medicine, acupuncture and traditional Chinese medicine, nutrition, and allied health studies in occupational therapy, physical therapy, and physician assistant studies. It prepares students to meet the demands of a broadening healthcare industry, and a clientele that expects their healthcare providers to have an understanding of integrative health practices.

#### *Major Requirements*

55 credits

|          |  |
|----------|--|
| BIO 143  | The Cell (3)                                     |
| BIO 143L | The Cell Laboratory (1)                          |
| BIO 144  | The Organism (3)                                 |
| BIO 144L | The Organism Laboratory (1)                      |
| CHM 107  | Chemistry I (3)                                  |
| CHM 109  | Chemistry I Lab (1)                              |
| CHM 108  | Chemistry II (3)                                 |
| CHM 110  | Chemistry II Lab (1)                             |
| BIO 201  | Anatomy (3)                                      |
| BIO 201L | Anatomy lab (2)                                  |
| BIO 202  | Physiology (3)                                   |
| BIO 202L | Physiology (2)                                   |
| PSY 101  | General Psychology (3)                           |
| IHS 150  | Introduction to Integrative Health Studies (3)   |
| IHS 200  | Integrative Nutrition (3)                        |
| IHS 210  | Dietary Supplements and Botanical Medicine (3)   |
| IHS 220  | Acupuncture and Traditional Chinese Medicine (2) |
| IHS 300  | Mind-Body Medicine (2)                           |
| IHS 310  | Body-Based Practices (2)                         |
| IHS 360  | Women's Integrative Health (3)                   |
| IHS 498  | Tutorial (4)                                     |
| IHS 499  | Tutorial (4)                                     |

## **Pathways to Nursing**

The Pathways to Nursing Program prepares world-ready nurses to develop the skills necessary in today's health care system. Through a partnership with UPMC Shadyside School of Nursing students are educated by faculty members from both Chatham University and UPMC Shadyside School of Nursing. Courses in the first year will be held on the Chatham University Campus. In the second and third year some of the Nursing courses may be taught on the UPMC Shadyside School of Nursing Campus. Clinical experiences will be scheduled utilizing a variety of healthcare facilities in the local area. Once a student completes the nursing diploma program at UPMC Shadyside School of Nursing they become eligible to take the NCLEX-RN (National Council for Licensing Examination for Registered Nurse) to obtain a license as a registered nurse (RN). Students who successfully pass the NCLEX-RN enter into Chatham's Commission on Collegiate Nursing Education (CCNE) accredited on-line RN-to-BSN (Bachelor of Science in Nursing) program for the final three terms. Students may work as a Registered Nurse (RN) while completing the RN-BSN portion of the Pathways to Nursing Program. The Pathways to Nursing Program allows the student to complete a full four-year college experience at Chatham University while finishing their BSN Degree.

The RN-BSN programs at Chatham University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

### *Eligibility for Pennsylvania Nursing Licensure*

Pennsylvania law prohibits the State Board of Nursing from issuing a license to anyone who has been convicted of a felony relating to a controlled substance, unless at least ten years have elapsed from the date of conviction, and the applicant satisfies other criteria of personal rehabilitation. At the time of application for licensure, the State Board also requires reporting of any crime, felony, misdemeanor, or pending criminal charges.

### *Clinical Requirements*

To enable RN-BSN students to complete the necessary clinical experiences, Chatham University requires students to complete a self-directed clinical placement process with the guidance of the nursing clinical coordinator. The clinical coordinator contacts all students registered for a course with a clinical component 5 weeks prior to the beginning of the course to alert them that it is time to begin planning. Clinical plans must be in place two (2) weeks prior to the beginning of the course. Failure to arrange clinical plans may result in the student being forced to drop a course with a clinical component and re-register at a future date.

Once contacted by the clinical coordinator, the process is as follows:

- 1) The student will identify a clinical site and preceptor with the assistance of the clinical coordinator. Once approved the student will develop a learning proposal with learning goals and an identified project at least two (2) weeks prior to the start of a clinical course;
- 2) A conference call must be scheduled and completed between the student, preceptor, and clinical coordinator prior to the end of the second clinical day;
- 3) Students must submit a weekly clinical log to the clinical coordinator and complete the minimum number of required clinical hours and the clinical project in the time allotted for each course with a clinical component;
- and 4) Clinical experiences are finalized by completing a second conference call and

submitting required evaluations, a final signed clinical log, a reflection paper, and a copy of the final project at the conclusion of each clinical experience. Approval of the preceptor, clinical site, and learning experiences must be secured prior to beginning any clinical experiences.

The Clinical Coordinator must ensure that a signed clinical affiliation agreement is in place with all clinical sites prior to engaging in any clinical experiences. Affiliation Agreements can take several weeks to complete. It is necessary to plan early. It is the responsibility of the RN-BSN student to comply with agency requirements specific to physical examinations, immunizations, CRP certification, drug screening, criminal record background checks, or any other requirements and submit all associated documentation directly to the clinical agency.

### *Major Requirements*

|         |  |
|---------|--|
| NUR100A | Foundations of Nursing: Professional Nursing Communication (3)   |
| NUR100B | Foundations of Nursing: Introduction to Professional Nursing (3)   |
| NUR100C | Foundations of Nursing: Introduction to Nursing Skills and Health Assessment (7)   |
| NUR100D | Foundations of Nursing: Pharmacology (3)   |
| NUR200A | Nursing in Health Promotion and Maintenance (7.5)  |
| NUR200B | Nursing in Chronic and Acute Illness I (7.5)   |
| NUR200C | Nursing in Chronic and Acute Illness II (7.5)  |
| NUR200D | Nursing in Acute Illness and Complex Health Alterations (7.5)  |
| NUR300A | Nursing the Growing Family (7.5)   |
| NUR300B | Nursing in Acute and Chronic Psychiatric Illness (7.5)   |
| NUR400A | Professional Role Formation and Transition (7)   |
| NUR400B | NCLEX-RN Preparation (2)   |
| NUR 402 | Health Policy & Ethics in Nursing (3)  |
| NUR 403 | Issues in Women's Health Nursing (3)   |
| NUR 404 | Community and Environmental Health Nursing. This course has a clinical component. (2 credits theory, 1 credit clinical.) |
| NUR 405 | Cross-Cultural Nursing (3)   |
| NUR 406 | Issues in Geriatric Health Nursing (3)   |
| NUR 407 | Nursing Research (3)   |
| NUR 408 | Nursing in Underserved Populations. This course has a clinical component. (2 credits theory, 1 credit clinical-3)        |
| NUR 499 | Contemporary Nursing Leadership. This course has a clinical component. (2credits theory, 2 credits clinical)             |
| IND 175 | Introduction to Nursing Resources (on-line course) (1)   |
| PHI 121 | Introduction to Logic (3)  |
| PSY 152 | Human Growth and Development (3)   |
| SWK 164 | Diversity in Healthcare (3)  |
| BIO 114 | Nutrition (3)  |
| BIO 115 | Microbiology (4)   |
| BIO 116 | Anatomy and Physiology I (4)   |
| BIO 117 | Anatomy and Physiology II (4)  |
| IND 108 | Social Issues (3)  |

SDE 101      Successful Transition (1)  
4 Mission/Breadth courses  
One College Algebra/ Statistics course  
4 credits of Wellness courses (PED/SDE)

# Department of History, Political Science and International Studies

Lou Martin, *Ph.D., Department Chair*

## **Undergraduate Programs**

Global Policy Studies

History

International Studies

Political Science

Pre-Law Program

Public Policy

History of Religion minor

## **Faculty**

Dana Brown, *Executive Director, PA Center for Women, Politics and Public Policy*

Marie Connolly, *Professor of Economics*

Karen Kingsbury, *Professor of International Studies*

Charlotte Lott, *Associate Professor of Economics*

Lou Martin, *Assistant Professor of History*

David Rossbach, *Assistant Professor, Political Science*

Jean-Jacques Sene, *Assistant Professor of History*

Martina Wells, *Coordinator of Modern Languages*

## **Global Policy Studies**

Global Policy Studies is designed to introduce students to international policy making in public and private settings. It serves as a base for students interested in careers in government, multinational corporations and non-governmental organizations. It also serves as preparation for graduate work in international relations, law, public policy, and applied history, as well as more traditional academic fields.

Students majoring in Global Policy Studies are greatly encouraged to complete one of the International Studies regional certificates.

### *Major Requirements*

17 courses, including:

|         |   |
|---------|---|
| ECN 101 | Principles of Macroeconomics: Decision-Making by the Firm and Consumers (3) |
| ECN 102 | Principles of Microeconomics: The U.S. Economy in the World (3)             |
| BUS 110 | Business Statistics (3) <b>OR</b>   |
| MTH 110 | Elementary Statistics (3)   |
| HIS 100 | Introduction to World History (3)   |

POL 101 American Government and Public Policy (3)  
POL 202 Understanding Public Policy  
POL 210 Structure and Culture of Conflict  
POL 311 Selected Topics in Social Science Research (3)  
Tutorial 498 (4)  
Tutorial 499 (4)

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

1 approved 3-credit internship

2 economic analysis electives from the following:

ECN 262 Global Environmental Economics (3)  
ECN 355 Economic Analysis of Public Policy (3)  
ECN 351 International Trade and Finance (3)  
ECN 358 Economic Development (3)

Or appropriate course substitute approved by the program director

2 historical analysis electives from the following:

HIS 231 History of British Empire (3)  
HIS 301 The Middle East and the US  
HIS 302 The Global Cold War (3)  
HIS 401 History of Pan-Africanism (3)  
HIS 426 The Arab-Israeli Conflict (3)

Or appropriate course substitute approved by the program director

2 political analysis electives from the following:

POL 219 International Organizations (3)  
POL 324 U. S. Foreign Policy (3)  
POL 319 Politics of the European Union (3)  
POL 222 Government and Politics of Eastern Europe (3)  
POL 330 International Human Rights Law (3)

Or appropriate course substitute approved by the program director

## **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 Introduction to American History (3)
- POL 311 Selected Topics in the Research Process (3)
- HIS 498 Tutorial (4)
- HIS 499 Tutorial (4)

One of the following:

- HIS 200 Introduction to Latin American History (3)
- HIS 201 Introduction to Modern Middle Eastern History (3)
- HIS 202 Introduction to Modern European History (3)
- HIS 205 Africa, Past and Present (3)

1 approved 3-credit internship

1 300 or 400-level seminars

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

- HIS 215 Industrialization & the Working Class in Europe & America (3)
- HIS 213 Special Topics in History (3)
- HIS 224 The Holocaust: Nazis, Occupied Europe, and the Jews (3)
- HIS 300 Social & Political Thought in the Western Tradition (3)
- HIS 231 History of the British Empire (3)
- HIS 241 History of Islam (3)
- HIS 301 The Middle East & the United States (3)
- HIS 302 Global Cold War (3)
- HIS 283 Religious Movements in Contemporary Africa (3)
- HIS 285 African-American History (3)
- HIS 400 Colonial Latin America (3)
- HIS 401 History of Pan-Africanism (3)
- HIS 402 Gender and the Family in America
- HIS 426 The Arab-Israeli Conflict (3)

1 program elective

### ***Interdisciplinary Major Requirements***

8 courses, including:

- HIS 100 Introduction to World History (3)
- HIS 102 Introduction to American History (3)

One of the following:

- HIS 200 Introduction to Latin American History (3)
- HIS 201 Introduction to Middle East (3)
- HIS 202 Introduction to Modern European History (3)
- HIS 205 Africa, Past and Present (3)



- 1 approved 3-credit internship
- 2 courses concentrating in American, European or non-Western history
- 1 300- 400-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 200 Introduction to Latin American History (3)
- HIS 201 Introduction to Middle East (3)
- HIS 202 Introduction to Modern European History (3)
- HIS 205 Africa, Past and Present (3)

- 1 200- or 300-level course each in American, European and non-Western history
- 1 300-400-level seminar

**International Studies**

The International Studies program seeks to prepare Chatham students to thrive in an increasingly globalized environment. The coursework balances in-depth learning in local cultures with the disciplinary study of the more general issues shaping relations among cultures and countries. Students explore both the interconnectedness of global processes and the impact of cultures on the way these processes are experienced.

The International Studies program offers a major with five regional area concentrations. All five concentrations may also be pursued as certificates that can be attached to any major.

***Major Requirements***

15 courses including

- ECN 101 Principles of Macroeconomics (3)
- ECN 351 Economic Development (3)
- HIS 100 Introduction to World History (3)
- POL 100 Introduction to Comparative Politics (3) **OR**
- POL 104 Introduction to International Relations (3)
- POL 205 Structure and Culture of Conflict
- ISP 498 Tutorial (4)
- ISP 499 Tutorial (4)

***Middle East Concentration Requirements***

- HIS 201 Introduction to the Modern Middle East (3)
- Study Away Experience or internship abroad approved by program advisor (6-12)

Two (2) Upper-level regional electives approved by the program director  
Arabic (or other approved Middle Eastern language) through the intermediate level

### ***Africa Concentration Requirements***

HIS 205 Africa Past and Present (3)

Study Away Experience or internship abroad approved by program advisor (6-12)

Two (2) Upper-level regional electives approved by the program director

An approved African language through the intermediate level

### ***Latin America Concentration Requirements***

HIS 200 Introduction to Latin American History Latin America (3)

Study Away Experience or internship abroad approved by program advisor (6-12)

Two (2) Upper-level regional electives approved by the program director

Spanish (or other approved language) through the intermediate level

### ***Europe Concentration Requirements***

HIS 202 Introduction to the History of Modern Europe (3)

Study Away Experience or internship abroad approved by program advisor (6-12)

Two (2) Upper-level regional electives approved by the program director

An approved European language through the intermediate level

### ***Asia Concentration Requirements***

Study Away Experience or internship abroad approved by program advisor (6-12)

Three (3) Upper-level regional electives approved by the program director

An approved Asian language through the intermediate level

### **Regional Certificate Program**

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

### **Language Program for International Studies**

The Modern Languages program at Chatham offers foreign language instruction through the intermediate level in Arabic, Chinese, French, German, Japanese, and Spanish. These languages support the major in International Studies and the regional Certificate programs. Language courses are listed under LNG in the catalogue and course schedule.

### **Political Science (POL)**

The Political Science program offers courses in American Politics, International Politics, and Law-related subjects. The study of Political Science develops students' conceptual skills and provides them with the tools to analyze political concepts in broad perspective and make sense of new issues as they arise. In addition to knowledge of the subject, the program is designed to develop skills in critical thinking and written and oral expression, deepen commitment to social responsibility and political participation, and to position students to go on to graduate study and professional careers.

The program maintains affiliations with programs and centers across the University and within the community, which bring students into contact with scholars and practitioners from multiple academic fields. There are opportunities for students to learn outside of the classroom, for example through participation in internships and in the programs and research of The Center for Women, Politics and Public Policy (e.g.: Winning Edge campaign school, and the Public Leadership Education Network (PLEN)).

### *Major Requirements*

12 courses, including:

POL 101 American Government and Public Policy (3)

POL 100 Introduction to Comparative Politics (3) **OR**

POL 104 International Relations

POL 202 Understanding Public Policy

POL 311 Selected Topics in the Research Process: (3)

POL 498 Tutorial (4)

POL 499 Tutorial (4)

1 approved 3-credit internship

5 additional 3-credit program electives, 3 at the 200-level and 2 at the 300-level or above

### *Interdisciplinary Major Requirements*

8 courses, exclusive of the tutorial:

POL 100 Introduction to Comparative Politics (3) **OR**

POL 104 Introduction to International Relations

POL 101 American Government and Public Policy (3)

POL 311 Selected Topics in the Research Process: (3) **OR**  
an approved methods course in another discipline

1 approved 3-credit internship

4 additional 3 credit program electives, 3 at the 200-level and 1 at the 300-level or above.

### *Minor Requirements*

6 courses, including:

POL 100 Introduction to Comparative Politics (3) **OR**

POL 104 Introduction to International Relations

POL 101 American Government and Public Policy (3)

4 additional program electives, at least 1 at the 300-level or above.

## **Pre-Law Program**

Chatham's pre-law program is designed to encourage and support students with an interest in careers in law. It also helps students prepare to attend law school. The program includes the pre-law advisor, a pre-law minor, co-curricular programs offered in partnership with the PA Center for Women, Politics, and Public Policy, and the support of an advisory committee.

*5 courses, including:*

|         |                                |
|---------|--------------------------------|
| COM 234 | Persuasion 1 (3)               |
| ENG 241 | Business Writing (3) <b>OR</b> |
| ENG 355 | Advanced Writing (3)           |
| POL 303 | Constitutional Law I (3)       |
| PHI 121 | Introduction to Logic (3)      |
| IND 104 | Preparing for the LSAT (2)     |

## **Public Policy Studies**

Public Policy Studies is designed to introduce students to domestic policy making in public or private settings. It provides an appropriate foundation for students interested in public service, either in elected office or in government agencies, as well as students interested in non-governmental policy organizations. It serves as a base for graduate work in public policy and law, as well as more traditional academic fields.

### *Major Requirements*

17 courses, including:

|              |   |
|--------------|---|
| ECN 101      | Principles of Macroeconomics: Decision-Making by the Firm and Consumers (3) |
| ECN 102      | Principles of Microeconomics: The U.S. Economy in the World (3)             |
| HIS 102      | History of American Society (3)   |
| POL 101      | American Government and Public Policy (3)                                   |
| POL 202      | Understanding Public Policy (3)   |
| ECN 355      | Economic Analysis and Public Policy   |
| POL 311      | Selected Topics in Social Science Research (3)                              |
| BUS 110      | Business Statistics <b>OR</b>   |
| MTH 110      | Elementary Statistics (3)   |
| Tutorial 498 | (4)   |
| Tutorial 499 | (4)   |

\*The tutorial is registered in the tutor's program and focuses on a domestic public policy issue.

1 approved 3-credit internship

2 economic analysis electives from the following:

|         |                                     |
|---------|-------------------------------------|
| ECN 262 | Global Environmental Economics (3)  |
| ECN 250 | Women and Work (3)                  |
| ECN 351 | International Trade and Finance (3) |

Or appropriate course substitute approved by the program director

2 sociopolitical analysis electives from the following:

|         |                          |
|---------|--------------------------|
| POL 225 | Environmental Policy (3) |
| POL 407 | Race and Public Policy   |
| POL 262 | Women and Politics       |
| SWK 322 | Women and Policy         |

Or appropriate course substitute approved by the program director

2 historical analysis electives from the following:

HIS 402        Gender and Family in America (3)

HIS 302        The Global Cold War

HIS 215        Industrialization and the Working Class in Europe and America

SWK 321        Social Welfare Policy

Or appropriate course substitute approved by the program director

# Department of Humanities

*William Lenz, Ph.D., Department Chair*

## **Undergraduate Programs**

Creative Writing  
Cultural Studies  
English  
Philosophy  
Women's Studies

## **Faculty**

Lynne Dickson Bruckner, *Professor of English*  
Karen Kingsbury, *Professor of International Studies*  
William Lenz, *Pontious Professor of English*  
Heather McNaugher, *Associate Professor of English*  
Anissa Wardi, *Professor of English*

## **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*

5 courses, including:

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

## **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. Students may elect a concentration in African American Studies. Students pursuing this concentration will study the history, culture, politics, religion and literature of the African Diaspora – the communities created by the dispersion of peoples from the African continent.

### *Major Requirements*

12 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)  
 FDT 300      Critical Theory (3)
- 1 film-related course
  - 3 Cultural Studies electives

*Cultural Studies: African American Studies Concentration*

12 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)  
 FDT 300      Critical Theory (3)  
 ENG 287      African American Writers  
 HIS 285      African American History  
 HIS 360      History of Pan-Africanism  
 AAS 393      African American Studies Internship
- 1 African American Studies elective
  - 1 film-related course

*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)  
 FDT 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.

## English (ENG)

The English major teaches students to analyze literary texts within the frames of literary history and theory. English majors learn to make successful and astute arguments about the interrelations between literary texts, literary history, and literary theory orally and in writing. Strong critical thinkers who are trained to articulate difficult concepts in clear language, English majors are prepared for careers requiring intellectual sophistication and clear expression 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 interested in creative writing 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 BFA/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 322 | Shakespeare (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 322 | Shakespeare (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:

|         |  |
|---------|--|
| ENG 242 | Introduction to Creative Writing (3)                 |
| ENG 243 | Creative Writing I (3)                               |
| ENG 244 | Creative Writing II (3)                              |
| ENG 245 | Advanced Writing Workshop (3)                        |
| ENG 350 | Seminar in Literary Theory and Scholarly Writing (3) |



- ENG 498 Tutorial (4) (workshop format tutorial)  
 ENG 499 Tutorial (4)

3 Literature survey courses from the following:

- ENG 204 World Literature (3)  
 ENG 207 British Writers I (3)  
 ENG 208 British Writers II (3)  
 ENG 216 American Writers I (3)  
 ENG 217 American Writers II (3)  
 ENG 322 Shakespeare (3)  
 ENG 287 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 which must be a craft course in the area of student tutorial)

- ENG 313 Special Topics in Creative Writing (3)  
 ENG 581 The Craft of Fiction (3)  
 ENG 582 The Craft of Nonfiction (3)  
 ENG 583 The Craft of Poetry (3)  
 ENG 586 The Craft of Writing for Children (3)  
 FDT 331 Foundations of Screenwriting (3)

*Environmental Writing – see Environmental Studies (ENV)*

### **Accelerated Graduate MFA in Creative Writing**

The five-year MFA in Creative Writing allows students to accelerate into the MFA Program at Chatham University. Students may express interest in the MFA program as early as their initial application to Chatham. Admission to the MFA in Creative Writing is confirmed through a portfolio review with the MFA Program Director in the spring of the junior year (or 6th semester of study). Students are advised to begin taking undergraduate requirements for the Accelerated MFA no later than their sophomore year, and preferably in their first year of study at Chatham.

*Major Requirements for the Bachelor's degree*

19 courses, including:

- ENG 242 Introduction to Creative Writing (3) (prerequisite for ENG245 or any upper level Creative Writing class)  
 ENG 243 Creative Writing I (3) (\*200-level Creative Writing courses are to be taken in sequence)  
 ENG 244 Creative Writing II (3)  
 ENG 245 Advanced Writing Workshop (3)  
 ENG 350 Seminar in Literary Theory and Scholarly Writing (3) (taken during junior year)  
 ENG 498 Tutorial (4) (for completion of BFA or other Chatham undergraduate degree)  
 ENG 499 Tutorial (4)

3 Literature survey courses from the following:

|         |                              |
|---------|------------------------------|
| ENG 204 | World Literature (3)         |
| ENG 207 | British Writers I (3)        |
| ENG 208 | British Writers II (3)       |
| ENG 216 | American Writers I (3)       |
| ENG 217 | American Writers II (3)      |
| ENG 322 | Shakespeare (3)              |
| ENG 287 | 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 313               | Special Topics in Creative Writing (3)                                       |
| ENG 581               | The Craft of Fiction (3)   |
| ENG 582               | The Craft of Nonfiction (3)  |
| ENG 583               | The Craft of Poetry (3)  |
| ENG 586               | The Craft of Writing for Children (3)  |
| FDT 331               | Foundations of Screenwriting (3)   |
| ENG 531 OR 532 OR 533 | Readings Course in the student's primary genre, as stated on MFA application |

\*\*One of the 500-level craft courses must be in area of student's primary genre, and should be selected in consultation with the BFA Coordinator / AGP Advisor

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

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

|         |                    |
|---------|--------------------|
| ENG 585 | Travel Writing (3) |
| ENG 585 | Nature Writing (3) |
| ENG 678 | Field Seminar (3)  |

- 2 Content Courses (6)
- 2 Writing Workshops (6)
- 1 Elective in MFA (3)
- Thesis Seminar in student's primary genre (3)
- Master's Thesis (3)

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 322      Shakespeare (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)

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

#### *Professional Writing Minor Requirements*

This minor is designed for students who wish to develop their writing skills to a professional level. Completion of this program prepares students for the changing requirements of the workplace in a variety of fields, including education, science, the web, advertising and public relations, grant writing, technical writing, political communication, and speech writing.

5 courses, including:

COM 141      Media Literacy (3)  
COM 234      Persuasion (3)  
COM 251      News Writing and Editing (3)  
COM 260      Practical Public Relations (3)  
ENG 241      Business Writing (3)

#### *Writing Minor Requirements*

Building on the strengths of Chatham's English and Communication departments, the writing minor enhances students' writing skills in a variety of genres. Featuring courses ranging from academic writing to business writing, this minor prepares students for careers in professional writing (e.g., advertising, public relations, law), supplements majors in business and other fields, and allows students to explore the possibility of becoming professional writers.

Designed in conjunction with a faculty member in the English department, individual programs of study require the approval of the department chairperson.

6 courses, including:

- 2 content courses in English (e.g., ENG 207 British Writers I, ENG 216 American Writers I)
- 3 writing-as-subject courses above the 100 level (e.g., ENG 241 Business Writing, COM 251 Newswriting & Editing, COM 260 Introduction to Public Relations)
- 1 300-level or above writing-as-subject course (ENG 355 Advanced Writing, COM 360 Advanced Public Relations)

## **Philosophy (PHI)**

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.

### *Minor Requirements*

6 courses, including:

PHI 113 Introduction to Philosophy (3)

PHI 121 Introduction to Logic (3)

- 4 approved electives

## **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 322 Women and Policy (3)

INTWST 303 Service Internship (3)

WST 498 Tutorial (4)

WST 499 Tutorial (4)

6 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/FDT 225 Female Narration: Race and Gender in Women's Film (3)

ENG 262 Introduction to Women Writers (3)

ENG 286 Contemporary African-American Women Writers (3)

ENG 385 Toni Morrison Seminar (3)

ENG 419 Frontier Women (3)

ENG 452 Ecofeminist Literature (3)

ENG 464 Early Modern Romance: Representations of Women (3)

ENV 242 Women and the Global Environment (3)

FDT 226 Issues in Film: Gender, Race, and Ethnicity (3)

|         |   |
|---------|---|
| FOR 220 | Women and the Criminal Justice System (3) |
| MUS 232 | Women in Music (3)                        |
| PHI 218 | Ethics and Women's Issues (3)             |
| GOV 213 | Sex Discrimination and the Law (3)        |
| GOV 262 | Women and Politics (3)                    |
| PSY 236 | Psychology of Women (3)                   |
| PSY 415 | Human Sexuality (3)                       |
| WST 313 | Special Topics in Women's Studies (3)     |

*Minor Requirements*

7 courses, including:

|         |                                     |
|---------|-------------------------------------|
| WST 101 | Introduction to Women's Studies (3) |
| WST 201 | Feminist Theory (3)                 |
| WST 322 | Women and Policy (3)                |

- 4 electives chosen from the above list of major electives.

# Department of Psychology

*Joseph Wister, Ph.D., Department Chair*

## **Undergraduate Programs**

Psychology

### **Faculty**

Nichole Bayliss, *Visiting Assistant Professor of Criminology and Psychology*

Monica Riordan, *Assistant Professor of Psychology*

Margaret Stubbs, *Professor of Psychology*

Joseph Wister, *Associate Professor of Psychology*

### **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, practice and community service, discussion of ethical issues and values, and courses and research methods that heighten the student's understanding of diversity in human behavior. Learning about psychology occurs in multiple settings: the classroom, internships, participation in psychology Psi Chi (the National Honor society for Psychology), and attendance and presentation of research at regional and national conferences. The program places a strong emphasis on effective student advising that goes beyond guidance in course selection and information about institutional procedures. The intent is to motivate students to explore and develop their values, interests, abilities, and career and life goals and to encourage students to consider post-baccalaureate educational possibilities, including graduate and professional school.

The psychology curriculum enables students to think scientifically about behavior and mental processes, to appreciate and respect others, and to pursue a variety of post-baccalaureate alternatives, including employment and graduate or professional school. This major is applicable to any career in which an understanding of human thought and behavior is central, including the health sciences, personnel/human resources, social work, introductory level counseling, interviewing, and data collection.

### **Major Requirements**

12 courses, including:

|          |  |
|----------|--|
| PSY 101  | General Psychology (3)                 |
| PSY 213  | Statistics and Research Design (3)     |
| PSY 217W | Critical Thinking in Psychology (3)    |
| PSY 314W | Foundations of Behavioral Research (3) |
| 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)
- PSY 324 Motivation (3)

1 course in individual differences, personality and social from the following:

- PSY 323 Personality (3)
- PSY 331 Social Psychology (3)
- PSY 333 Abnormal Behavior (3)

1 course in biological bases from the following:

- PSY 340 Psychopharmacology (3)
- PSY 341 Psychobiology (3)
- PSY 230 Animal Behavior (3)

1 developmental course from the following:

- PSY 351 Childhood and Adolescence (3)
- PSY 352 Adult Development (3)
- PSY 357 Adolescence and the Transition to Adulthood (3)

2 additional psychology program electives

***Interdisciplinary Major Requirements***

8 courses, exclusive of the tutorial:

- PSY 101 General Psychology (3)
- PSY 213 Statistics and Research Design (3)
- PSY 314W Foundations of Behavioral Research (3)

1 course in learning and cognition from the following:

- PSY 307 Cognitive Psychology (3)
- PSY 326 Psychology of Learning (3)
- PSY 324 Motivation (3)

1 course in individual differences, personality and social from the following:

- PSY 323 Personality (3)
- PSY 331 Social Psychology (3)
- PSY 333 Abnormal Behavior (3)

1 course in biological bases from the following:

- PSY 340 Psychopharmacology (3)
- PSY 341 Psychobiology (3)
- PSY 230 Animal Behavior (3)

1 developmental course from the following:

- PSY 351 Childhood and Adolescence (3)
- PSY 352 Adult Development (3)
- PSY 357 Adolescence and the Transition to Adulthood (3)

One additional approved psychology program elective.

***Minor Requirements***

6 courses, including:

- PSY 101 General Psychology (3)

1 course in learning and cognition from the following:

- PSY 307 Cognitive and Psychology (3)
- PSY 326 Psychology of Learning (3)
- PSY 324 Motivation (3)

1 course in individual differences, personality and social from the following:

- PSY 323 Personality (3)
- PSY 331 Social Psychology (3)
- PSY 333 Abnormal Behavior (3)

1 course in biological bases from the following:

- PSY 340 Psychopharmacology (3)
- PSY 341 Psychobiology (3)
- PSY 230 Animal Behavior (3)

1 developmental course from the following:

- PSY 351 Childhood and Adolescence (3)
- PSY 352 Adult Development (3)
- PSY 357 Adolescence and the Transition to Adulthood (3)

One additional approved psychology program elective



# Department of Science

*Larry Viehland, Ph.D., Department Chair*

## **Undergraduate Programs**

Biochemistry  
Biology  
Chemistry  
Engineering  
Environmental Science  
Exercise Science  
Mathematics  
Physics  
Pre-Health Profession Program

## **Faculty**

*Ali Abdulrahman, Assistant Professor of Biology*  
*Pierette Appasamy, Assistant Professor of Biology*  
*Andres Carillo, Assistant Professor of Exercise Science*  
*Sherie Edenborn, Assistant Professor of Biology*  
*David Fraser, Assistant Professor of Biology*  
*Vadas Gintautas, Assistant Professor of Physics*  
*Martha Hildebrandt, Assistant Professor of Mathematics Education*  
*Linda Johnson, Assistant Professor of Biology*  
*Mary Kostalos, Emeritus Professor of Biology*  
*Lisa Lambert, Professor of Biology*  
*Robert Lettan, Assistant Professor of Chemistry*  
*Joseph MacNeil, Associate Professor of Chemistry*  
*Gary Marshall, Assistant Professor of Biology*  
*Nataliya Myshakina, Assistant Professor of Chemistry*  
*Edward Ryan, Assistant Professor of Exercise Science*  
*Aaron Trout, Assistant Professor of Mathematics*  
*Larry Viehland, Professor of Chemistry*  
*Erin Marie Williams, Assistant Professor of Biology*

## **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 approved by the American Chemical Society and is ideal for students who are planning graduate work in biochemistry or molecular biology, seeking jobs in biotechnology, or applying to

medical school. An accelerated program is available for students to obtain a B.S. in Biochemistry from Chatham and a M.S. in Forensics Science and Law from Duquesne University; check with the department chair for details.

*Major Requirements (B.A. Degree)*

50 credits, including:

- |          |                                   |
|----------|-----------------------------------|
| BIO 143  | The Cell (3)                      |
| BIO 143L | The Cell Laboratory (1)           |
| BIO 144  | The Organism (3)                  |
| BIO 144L | The Organism Laboratory (1)       |
| CHM 105  | General Chemistry (3) <b>OR</b>   |
| CHM 107  | Chemistry I (3)                   |
| CHM 108  | Chemistry II (3)                  |
| CHM 109  | Chemistry I Laboratory (1)        |
| CHM 110  | Chemistry II Laboratory (1)       |
| CHM 205  | Organic Chemistry I (3)           |
| CHM 206  | Organic Chemistry II (3)          |
| CHM 215  | Elementary Organic Laboratory (2) |
| CHM 216  | Organic Chemistry Laboratory (2)  |
| CHM 338  | Biochemistry I (3)                |
| CHM 339  | Biochemistry II (3)               |
| CHM 340  | Macromolecule Laboratory (2)      |
| CHM 498  | Tutorial I (4) and                |
| CHM 499  | Tutorial II (4) <b>or</b>         |
| BIO 498  | Tutorial I (4) and                |
| BIO 499  | Tutorial II (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)*

79 credits, including:

- |          |                                 |
|----------|---------------------------------|
| BIO 143  | The Cell (3)                    |
| BIO 143L | The Cell Laboratory (1)         |
| BIO 144  | The Organism (3)                |
| BIO 144L | The Organism Laboratory (1)     |
| CHM 105  | General Chemistry (3) <b>or</b> |
| CHM 107  | Chemistry I (3)                 |
| CHM 108  | Chemistry II (3)                |
| CHM 109  | Chemistry I Laboratory (1)      |
| CHM 110  | Chemistry II Laboratory (1)     |
| CHM 205  | Organic Chemistry I (3)         |
| CHM 206  | Organic Chemistry II (3)        |

|         |                                     |
|---------|-------------------------------------|
| CHM 215 | Elementary Organic Laboratory (2)   |
| CHM 216 | Organic Chemistry Laboratory (2)    |
| CHM 311 | Physical Chemistry I (3)            |
| CHM 317 | Integrated Chemistry Laboratory (2) |
| CHM 318 | Chemical Analysis Laboratory (3)    |
| CHM 322 | Topics in Analytical Chemistry (3)  |
| CHM 338 | Biochemistry I (3)                  |
| CHM 339 | Biochemistry II (3)                 |
| CHM 340 | Macromolecule Laboratory (2)        |
| CHM 498 | Tutorial I (4) and                  |
| CHM 499 | Tutorial II (4) <b>or</b>           |
| BIO 498 | Tutorial I (4) and                  |
| BIO 499 | Tutorial II (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 (3)       |
| BIO 231 | Cell and Molecular Biology (3) |
| BIO 417 | Genetics (3)                   |

## **Biology (BIO)**

Biology includes the study of the structure, function, and interactions of living organisms at multiple levels; it is a field that is evolving rapidly. This major provides students with a broad interdisciplinary base in scientific knowledge combined with an in-depth exploration of one of three areas of biology. Course and career preparation in areas including pre-professional, medical and health-related, and environmental biology are covered in the program.

### *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)*

17 courses, including:

|          |                         |
|----------|-------------------------|
| BIO 143  | The Cell (3)            |
| BIO 143L | The Cell Laboratory (1) |
| BIO 144  | The Organism (3)        |

|          |                                      |
|----------|--------------------------------------|
| BIO 144L | The Organism Laboratory (1)          |
| BIO 498  | Tutorial I (4)                       |
| BIO 499  | Tutorial II (4)                      |
| CHM 105  | General Chemistry (3) <b>or</b>      |
| 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) <b>or</b> |
| 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)*

All biology majors must complete the set of core courses in addition to the courses in one of the three available concentration areas listed below.

Core of 13 courses, including:

|          |                                 |
|----------|---------------------------------|
| BIO 143  | The Cell (3)                    |
| BIO 143L | The Cell Laboratory (1)         |
| BIO 144  | The Organism (3)                |
| BIO 144L | The Organism Laboratory (1)     |
| CHM 105  | General Chemistry <b>or</b>     |
| CHM 107  | Chemistry I (3)                 |
| CHM 109  | Chemistry I Laboratory (1)      |
| CHM 108  | Chemistry II (3)                |
| CHM 110  | Chemistry II Laboratory (1)     |
| MTH 110  | Elementary Statistics (3)       |
| IND 350  | Scientific Research Methods (2) |
| BIO 498  | Tutorial 1 (4)                  |
| BIO 499  | Tutorial 2 (4)                  |

Note: Students in the Human Biology track may substitute PSY 213 for MTH 110

Area I: Human Biology

This track is designed for students interested in human biology and its application to allied health care professions (e.g., physician assistant studies, physical therapy, occupational therapy, and nursing.) This curriculum is also appropriate for students who wish to enter law, public health, and health policy fields with a strong science background. It contains 11 courses, including:

|          |                         |
|----------|-------------------------|
| BIO 123  | Basic Nutrition (2)     |
| BIO 123L | Basic Nutrition Lab (1) |

|          |                             |
|----------|-----------------------------|
| BIO 131  | Human Genetics (3)          |
| BIO 201  | Anatomy (3)                 |
| BIO 201L | Anatomy Laboratory (2)      |
| BIO 209  | Basic Neuroscience (3)      |
| BIO 221  | Microbiology (3)            |
| BIO 221L | Microbiology Laboratory (2) |
| BIO 302  | Physiology (3)              |
| BIO 302L | Physiology Laboratory (2)   |
| BIO 419  | Immunology (3)              |

Plus one 3 credit elective (PSY 340, PSY 341, or a 200+ course in biology) approved by the advisor

Note: Students interested in physical therapy should also take MTH 151 and PHY 251, 252, 255, and 256.

### Area 2: Ecology and Environmental

This track is designed for students who interested in public or private sector careers in natural resource management, public policy, law, or who wish to enter graduate programs in ecology or environmental studies. A particular emphasis is placed on plants. It contains 12 courses, including:

|          |  |
|----------|--|
| BIO 224  | Botany (3)                             |
| BIO 224L | Botany Laboratory (2)                  |
| BIO 248  | Ecology (3)                            |
| BIO 248L | Ecology Laboratory (2)                 |
| BIO 365  | Zoology (3)                            |
| BIO 365L | Zoology Laboratory (2)                 |
| BIO 440  | Macromolecule Laboratory (2) <b>or</b> |
| BIO 418  | Chemical Analysis Laboratory (3)       |
| BIO 424  | Economic Botany (3)                    |
| CHM 205  | Organic Chemistry I (3)                |
| CHM 215  | Elementary Organic Laboratory (2)      |
| ENV 454  | Soil Science (3)                       |
| MTH 151  | Calculus I (4)                         |

### Area 3: Cell and Molecular Biology

This track is designed for students who plan to enter a biological sciences graduate program or professional medical programs (e.g., medicine, dentistry, veterinary sciences), and for those interested in career paths in biotechnology, biomedical research, and related areas. It contains 12 courses, including:

|         |                                   |
|---------|-----------------------------------|
| BIO 231 | Cell and Molecular Biology (3)    |
| BIO 408 | Developmental Biology (3)         |
| BIO 417 | Genetics (3)                      |
| BIO 438 | Biochemistry (3) <b>or</b>        |
| BIO 458 | Histology (3)                     |
| BIO 440 | Macromolecule Laboratory (2)      |
| CHM 205 | Organic Chemistry I (3)           |
| CHM 215 | Elementary Organic Laboratory (2) |
| MTH 151 | Calculus I (4)                    |
| PHY 251 | Principles of Physics I (4)       |

|         |                              |
|---------|------------------------------|
| PHY 252 | Principles of Physics II (4) |
| PHY 255 | Physics Laboratory I (1)     |
| PHY 256 | Physics Laboratory II (1)    |

Note: students interested in medical programs should also take MTH152 Calculus, CHM 206 Organic Chemistry II and CHM 216 Organic Chemistry II Lab

### *Minor Requirements*

8 courses, including:

|          |                             |
|----------|-----------------------------|
| BIO 143  | The Cell (3)                |
| BIO 143L | The Cell Laboratory (1)     |
| BIO 144  | The Organism (3)            |
| BIO 144L | The Organism Laboratory (1) |

3 courses selected from biology courses numbered 200 or above; at least two of these must have a laboratory component.

1 biology elective or any science or mathematics course approved in advance and not already counted toward a major or minor.

### **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*

22 credits, including:

|          |                                 |
|----------|---------------------------------|
| BIO 143  | The Cell (3)                    |
| BIO 143L | The Cell Laboratory (1)         |
| BIO 144  | The Organism (3)                |
| BIO 144L | The Organism Laboratory (1)     |
| BIO 224  | Botany (3)                      |
| CHM 105  | General Chemistry (3) <b>or</b> |
| CHM 107  | Chemistry I (3)                 |
| CHM 108  | Chemistry II (3)                |
| CHM 109  | Chemistry I Laboratory (1)      |
| CHM 110  | Chemistry II Laboratory (1)     |

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

## 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.

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

44 credits, including:

|         |                                   |
|---------|-----------------------------------|
| CHM 105 | General Chemistry (3) <b>or</b>   |
| 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)*

72 credits including:

|         |                                     |
|---------|-------------------------------------|
| CHM 105 | General Chemistry (3) <b>or</b>     |
| 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 | Macromolecule Laboratory (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

### *Minor Requirements*

26 credits 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      Macromolecule Laboratory (2)

## **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 of Engineering 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.

40 credits, 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)



|         |                                      |
|---------|--------------------------------------|
| IND 350 | Scientific Research Methods (2)      |
| 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.

### **Environmental Science (ENV)**

The environmental science (BA) major provides students with an interdisciplinary perspective in order to help them understand a range of environmental issues. In addition to core science courses and labs, students have the opportunity to study policy and ethics in a global perspective. For a student certain of a later career in science, the BS may be more appropriate, but the BA still enables her to demonstrate her capability in this field for work or further study.

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

62 credits, including

|          |                                     |
|----------|-------------------------------------|
| BIO 143  | The Cell (3)                        |
| BIO 143L | The Cell Laboratory (1)             |
| BIO 144  | The Organism (3)                    |
| BIO 144L | The Organism Laboratory (1)         |
| BIO 248  | Ecology (3)                         |
| BIO 248L | Ecology Laboratory (2)              |
| CHM105   | General Chemistry (3) <b>or</b>     |
| CHM 107  | Chemistry I (3)                     |
| CHM 108  | Chemistry II (3)                    |
| CHM 109  | Chemistry I Laboratory (1)          |
| CHM 110  | Chemistry II Laboratory (1)         |
| ENV 116  | Global Environmental Challenges (3) |

ENV 129      Our Fragile Earth: A Scientific Perspective (3) **or**  
ECN 102      Principles of Microeconomics (3) **or**  
POL 101      American Government & Public Policy (3)  
INTENV 301, 302 **or** 303 Internship (1, 2, **or** 3)  
ENV 498      Tutorial I (4)  
ENV 499      Tutorial II (4)  
IND 350      Scientific Research Methods (2)  
MTH 110      Statistics (3) **or**  
PSY 213      Statistics and Research Design (3)

12 credits from the following list:

BIO 224      Botany (3)  
BIO 224L     Botany Laboratory (2)  
BIO 226      Toxicology (3)  
BIO 316      Evolution (3)  
CHM 318      Chemical Analysis Laboratory (3)  
ENV 147      Environmental Geology (4)  
ENV 412      Applied Design (3)  
ENV 414      Landscape Ecology (3)  
ENV 418      Native Plants (3)  
ENV 443      Environmental Chemistry (3)  
ENV 451      Soil Science (3)  
ENV 470      Principles of Sustainability (3)  
LNS 310      Introduction to GIS (3)  
LNS 424      Field Botany (3)

6 credits from the following list:

ENG 419      Frontier Women (3)  
ENV 225      Environmental Ethics (3)  
ENV 230      Wilderness and Food Sustainability (3)  
ENV 242      Women & the Global Environment (3)  
ENV 250      Plants, People and the Environment (3)  
ENV 262      Global Environmental Economics (3)  
ENV 300      Perspectives on Landscape (3)  
ENV 313      Special Topics (3)  
ENV 352      Environmental Organizations & Governance (3)  
ENV 381      Principles of Landscape Design (3)  
ENV 425      Environmental Policy (3)  
ENV 445      Nature and Culture (3)  
ENV 446      Wilderness and Literature (3)  
ENV 455      Methods of Teaching Environmental Education (3)

*Major Requirements (B.S. Degree)*

67 credits, including

|                         |   |
|-------------------------|---|
| BIO 143                 | The Cell (3)  |
| BIO 143L                | The Cell Laboratory (1)                                   |
| BIO 144                 | The Organism (3)  |
| BIO 144L                | The Organism Laboratory (1)                               |
| BIO 248                 | Ecology (3)   |
| BIO 248L                | Ecology Laboratory (2)                                    |
| CHM105                  | General Chemistry (3) <b>or</b>                           |
| 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)                         |
| ENV 116                 | Global Environmental Challenges (3)                       |
| ENV 129                 | Our Fragile Earth: A Scientific Perspective (3) <b>or</b> |
| ECN 102                 | Principles of Microeconomics (3) <b>or</b>                |
| GOV 101                 | American Government & Public Policy (3)                   |
| INTENV 301, 302, or 303 | (1, 2, or 3)  |
| MTH 108                 | Precalculus (3) <b>or</b>                                 |
| MTH 151                 | Calculus (4)  |
| MTH 110                 | Statistics (3) <b>or</b>                                  |
| PSY 213                 | Statistics and Research Design (3)                        |
| ENV 498                 | Tutorial I (4)  |
| ENV 499                 | Tutorial II (4)   |
| IND 350                 | Scientific Research Methods (2)                           |

12 credits from the following list:

|          |                                  |
|----------|----------------------------------|
| BIO 224  | Botany (3)                       |
| BIO 224L | Botany Laboratory (2)            |
| BIO 226  | Toxicology (3)                   |
| BIO 316  | Evolution (3)                    |
| CHM 318  | Chemical Analysis Laboratory (3) |
| ENV 147  | Environmental Geology (4)        |
| ENV 412  | Applied Design (3)               |
| ENV 414  | Landscape Ecology (3)            |
| ENV 418  | Native Plants (3)                |
| ENV 443  | Environmental Chemistry (3)      |
| ENV 451  | Soil Science (3)                 |
| ENV 470  | Principles of Sustainability (3) |
| LNS 310  | Introduction to GIS (3)          |
| LNS 424  | Field Botany (3)                 |

6 credits from the following list:

|         |  |
|---------|--|
| ENG 419 | Frontier Women (3)                             |
| ENV 225 | Environmental Ethics (3)                       |
| ENV 230 | Wilderness and Food Sustainability (3)         |
| ENV 242 | Women and the Global Environment (3)           |
| ENV 250 | Plants, People and the Environment (3)         |
| ENV 262 | Global Environmental Economics (3)             |
| ENV 300 | Perspectives on Landscape (3)                  |
| ENV 313 | Special Topics (3)                             |
| ENV 352 | Environmental Organizations and Governance (3) |
| ENV 381 | Principles of Landscape Design (3)             |
| ENV 425 | Environmental Policy (3)                       |
| ENV 445 | Nature and Culture (3)                         |
| ENV 446 | Wilderness and Literature (3)                  |
| ENV 455 | Environmental Education (3)                    |

*Environmental Science Minor Requirements*

*Minor in Environmental Biology*

6 courses, including:

|         |  |
|---------|--|
| BIO 248 | Ecology (3)                                      |
| ENV 116 | Global Environmental Challenges (3)              |
| ENV 222 | Organic Gardening (2) <b>or</b>                  |
| ENV 230 | Wilderness and Food Sustainability (3) <b>or</b> |
| ENV 250 | Plants, People and Environment (3)               |

One of the following courses:

|         |                         |
|---------|-------------------------|
| ENV418  | Native Plants (3)       |
| ENV 451 | Soil Science (3)        |
| ENV414  | Landscape Ecology (3)   |
| LAR 315 | Introduction to GIS (3) |

One 200 or above level BIO course with lab

One 200 or above level ENV course with 2 or more credits.

*Minor in Environmental Chemistry*

7 courses, including:

|          |                                     |
|----------|-------------------------------------|
| BIO 226  | Toxicology (3)                      |
| CHM 205  | Organic Chemistry I (3) AND         |
| CHM 215  | Elementary Organic Laboratory (1)   |
| ENV 116  | Global Environmental Challenges (3) |
| ENV 129  | Our Fragile Planet (3) AND          |
| ENV 129L | Our Fragile Planet Lab (1)          |
| ENV 343  | Environmental Chemistry (4)         |

## **Environmental Studies (ENV)**

Environmental Studies stands at the intersection of many diverse fields – such as biology, chemistry, economics, English, and political science – bound together by a focus on the impact of humankind on ecological systems. Students complete a common core of courses and experiences which focus on experiential and service-learning as well as building environmental literacy, multidisciplinary problem-solving skills, and a community of environmentally-oriented students and faculty. 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 Requirements (B.A. Degree)*

60 credits, including

|   |  |
|---|--|
| BIO 248   | Ecology (3)  |
| BIO 248L  | Ecology Laboratory (2)                                 |
| ECN 102   | Principles of Microeconomics                           |
| ECN 355   | Economics and Public Policy                            |
| ENV 116   | Global Environmental Challenges (3)                    |
| ENV 129   | Our Fragile Earth: A Scientific Perspective (3)        |
| ENV129L   | Our Fragile Earth Laboratory (1)                       |
| ENV 262   | Global Environmental Economics (3)                     |
| ENV 225   | Environmental Ethics (3) <b>or</b>                     |
| ENV 313   | Special Topics (3)                                     |
| ENV 352   | Environmental Organizations & Governance (3) <b>or</b> |
| INTENV 301, 302, or 303   | Internship (1, 2, or 3)                                |
| ENV 425   | Environmental Policy (3)                               |
| ENV498  | Tutorial I (4)   |
| ENV499  | Tutorial II (4)  |
| MTH 110   | Statistics (3) <b>or</b>                               |
| PSY 213   | Statistics and Research Design (3)                     |
| POL 101   | American Government and Public Policy (3)              |
| One 200 – level History (HIS) or Political Science (POL) course |  |

One of the following courses:

|         |   |
|---------|---|
| ECN 301 | Econometrics (3)                        |
| ENV 327 | Writing About Environmental Science (3) |

One 300- level Policy course

3 of the following courses:

|          |  |
|----------|--|
| BIO 224  | Botany (3) <b>AND</b>                  |
| BIO 224L | Botany Laboratory (2)                  |
| BIO 226  | Toxicology (3)                         |
| ENV 147  | Environmental Geology (4)              |
| ENV 230  | Wilderness and Food Sustainability (3) |
| ENV 242  | Women and the Global Environment (3)   |

ENV 250      Plants, People, and the Environment (3)  
Any 300 or 400 level ENV courses

*Minor in Environmental Policy*

6 courses, including

ENV 116      Global Environmental Challenges (3)  
ENV 129      Our Fragile Planet (3) AND  
ENV 129L     Our Fragile Planet Laboratory (1) **or**  
ENV 230      Wilderness and Food Sustainability (3) **or**  
ENV 250      Plants, People, and the Environment (3) **or**  
ENV 222      Organic Gardening (2)  
ECN 102      Microeconomics (3)  
ENV 425      Environmental Policy (3)  
ENV 262      Global Environmental Economics (3)  
POL 101      American Government & Policy (3)

**Environmental Writing (ENV)**

How can we describe the ocean, with its “restive waters, the cold wet breath of the fog”? Rachel Carson’s description, from The Edge of the Sea, is nearly poetry, but the book is full of close observations of the natural world, firmly grounded in science. In our environmental writing major, students are fully immersed in the creative writing process but also gain entrance to the worlds of ecology and policy, enabling them to support their language skills with fact-based substance.

*Major Requirements (B.A. Degree)*

52 credits, including

BIO 248      Ecology (3)  
ENG 242      Introduction to Creative Writing (3)  
ENG 243      Creative Writing I (3)  
ENG 244      Creative Writing II (3)  
ENG 245      Advanced Writing Workshop (3)  
ENV 116      Global Environmental Challenges (3)  
ENV 129      Our Fragile Earth (3)  
ENV 129L     Our Fragile Earth Laboratory (1)  
ENV242      Women and the Global Environment (3)  
INTENV 301, 302, or 303 Internship for 1, 2, or 3 credits  
ENV498      Tutorial I (4)  
ENV499      Tutorial II (4)

Three credits from the following courses:

ENV 221      Organic Gardening (1)  
ENV 222      Organic Gardening (2)  
ENV 230      Wilderness and Food Sustainability (3)

ENV 250      Plants, People, and the Environment (3)

One of the following courses:

ENV 225      Environmental Ethics (3)

ENV 313      Special Topics (3)

ENV 425      Environmental Policy (3)

One of the following courses:

ENG 216      American Writers I (3)

ENG 217      American Writers II (3)

ENG 207      British Writers I (3)

ENG 208      British Writers II (3)

ENG 287      African-American Writers (3)

Two of the following courses:

ENG 418      The American Nature Tradition (3)

ENG 419      Frontier Women (3)

ENG422      American Exploration (3)

ENG 443      Nature and Culture (3)

ENG 446      Wilderness and Literature (3)

ENG 447      Contemporary Environmental Fiction (3)

ENG 452      Ecofeminist Literature (3)

One of the following courses:

ENG 313      Special Topics in Creative Writing (3)

ENG 484      Environmental and Nature Writing (3)

ENG 485      Travel Writing (3)

ENG 486      Writing for Children (3)

ENG 327      Writing about Environmental Science (3)

*Minor in Environmental Writing*

6 courses, including:

ENV 116      Global Environmental Challenges (3)

ENV 129      Our Fragile Planet (3) AND

ENV 129L      Our Fragile Planet Laboratory (1)

ENV 327      Writing about Environmental Science (3)

ENV 242      Women and the Global Environment (3)

One 200 or above level ENV course with 2 or more credits

One course from the following:

ENG 418      The American Nature Tradition (3)

ENG 419      Frontier Women (3)

ENG 422      American Exploration (3)

ENG 446      Wilderness and Literature (3)

|         |   |
|---------|---|
| ENG 447 | Contemporary Environmental Fiction (3)            |
| ENG 452 | Ecofeminist Literature (3)                        |
| ENG 484 | The Craft of Environmental and Nature Writing (3) |
| ENG 485 | The Craft of Travel Writing (3)                   |
| ENG 486 | The Craft of Writing for Children (3)             |

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

The exercise science major prepares students for professional practice in a variety of fields including exercise and fitness training, hospital-based and corporate wellness programming as well as preparation for graduate study in exercise physiology, medicine, physical therapy, and other health science programs. Exercise science, as defined by the American College of Sports Medicine, is the study of movement and the associated functional responses and adaptations. The field of exercise science ranges from the study of how organ systems function at the cellular level to enhancing the biomechanical efficiency of the individual. The benefits of exercise have been medically recognized and accepted for their role in preventive medicine and in the rehabilitative process of health and well-being. Professionals in exercise science are prepared to examine, evaluate, prescribe, and manage the health and fitness of healthy people across the life span, as well as promote healthy lifestyles and prevention programs for individuals and communities.

#### *Major Requirements*

67 credits, including:

|          |   |
|----------|---|
| BIO 123  | Nutrition (2)                                   |
| BIO 123L | Nutrition Laboratory (1)                        |
| BIO 143  | The Cell (3)                                    |
| BIO 143L | The Cell Laboratory (1)                         |
| BIO 144  | The Organism (3)                                |
| BIO 144L | The Organism Laboratory (1)                     |
| BIO 201  | Anatomy (3)                                     |
| BIO 201L | Anatomy Laboratory (2)                          |
| BIO 302  | Physiology (3)                                  |
| BIO 302L | Physiology Laboratory (2)                       |
| CHM105   | General Chemistry (3) <b>or</b>                 |
| CHM 107  | Chemistry I (3)                                 |
| CHM 109  | Chemistry I Lab (1)                             |
| CHM 108  | Chemistry II (3)                                |
| CHM 110  | Chemistry II Lab (1)                            |
| EXS 101  | Introduction to Exercise Science (1)            |
| EXS 252  | Exercise & Nutrition (3)                        |
| EXS 302  | Principles of Strength and Conditioning (3)     |
| EXS 345  | Kinesiology and Movement Science (3)            |
| EXS 345L | Kinesiology and Movement Science Laboratory (1) |
| EXS 326  | Applied Exercise Physiology I (3)               |
| EXS 326L | Applied Exercise Physiology I Laboratory (1)    |
| EXS 426  | Applied Exercise Physiology II (3)              |



|          |   |
|----------|---|
| EXS 426L | Applied Exercise Physiology II Laboratory (1) |
| EXS 498  | Tutorial I (4)                                |
| EXS 499  | Tutorial II (4)                               |
| IND 350  | Scientific Research Methods (2)               |
| MTH 110  | Elementary Statistics (3)                     |
| PSY 101  | General Psychology (3)                        |

Three credits from one of the following courses:

|         |                                  |
|---------|----------------------------------|
| PSY 152 | Human Growth and Development (3) |
| PSY 243 | Health Psychology (3)            |
| PSY 324 | Motivation (3)                   |
| PSY 333 | Abnormal Psychology (3)          |

Students intending to apply to physician assistant graduate school are advised to take the following courses in addition to the above curriculum:

|         |                              |
|---------|------------------------------|
| BIO 221 | Microbiology (3)             |
| PSY 152 | Developmental Psychology (3) |

Students intending to apply to physical therapy graduate school are advised to take the following courses in addition to the above curriculum:

|         |  |
|---------|--|
| PHY 151 | Fundamentals of Physics I (3) <b>or</b>  |
| PHY 251 | Principles of Physics (4)                |
| PHY 255 | Physics I Lab I (1)                      |
| PHY 152 | Fundamentals of Physics II (3) <b>or</b> |
| PHY 252 | Principles of Physics II (4)             |
| PHY 256 | Physics II Lab (1)                       |
| PSY 152 | Developmental Psychology (3)             |

In addition, such students may elect to take EXS 301 Critical Appraisal of the Literature.

Students intending to apply to occupational therapy graduate school are advised to take the following courses in addition to the above curriculum:

|         |                                  |
|---------|----------------------------------|
| PSY 152 | Human Growth and Development (3) |
| PSY 333 | Abnormal Psychology (3)          |

### **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)*

43 credits, including:

|         |                                 |
|---------|---------------------------------|
| IND 350 | Scientific Research Methods (2) |
| MTH 110 | Elementary Statistics (3)       |

- MTH 151      Calculus I (4)
  - MTH 152      Calculus II (4)
  - MTH 215W     Introduction to Proof (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)*

60 credits, 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 215W     Introduction to Proof (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)

One of the following pairs of courses:

- BIO 143      The Cell (3) and
- BIO143L      The Cell Laboratory (1)
- BIO 144      The Organism (3) **and**
- BIO144L      The Organism Laboratory (1)
- 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.

*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.

### **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)  
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.

One physics elective taken at CMU.

One “technical” elective in physics, mathematics, computing, chemistry, or biology that is approved in advance.

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

23 courses, including:

IND 350      Scientific Research Methods (2)  
MTH 151      Calculus I (4)  
MTH 152      Calculus II (4)  
MTH 222      Multivariate and Vector Calculus (3)  
PHY 251      Principles of Physics I (4)  
PHY 252      Principles of Physics II (4)  
PHY 255      Physics Laboratory I (1)  
PHY 256      Physics Laboratory II (1)  
PHY 498      Tutorial (4)  
PHY 499      Tutorial (4)

Physics 211, 231, 234, 331, 338, 340, 341, and 439 at CMU are also required.

Two physics electives taken at CMU.

Two “technical” electives in physics, mathematics, computing, chemistry, or biology that are approved in advance.

### **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 a science discipline; 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 Prerequisite(s):. Students interested in this program should contact the pre-health professions advisor for more information.

# Department of Social Work and Criminology

*Deborah Rubin, Ph.D., Department Chair*

## **Undergraduate Programs**

Social Work  
Criminology  
Social Service Administration

## **Faculty**

Nichole Bayliss, *Visiting Assistant Criminology and Psychology*  
Melissa Bell, *Assistant Professor of Social Work*  
Deborah Rubin, *Associate Professor of Social Work*  
Christine Sarteschi, *Assistant Professor of Social Work and Criminology*

## **Criminology (CRM)**

Criminology is the scientific study of crime and delinquency. Criminologists use concepts, theories, and methods from the social and behavioral sciences (sociology, criminal justice, political science, legal studies) to explore the causes and consequences of criminal behavior and juvenile delinquency. Criminologists study the effects of legal and social policies, analyze data on crime perpetration and victimization, design and assess crime prevention and control models, and evaluate offender treatment programs. The program offers a major and minor in criminology. Completing the criminology major prepares students for graduate study in criminology, criminal justice, law, or other social/ behavioral sciences; and for entry-level positions in law enforcement, legal, correctional, or human services agencies.

### *Major Requirements*

12 courses, including:

CRM 101 Introduction to Criminal Justice (3)  
CRM/SWK 224 Juvenile Justice (3)  
CRM 225W Criminology (3)  
CRM 305 Law Enforcement and Criminal Investigations (3)  
CRM 310 Survey of Corrections (3)  
INTCRM 303 Internship (3)  
CRM 498 Tutorial (4)  
CRM 499 Tutorial (4)  
PSY 101 OR General Psychology (3) OR  
SWK 101 Introduction to Sociology  
PSY 213 Statistics and Research Design (3)  
PSY 314W Foundations of Behavioral Research (4)

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

- IND 105/105 L Crime Scene Investigation (4)
- CRM 220 Women and the Criminal Justice System (3)
- CRM 313 Special Topics (3)
- CRM 340 Violent and Predatory Crimes (3)
- PSY 331 Social Psychology (3)
- PSY 333 Abnormal Psychology (3)
- PSY 340 Psychopharmacology (3)
- SWK 201W Human Behavior in the Social Environment I (3)
- SWK 202 Human Behavior in the Social Environment II (3)
- SWK 321 Social Welfare and Social Justice (3)
- SWK 325 Deviant Behavior (3)

### *Criminology Minor Requirements*

The criminology minor is primarily intended for students interested in careers in human services or criminal justice. The social science foundation of this minor particularly complements the B.A. degrees in psychology and social work available at Chatham.

5 courses, including:

3 required courses:

- CRM 101 Introduction to Criminal Justice (3)
- CRM 225W Criminology (3)
- CRM/SWK 224 Juvenile Justice (3)

2 electives from the following, or substitute courses approved by program coordinator:

- CRM 220 Women and the Criminal Justice System (3)
- CRM 305 Law Enforcement and Criminal Investigations (3)
- CRM 310 Survey of Corrections (3)
- CRM 313 Special Topics (3)
- CRM 340 Violent and Predatory Crimes (3)
- IND 105/105 L Crime Scene Investigation (4)

### **Social Services Administration (SSA)**

This major prepares students interested in social services and social policy for entry level administrative positions at social service agencies and for graduate school in public administration, public health, social work or related fields. The administrations of non-profit institutions as well as the impact of social policy on these institutions provide a framework for integrating a foundation of knowledge and skills for a variety of non-profit settings. Students may choose an area of specialization such as criminal justice, or social welfare to focus their elective coursework including an internship.

12 courses total including the tutorial

- BUS 105 Foundations of Business (3)

BUS 337 Managing Non-Profits (3)  
PSY 101 General Psychology (3) **OR**  
SWK 102 Introduction to Social Work, Women, and Social Issues (3)  
SWK 321 Social Welfare Policy (3)  
INTSSA 303 Internship (3)  
SSA 498 Tutorial (4)  
SSA 499 Tutorial (4)

4 courses from the following:

MTH 110 Statistics (3) **OR**  
PSY 213 Statistics and Research Design **OR**(3)  
BUS 110 Business Statistics (3)  
ACT 222 Accounting (3)  
BUS 272 Principles of Finance (3)  
PSY 314 Foundations of Behavioral Research (3) **or** another approved research course  
CRM101 Introduction to Criminal Justice (3)  
SWK/CRM 224 Juvenile Justice (3)  
SWK/WST 322 Women and Policy (3)  
PSY 333 Abnormal Psychology (3)  
SWK 351 Social Work Practice 1 (3)  
POL 202 Understanding Public Policy (3)  
One approved SWK, CRM, or BUS course

#### *Social Service Administration Minor Requirements*

The Social Service Administration minor provides a structured interdisciplinary foundation for understanding the historical roles, importance, and administration of social service and nonprofit organizations in contemporary American society. The minor includes content on the development of social service organizations, the many human needs that they meet and the social problems they address. The minor also provides students with administrative skills and knowledge that will prepare them to work with other professionals in social service and nonprofit organizations.

6 courses, including:

BUS 105 Introduction to Management (3)  
BUS 337 Managing Nonprofit Organizations (3)  
SWK 101 Introduction to Sociology (3) **or**  
PSY 101 General Psychology (3)  
SWK 102 Introduction to Social Work, Women and Social Issues (3)  
SWK 321 Social Welfare and Social Justice (3)

One of the following:

SWK 322 Women and Policy (3)  
SWK 351 Practice I: Interviewing and Assessment with Individuals (3)  
INTSSA 303 Internship (3)

## **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 who are interested in pursuing a social work major may declare a social work major at any time by completing the major declaration form available from the Registrar or on-line. Social work majors must also apply for 12-credit field placement completed during the senior year. This process is required to help ensure that students possess both the academic ability and personal maturity necessary for beginning social work practice. To apply for admission to the field placement, students be at least a first semester and have an overall GPA of 2.25 and a C- or higher in all social work courses. Specifics of the application process may be obtained from any member of the social work faculty.

### *Major Requirements*

18 courses, including:

|          |  |
|----------|--|
| BIO 135  | Applied Human Biology (3) or another approved biology course |
| PSY 101  | General Psychology (3)                                       |
| PSY 213  | Statistics and Research Design (3)                           |
| PSY 314W | Foundations of Behavioral Research (4)                       |
| SWK 101  | Introduction to Sociology (3)                                |
| SWK 102  | Introduction to Social Work, Women and Social Issues (3)     |
| SWK 201W | Human Behavior in the Social Environment I (3)               |
| SWK 202  | Human Behavior in the Social Environment II (3)              |
| SWK 321  | Social Welfare and Social Justice (3)                        |
| SWK 322W | Women and Policy (3)   |
| SWK 351  | Practice I: Interviewing and Assessment with Individuals (3) |
| SWK 352  | Practice II: Interventions with Individuals and Families (3) |
| SWK 354  | Practice III: Working with Groups (3)                        |
| SWK 355  | Practice IV: Working with Organizations and Communities (3)  |
| SWK 460  | Integrative Seminar in Social Work I (1.5)                   |
| SWK 461  | Integrative Seminar in Social Work II (1.5)                  |
| 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.

## Chatham College for Women Course Descriptions

### ACT 222 - Financial Accounting Principles (3)

This course represents an introduction to accounting principles; including the accounting process, double-entry bookkeeping, adjusting entries, and the preparation of financial statements. The objectives of this course are to make students aware of the importance of accounting information in every type of organization (private business, not-for-profit, and governmental).

### ACT 223 - Managerial Accounting Principles (3)

This course represents an introduction to managerial accounting concepts including cost allocation and measurement, cost/volume profit analysis, budgeting, variance analysis, job and process costing, and capital budgeting. As well, partnership accounting and financial statement analysis will also be covered. Prerequisite(s): ACT 222.

### ACT 224 - Computerized Accounting (3)

The course provides background and training in the use of QuickBooks software in the Windows environment. Business accounting records are set up to handle, chart of accounts, merchandise, customers and receivables, vendors and payables, banking and reports and the preparation and review of the Income Statement and the Balance Sheet. Prerequisite(s): ACT 222

### ACT 322 - Intermediate Financial 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 Financial 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 Analysis (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 491 - Independent Study (1)

ACT 492 - Independent Study (2)

ACT 493 - Independent Study (3)

ACT 494 - Independent Study (4)

ACT 498 - Tutorial (4)

Working in a classroom setting with other students and individually with a faculty tutor the student identifies a specific research question in her field of study, chooses an appropriate methodology to answer the question and conducts research.

ACT 499 - Tutorial (4)

After the first semester of work, the student completes her research project, analyzes the results, and formulates conclusions. The student is a producer of new knowledge in her area of research. Tutorials in the business programs include both analysis of existing or original data from surveys or experiments and an original product, such as a business plan, informational manual, creation of a database, strategic analysis, marketing plan, or curriculum. The tutorial is strategic driven and is focused on thoughtful analysis of data and corresponding implications in a rapidly changing environment.

INTACT 301 - Internship (1)

The Chatham University Internship program provides women with the opportunity to acquire hands-on work experience related to their academic studies and career paths. According to the 2001 Job Outlook Survey by the National Association of Colleges and Employers (NACE), employers say that the perfect candidate is a graduate who brings relevant work experience to the table. This experience is gained through internships.

INTACT 302 - Internship (2)

INTACT 303 - Internship (3)

ART 103 - Introduction to Visual Culture (3)

Visual Culture can be understood as the practice of scrutinizing visual items in both elite and popular culture; of determining how and what they mean to a variety of audiences; and of examining how those meanings might slip, change, or be changed according to both context and audience. Students examine a broad range of visual materials – from paintings to films – throughout the term of study.

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 127 - Printmaking Studio (3) Fall

This course is an introduction to the techniques and aesthetics of graphic media, including dry point, engraving, mezzotint, etching, and aquatint. Additional Fee(s): Applied art fee.

#### ART 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 141 - Media Literacy (3) Fall and Spring

This course introduces students to the Macintosh computer interface and related media practices. Students explore digital foundations, media related histories, theoretical frameworks and critical examination of production elements as they discover how computers are radically changing the way image makers create and present their work. Cross-listed as COM/FDT 141. Additional Fee(s): Course Computing Fee.

#### ART 205 - Sculpture Studio (3)

This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Prerequisite(s): ART 105 or permission of the instructor. Additional Fee(s): Applied art fee.

#### ART 208 - Introduction to Art Museum Studies (3) Fall

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 210 - History of Photography (3) Spring

This course will examine the relationships between photographs and audiences from the early nineteenth century to the present. A variety of themes will be discussed, including fashion photography, war, fine arts, advertising, portraits, landscapes, and social documentary. Within this structure, we will consider fundamental questions about photography, vision, and meaning, such as finding truth in images and discovering the relationship between image-making and power.

### ART 211 - Ceramics Studio (3)

This studio course advances the student in all technical aspects of ceramics and explores conceptual, critical approaches both to the medium and to specific contemporary issues. Prerequisite(s): ART 111 or permission of the instructor. Permission of instructor required for ART 311 and 411. Additional Fee(s): Applied art fee.

### ART 213 - Special topics (3)

Special Topics is designed as an optional elective for students pursuing upper level studio requirements in painting, drawing, printmaking or material studies. Special Topics introduces contemporary/alternative approaches to studio practices not covered in the traditional studio experience. This course fulfills a women general education mission course requirement. Additional Fee(s): Applied art fee.

### ART 214 - Design Studio (3) Fall

This course is an introduction to the visual grammar of dynamic composition and form. In this studio course the student will study design with an emphasis on gaining an understanding of organizing principles that contribute to visual engaging and visual arrangements. Additional Fee(s): Applied art fee.

### 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) Spring

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. Additional Fee(s): Applied art fee.

### ART 227 - Printmaking Studio (3) Spring

This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced. Prerequisite(s): ART 127 or permission of the instructor. Additional Fee(s): Applied art fee.

### ART 231 - Renaissance Art (3) Spring

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).

### 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/COM 273 or permission of the instructor. Additional Fee(s): Applied art fee.

### ART 245 - Design Praxis (3)

This course introduces you to concepts of visual perception. Theories on the 'way we see', how information is interpreted through light and how it includes physiology and cognitive perception. This course also explores the relevance of symbols and archetypes in broadening ones perceptual skills. The aim of this course is broaden and deepen student's visual and verbal skills in critical thinking, the creative process and problem solving. Cross-listed as COM 245. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

### ART 247 - Photography III – Intermediate Digital Photography (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/COM/FDT 141 Additional Fee(s): Appliedart fee.

### ART 248 – 19th Century Art

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.

### ART 250 - Introduction to Digital Video Production (3) Fall

This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on critiques of narrative construction. Cross-listed as FDT/COM 250. Prerequisite(s): ART/COM/FDT 141. Additional Fee(s): Course Computing fee.

### ART 254 - Modern and Contemporary Art (3)

In this course the student will be introduced to the major movements in European and American art since 1900. The first half will focus on 1900 to 1950 and the concept of modernism, who and what shaped it, and the shifting definitions of the artist. The second half will focus on recent trends in world art, focusing on new media and movements, including installation art, earth art, video art, postmodernism, and the new theoretical and conceptual approaches to art and art history.

### ART 256 - Contemporary Art 1950 to the Present

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 261 - Web Design I: Code + Aesthetics (3) Fall

This introductory course in web design and net art production addresses formal design, aesthetic, conceptual and theoretical methods for the creative production and dissemination of student projects via a global network. Technical focus is on authoring nonlinear documents using software and basic web programming languages. Students conceptualize projects around a variety of topics including: online social networks, memory and database theory, cultural interfaces, the screen and the body, and collective media. Cross-listed as COM/ FDT 261. Prerequisite(s): COM/ART/FDT 141 or permission of the instructor. Additional Fee(s): Course Computing Fee.

### ART 262 – [www.design.two/interface+structure](http://www.design.two/interface+structure)

This course focuses on advanced methods of creative web page design. The student broadens her technical understanding of software programs including but not limited to Macromedia Dreamweaver and Flash. Students render complex net based works, which emerge from in-class conversations that critically analyze the internet medium across disciplines. Creative projects cohesively demonstrate technical and innovative aesthetic practices with strong conceptual and artistic integration. Additional Fee(s): Applied art fee.

### ART 271 - Asian Art (3) Every Term (Online)

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 B&W Darkroom (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 art fee.

### ART 305 - Sculpture Studio (3)

This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Prerequisite(s): ART 105 or permission of the instructor. Additional Fee(s): Applied art fee.

### ART 310 – Northern Renaissance Art

This course introduces the art of the Northern renaissance-the painting, printmaking, and sculpture of the Low Countries, France, Germany and England, from approximately the fourteenth to the sixteenth centuries. taking a thematic approach, to examine works ranging from the courtly art of the Burgundian Dukes in the fourteenth and fifteenth centuries, to the still-lives of sixteenth-century urban Antwerp; from the "high art" of the Limbourg and van Eyck brothers, to the "popular imagery" of the Protestant Reformation.

### ART 311 - Ceramics Studio (3)

This studio course advances the student in all technical aspects of ceramics and explores conceptual, critical approaches both to the medium and to specific contemporary issues. Prerequisite(s): ART 211 or permission of the instructor. Permission of instructor required for ART 311 and 411. Additional Fee(s): Applied art fee.

### 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 317 - Drawing Studio (3) Fall

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. Prerequisite(s): ART 220. Additional Fee(s): Applied art fee.

### ART 321 - Typography Design Studio (3) Fall

This class is an introduction to the concrete and conceptual aspects of typography as a visual medium. The first half of the semester will deal with the technique requirements of typography (micro typography). The second half will deal with abstract compositional uses for typography (macro typography), integrating hand skills and computer as way to render type. Historical and current forms of alphabetic communications will be explored, along with the relationship to contemporary image-based communication. Cross-listed as COM 321. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.



### ART 327 - Printmaking Studio (3) Spring

This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced. Prerequisite(s): ART 127 or permission of the instructor. Additional Fee(s): Applied art fee. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

### ART 350 - Intermediate Digital Video Production (3) Fall

Students will utilize the nonlinear editing software program Final Cut Pro to examine methods of production and related theories involved in achieving structure in film and video. By conceptually dissecting and practically applying techniques such as splicing, transitional effects, and other editing processes, students will render sophisticated projects which are conscious of how the edit structures film and by doing so becomes another creative and technical layer for study. Cross-listed as FDT 350. Prerequisite(s): ART 141 and FDT 250. Additional Fee(s): Applied art fee.

### ART 353 - Print Design (3) Spring

This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn conceptual and technical differences between analog and digital imaging and work with a range of digital tools, including QuarkXpress, AdobeInDesign, and Photoshop. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as COM 353. Prerequisite(s): ART/COM/FDT 141. Additional Fee(s): Applied art fee.

### ART 357 - Photography II – Introduction to Digital Photography (3) Fall

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): COM/ART 273 or permission of the instructor. Additional Fee(s): Applied art fee.

### ART 365 - Visual Communications (3) Spring

This course introduces students to the process of developing a Visual Communication system with a special focus on non profit branding. An understanding of brandingstrategies are researched, explored and implemented to help serve the needs of growing community-based non-profits. Visual Identities are created for existing small non-profits to address their needs as well as strengthen their position in the marketplace and community. Cross-listed as COM 365. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

### ART 369 – Interactive Strategies

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 and 261 or permission of the instructor. Additional Fee(s): Applied art fee.

### ART 372 - Curating African Art (3) Spring

This course offers a broad survey of the history of traditional visual arts of Sub-Saharan Africa, the theoretical issues involved with presenting non-western setting, and hands-on experiences with the planning and implementation of an exhibition. The exhibition will involve selecting, researching, and presenting works of art from Chatham's outstanding Olkes Collection of over 600 works of African art. This course fulfills a global general education mission course requirement.

### ART 374 - Photography V: Documentary and 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) Fall

This course explores the roles and duties of the art museum curator. Topics addressed include collection care and management, exhibition planning and design, object handling, and exhibition critiques. Curators from local museums will serve as guest speakers. Students will collaboratively curate at least one exhibition. Prerequisite(s): ART 208 or permission of the instructor.

### ART 381 - Principles of Landscape Design (3) As Needed

This course explores the fundamental concepts of landscape design. By studying historical and contemporary examples, students examine the different structures of landscape using site plans and diagrams. The course also allows students to look at nature as the backdrop of all human activity and shows the convergence of elements from nature and the built world. Starting with the concept that natural landscaping is the basis for all planning, students gain an appreciation of ecological concepts in designing landscapes. Three hours of lecture per week. Cross-listed as ENV 381 and LNS 309.

### ART 388 - Advanced Digital Photography IV (3) Spring

This course explores the art of taking landscape shots digitally with emphasis on composition, focal points, color, light, movement, time of day, framing, and weather conditions. You will explore a range of image capturing from macro shots to points of view. Several shots new digital image editing processes will be taught using Photoshop. Prerequisite(s): ART 273 or permission of instructor. Additional Fee(s): Applied laboratory fee.

### INTART 303 - Internship (3)

### ART 405 - Sculpture Studio (3)

This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Prerequisite(s): ART 105 or permission of the instructor. Additional Fee(s): Applied art fee.

### ART 411 - Ceramics Studio (3)

This studio course advances the student in all technical aspects of ceramics and explores conceptual, critical approaches both to the medium and to specific contemporary issues. Prerequisite(s): ART 111 or permission of the instructor. Permission of instructor required for ART 311 and 411. Additional Fee(s): Applied art fee.

### 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 315 or permission of the instructor. Additional Fee(s): Applied art fee.

### ART 417 - Drawing Studio (3) Fall

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. Prerequisite(s): ART 320. Additional Fee(s): Applied art fee.

### ART 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 FDT 421. Prerequisite(s): ART/FDT 141 and ART/FDT 250.

Additional Fee(s): Course Computing fee.

### ART 427 - Printmaking Studio (3) Spring

This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced. Prerequisite(s): ART 127 or permission of the instructor. Additional Fee(s): Applied art fee.

### ART 450 - Advanced Digital Video Production (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 COM/FDT 450. Prerequisite(s): ART/COM/FDT 141 and ART/COM/FDT 350. Additional Fee(s): Course Computing fee.

ART 493 - Independent Study (3)

ART 498 - Tutorial: Portfolio I – Research and Critical Theory (4)

ART 499 - Tutorial: Portfolio II -- Applied (4)

BIO 114 - Basic Nutrition (3) Fall and Spring

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) Fall and Spring

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. Additional Fee(s): Laboratory fee.

BIO 116 - Basic Anatomy and Physiology I (4) Fall and Spring

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. Additional Fee(s): Laboratory fee.

BIO 117 - Basic Anatomy and Physiology II (4) Spring and Summer

This is the second of two courses designed for students who need a broad coverage of anatomy and physiology and have little or no background in science. It includes a study of the structure and function of human cells, tissue, organs, and systems. Clinical applications of anatomy and physiology will also be considered. Three hours of class and two hours of laboratory per week. Prerequisite(s): BIO 116. Additional Fee(s): Laboratory fee.

BIO 118 - Environmental Health Issues (3) Odd Falls

This course addresses the connection between health and the environment. Topics include; the areas of environmental epidemiology, toxicology, and policy, agents of environmental disease, and water, air, and soil quality. The work of scientists and public health specialists to discover, assess, and reduce exposure and risk to environment health problems are also explored. Case studies are used to provide context and background for the environmental health issues past and present. This course fulfills an environment general education mission course requirement. Three hours of lecture per week.

BIO 118L - Environmental Health Issues Laboratory (1) Odd Falls

The connection between health and the environment is explored through laboratory investigations in environmental epidemiology, toxicology, agents of environmental disease, and water, air, and soil quality. Two hours of laboratory each week. Prerequisite(s): Co-requisite or Prerequisite: BIO118. Additional Fee(s): Laboratory fee.

### BIO 121 - Plant and Human Interactions (3) As Needed

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 (2) Fall

An introduction to nutrients, their composition, functions, and sources. Human physiology, including digestion, metabolism, and excretion, is covered, along with special nutritional needs throughout the life cycle. Integrated with this basic information are special topics pertaining to diets, organic foods, preservatives, pesticides, world hunger, and other current concerns. Two hours of lecture per week.

### BIO 123L – Nutrition Lab (1) Fall

Laboratory course emphasizing nutrition. Experiments will correlate with and enhance the lectures in BIO 123. Two hours of laboratory per week. Prerequisite(s): Co-requisite or Prerequisite BIO 123. Additional Fee(s): Laboratory fee.

### BIO 131 - Human Genetics (3) Fall

This course is designed to help students understand issues in genetic research and biotechnology. Topics include pedigrees, birth defects, cancer, and the creation of transgenic animals. Two hours of lecture and two hours of laboratory per week. Additional Fee(s): Laboratory fee.

### BIO 135 - Applied Human Biology (3) Fall

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) Fall

Laboratory course emphasizing aspects of human biology. Experiments will correlate with and enhance the lectures in BIO 135. Three hours of laboratory per week. Prerequisite(s): Co-requisite or Prerequisite BIO 135. Additional Fee(s): Laboratory fee.

### BIO 143 - The Cell (3) Fall

This course is designed to provide a broad overview of current biological concepts, including cell structure, function, division, and basic genetics. Biologically important molecules also are presented. This course is a prerequisite for all upper-level biology courses. Three hours lecture per week.

### BIO 143L - The Cell Laboratory (1) Fall

Experiments to complement the material presented in BIO 143. Two hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 143. Additional Fee(s): Laboratory fee.

### BIO 144 - The Organism (3) Spring

This course provides a general survey of animals and plants at the organism level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course is a prerequisite for all upper-level biology courses. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement

### BIO 144L - The Organism Laboratory (1) Spring

Experiments to complement the material presented in BIO 144. Two hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 144. Additional Fee(s): Laboratory fees.

### BIO 201 - Anatomy (3) Fall

Lectures emphasize the human body and clinical applications of anatomy. They focus on anatomical terminology, gross structures, body movements, forming a three-dimensional mental image of body parts, and functional understanding of normal structures. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144.

### BIO 201L - Anatomy Laboratory (2) Fall

Laboratory experiments emphasizing comparative anatomy between humans and other animals. Three hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 201. Additional Fee(s): Laboratory fees.

### BIO 205 - Human Cadaver Dissection (3) Maymester

Students in this course will dissect a human subject, learning techniques with scalpels and scissors to separate and prepare the gross anatomy for study. This is an experiential lab course with teaching by example and supervision. A core part of this experience is learning professionalism in dealing with subjects, as well as lab safety and human remain protocols. Prerequisite(s): A grade of C- or better in BIO 201 and permission of instructor.

### BIO 209 - Basic Neuroscience (3) Spring

This course is designed for wide appeal. It is an introduction to structure and function of the brain and spinal cord, and how nerves function and communicate. The basics of movement, sensation, language, emotion, and consciousness are discussed. Emphasis is placed on contrasting normal function with altered function in diseases. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144, and CHM 109 and CHM 110.

### BIO 209LW - Basic Neuroscience Laboratory (2) Spring

Experiments and skills to compliment the material presented in BIO209. The course focuses on experimental procedures, scientific analysis and scientific writing. Three hours of laboratory per week. Laboratory Fee. Prerequisite or corequisite: BIO 209. Additional Fee(s): Laboratory fees.

### BIO 213 - Special Topics in Women's Health (3) Even Springs

An upper level course designed for students in the Pre-Health Professions Program. This course will examine a variety of health issues with emphasis on those of special importance to women. The emphasis will be on the biological aspects of these issues, but social, ethical, and other aspects may be covered. Three hours of lecture per week. This course fulfills a women general education mission course requirement.

### BIO 221 - General Microbiology (3) Springs

The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144, CHM 108 and CHEM 110.

### BIO 221L - General Microbiology Laboratory (2) Springs

Experiments to complement the material presented in BIO 221. Four hours of laboratory per week. Co-requisite or Prerequisite(s): BIO 221. Additional Fee(s): Laboratory fees.

### BIO 224 - Botany (3) 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 lecture per week. Prerequisite(s): BIO 143 and 144.

### BIO 224L - Botany Laboratory (2) Springs

Experiments to complement the material presented in BIO 224. Four hours of laboratory or field experience per week. Co-requisite or Prerequisite(s): BIO 224. Additional Fee(s): Laboratory fees.

### BIO 226 - Toxicology (3) Even Falls

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 lecture per week. Prerequisite(s): BIO 143 and 144, CHM 109 and 110.

### BIO 231 - Cell and Molecular Biology (3) Spring

A lecture course covering the organelles and activities of cells. Topics include the structure of proteins and other biomolecules, bioenergetics and enzymes, membranes, the mitochondrion, the chloroplast, the endo-membrane system, the cytoskeleton, and the nucleus and cellular reproduction. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144, and CHM 109 and 110.

### BIO 248 - Ecology (3) Fall

A study of the interrelation between organisms and their environment. Three hours of lecture per week. Prerequisite(s): BIO 143 and 144. This course fulfills an environmental general education mission course requirement.

### BIO 248LW - Ecology Laboratory (2) Fall

Experiments to complement the material presented in BIO 248. Four hours of laboratory or field experience per week. Co-requisite: BIO 248. Additional Fee(s): Laboratory fees.

### BIO 302 - Physiology (3) Spring

This course introduces students to the basic concepts of physiology. The lectures will emphasize chemical principles, cellular biological principles, and a survey of the nervous, endocrine, immune, musculoskeletal, cardiovascular, excretory, respiratory, and digestive systems. Three hours of lecture per week. Prerequisite(s): CHM 108 and 110, and one Biology course at the 200- level or above.

BIO 302LW - Physiology Laboratory (2) Spring

Laboratory experiments emphasizing comparative physiology between humans and other animals. Three hours of laboratory per week. Prerequisite(s): BIO 201L. Co-requisite or Prerequisite(s): BIO 302. Additional Fee(s): Laboratory fees.

BIO 316 - Evolution (3) Even Springs

This course introduces the student to the principles and forces that produce biological evolution. Students will also examine the development of evolutionary theory through a historical perspective. Scientific thinking and communication are emphasized with examples in the vertebrate classes. Prerequisite(s): BIO 143 and 144.

INTBIO 301 - Internship (1)

INTBIO 302 - Internship (2)

INTBIO 303 - Internship (3)

BIO 391 - Internship (1)

BIO 392 - Internship (2)

BIO 393 - Internship (3)

BIO 408 - Developmental Biology (3) Spring

A study of the embryonic and post-embryonic development of animals, with special emphasis on humans. The morphogenesis, growth and mechanisms of differentiation are stressed. Other topics include cancer, regeneration, cloning, hormones as mediators of development, and developmental genetics. Prerequisite(s): BIO 231 or permission of instructor.

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 lecture per week. Prerequisite(s): BIO 231, CHM 205, and MTH 110.

BIO 418 - 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. Cross-listed as CHM 318. Prerequisite(s): CHM 216. Additional Fee(s): Laboratory fee.

BIO 419 - Immunology (3) Spring

This course covers fundamental principles of immunology with emphasis on molecular and cellular immunology, including antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, and the cellular basis for the immune response. Three hours of lecture per week. Prerequisite(s): BIO 221 or 302.



#### 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. Cross-listed as CHM 338. Prerequisite(s): CHM 206 or permission of the instructor.

#### BIO 439 - 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. Three hours of lecture per week. Cross-listed as CHM 339. Prerequisite(s): BIO 438 or CHM 338.

#### BIO 440W - Macromolecule Laboratory (2) Spring and Fall

An advanced laboratory course for junior or senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly used in the fields of cellular biology, molecular biology, and biochemistry. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Three hour of laboratory per week. Cross-listed as CHM 340. Prerequisite(s): BIO 231 or BIO 438, or permission of the instructor. Additional Fee(s): Laboratory fee.

#### BIO 455 - Biomedical Ethics (3) Summer

This course examines moral dilemmas created or intensified by recent advances in medical technology. Examples of topics include euthanasia and the right to die, abortion, behavior modification, allocation of scarce medical resources, in vitro fertilization, genetic screening and engineering, and human experimentation. Three hours of lecture per week. Prerequisite(s): BIO 302 or 408 or 417.

#### BIO 458 - Histology (3) Fall

A microscopic analysis of human and animal tissue and organ function at the cellular level. Material comes from textbook, lecture, images, and animations in addition to practical application and identification of histological specimens. Recommended for students planning to apply to professional schools of medicine, veterinary medicine, or dentistry. Prerequisite(s): BIO 231.

#### BIO 481W - Ecology and Environmental Journal Club (2) Fall

Presentations, discussions, and written reviews of important research papers from the current literature. One class meeting per week. Co-requisite: BIO 498 or 499 or CHM 498 or 499 or permission of instructor.

#### BIO 482W - Cell and Molecular Biology Journal Club (2) Spring

Presentations, discussions, and written reviews of important research papers from the current literature. One class meeting per week. Co-requisite: BIO 498 or 499 or CHM 498 or 499 or permission of instructor.

#### 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 - Foundations of Business: The Challenge of Business Leadership (3)

Almost half of business managers and leaders are women. The course combines the in-depth knowledge of theory and practice of business and fosters analytical and creative thinking. Students build a foundation for future learning by gaining an understanding of business organizations, their structure and functions, the global setting in which they compete, environmental components and the challenges of an increasingly dynamic, complex work environment. Learn how companies function including an international perspective of challenges in a complex work environment.

BUS 110 - Business Statistics (3)

Course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypothesis testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. Prerequisite(s): BUS 105.

BUS 230 - Organizational Behavior (3)

Organizational behavior is a field of study that seeks to understand, explain, and improve human behavior in organizations. Most organizations focus their efforts on improving job performance and organizational commitment. The purpose of this course is to provide a theoretical foundation and realistic understanding of how human behavior influences the effectiveness of the modern corporation. Prerequisite(s): BUS 105.

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. This course fulfills a global general education mission course requirement.

BUS 243W - Principles of Marketing: Managing Profitable Customer Relationships (3)

This course introduces students to the basic concepts of marketing strategy and management. Students develop and learn to apply the knowledge and analytical skills needed to make effective marketing decisions. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution highlight the marketer's obligation to gain a deep understanding of unique customer groups (e.g., women, minorities, other potential target segments) to meet differentiated customer needs effectively, reliably and profitably in a changing international marketplace. Environmental sustainability is analyzed from the consumer perspective. Prerequisite(s): BUS 105.

### 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 243.

### BUS 257 - Business Law and Business Ethics (3)

This course will introduce women to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It will also emphasize frameworks for conducting ethical analysis and the analysis of ethical dilemmas.

Prerequisite(s): BUS 105.

### BUS 272 - Principles of Finance: Strategically Financing Business Operations (3)

The aim of this course is to enable students to apply fundamental ideas of financial economics to problems in corporate finance. Participants will gain an overview of valuation principles, learn basic principles of corporate finance from the perspective of a financial manager, and, through case studies, analyze important financial decisions made within firms. Prerequisite(s): ACT 222.

### BUS 312 - Marketing Research (3)

Business leaders at all levels need to be intelligent designers and consumers of marketing research. The essential aspects of qualitative and quantitative marketing research design and execution are addressed with assigned readings, class discussions, homework problems, in-class exercises, cases, and a team-led custom research study. Prerequisite(s): BUS 243.

### 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. Prerequisite(s): BUS 243.

### 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 inter-organizational networks. Prerequisite(s): BUS 105, or SWK 101 and 102, or permission of the instructor.

### BUS 350 - Advertising and Promotion

This course offers a detailed study of advertising and promotion, including public relations and support media. An integrated marketing communications perspective will be emphasized. We will examine advertising and promotion utilizing a range of media outlets, including the internet, television, consumer magazines and professional journals. Prerequisite(s): BUS 243

**BUS 357 - Entrepreneurial Ventures: A Frontier of Opportunity for Women (3)**

Entrepreneurship is an exciting field of study, especially for women. Research indicates individuals who study entrepreneurship are three to four times more likely to start their own business. This course will take students through the entire entrepreneurial process from start-up to growth while exploring the personal and professional challenges. Prerequisite(s): BUS 105.

**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 395 – Leadership and Management (3)**

In this age of virtual teams, a border-less economy, the unparalleled access to knowledge through the Internet and the flattening of organizational hierarchies, the leadership rules have changed. This course will analyze the varying global leadership roles of women and the challenges of leading diverse, multicultural groups of people in supporting an organization's mission. Prerequisite(s): BUS 105. This course fulfills a global general education mission course requirement.

**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. Prerequisite(s): BUS 105.

**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 243.

**BUS 491 - Independent Study (1)**

**BUS 492 - Independent Study (2)**

**BUS 493 - Independent Study (3)**

**BUS 494 - Independent Study (4)**

#### BUS495W - Global Business Leadership in Changing Times (3)

In this age of virtual teams, a border-less economy, the unparalleled access to knowledge through the Internet and the flattening of organizational hierarchies, the leadership rules have changed. This course will analyze the varying global leadership roles of women and the challenges of leading diverse, multicultural groups of people in supporting an organization's mission. Prerequisite: BUS105

#### BUS 498 - Tutorial (4)

Working in a classroom setting with other students and individually with a faculty tutor the student identifies a specific research question in her field of study, chooses an appropriate methodology to answer the question and conducts research.

#### BUS 499 - Tutorial (4)

After the first semester of work, the student completes her research project, analyzes the results, and formulates conclusions. The student is a producer of new knowledge in her area of research. Tutorials in the business programs include both analysis of existing or original data from surveys or experiments and an original product, such as a business plan, informational manual, creation of a database, strategic analysis, marketing plan, or curriculum. The tutorial is strategic driven and is focused on thoughtful analysis of data and corresponding implications in a rapidly changing environment.

#### INTBUS 301 - Internship (1)

#### INTBUS 302 - Internship (2)

#### INTBUS 303 - Internship (3)

The Chatham University Internship program provides women with the opportunity to acquire hands-on work experience related to their academic studies and career paths. According to the 2001 Job Outlook Survey by the National Association of Colleges and Employers (NACE), employers say that the perfect candidate is a graduate who brings relevant work experience to the table. This experience is gained through internships.

#### CAB 313 - Chatham Abroad (3)

#### CHM 105 - General Chemistry (3) Fall

This course covers the same material as CHM 107 below, but is specifically structured for students who have had little or no previous chemistry experience, or who need extra help with algebraic problem solving. Three hours of lecture and one hour of recitation per week. Prerequisite or Co-requisite: CHM 109.

#### 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 lecture per week. Prerequisite or 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. Three hours of lecture per week. Prerequisite(s): CHM 105 or 107  
Prerequisite or 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 or 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 CHM 108. Three hours of laboratory per week. Prerequisite or 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 lecture per week. Prerequisite(s): CHM 108 and CHH 110; Prerequisite or 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 lecture per week. Prerequisite(s): CHM 205 and CHM 215.

### CHM 209 - Inorganic Chemistry (3) Fall

A descriptive survey of inorganic chemistry, including bonding theories, coordination compounds, electrochemistry, inorganic syntheses, and the chemistry of the transition metals. Three hours of lecture per week. Prerequisite(s): CHM 108.

### CHM 215W - 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): CHM108 and 110. Prerequisite or Co-requisite: CHM 205. Additional Fee(s): Laboratory fee.

### CHM 216W - 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; Prerequisite or 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 lecture per week. Prerequisite(s): CHM 205 and CHM 215; MTH 152; and PHY 252.

### CHM 312 - Physical Chemistry II (4) Spring

Quantum mechanics, spectroscopy, introduction to symmetry, and introduction to statistical mechanics. Four hours of lecture per week. Prerequisite(s): CHM 311.

### CHM 317 - Integrated Chemistry Laboratory (3) Fall

Experiments are selected to illustrate important principles of the major branches of chemistry and familiarize students with important experimental methods. This writing-intensive course is intended to encourage students to think critically about the reliability of their experimental results in the light of their previous chemistry experiences. Prerequisite(s) or corequisite(s): CHM216. 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. Cross-listed as BIO 418. Prerequisite(s): CHM 216. Additional Fee(s): Laboratory fee.

### 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 lecture 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 lecture per week. Cross-listed as BIO 438. Prerequisite(s): CHM 206

### CHM 339 - 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. Three hours of lecture per week. Cross-listed as BIO 439. Prerequisite(s): BIO 438 or CHM 338.

CHM 340W - Macromolecule Laboratory (2) Fall and 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. Three hours of laboratory per week. Cross-listed as BIO 440. Prerequisite or Co-requisite: CHM 338. Additional Fee(s): Laboratory fee.

INTCHM 301 - Internship (1)

INTCHM 302 - Internship (2)

INTCHM 303 - Internship (3)

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 lecture 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 lecture per week. Prerequisite(s): CHM 206, 216, and 311.

CHM 443 - 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 lecture 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. Three hours of lecture per week. 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 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 lecture 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 lecture per week. Prerequisite(s): CMP 140 or permission of the instructor.

COM 106 - Media and 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. This course fulfills a women general education mission course requirement.

COM 141 - Media Literacy (3) Fall

This course introduces students to the Macintosh computer interface and related media practices. Students explore digital foundations, media related histories, theoretical frameworks and critical examination of production elements as they discover how computers are radically changing the way image makers create and present their work. Cross-listed as ART/FDT 141. Additional Fee(s): Course Computing 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 209 - Intercultural Communication: Value and Ethics (3)

Course will provide the student with an appreciation of the complexities involved in the development of beliefs, attitudes and behaviors that reflect cultural values. This course will provide an understanding of the specific forces which shape perceptions, feelings and behaviors of various cultural groups. These forces include socially constructed categories such as race, ethnicity, nationality, gender, socio-economic status, and religion. These will be explored in a variety of contexts, language, family structures and the handling of conflict of laws and ethics (cultural relativism) will be examined. This course fulfills a global general education mission course requirement.

### COM 212 - Digital Photography (3)

### COM 213 - Special Topics in Communications (3)

### COM 234W - 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 245 - Design Praxis (3)

This course introduces you to concepts of visual perception. Theories on the ‘way we see’, how information is interpreted through light and how it includes physiology and cognitive perception. This course also explores the relevance of symbols and archetypes in broadening ones perceptual skills. The aim of this course is broaden and deepen student’s visual and verbal skills in critical thinking, the creative process and problem solving. Cross-listed as ART 245. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

### COM 247 - Photography III Intermediate Digital Photography (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): ART/COM/FDT 141. Additional Fee(s): Applied art fee.

### COM 250 - Introduction to Digital Video Production (3) Fall

This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on critiques of narrative construction. Cross-listed as ART/FDT 250. Prerequisite(s): ART/COM/FDT 141. Additional Fee(s): Course Computing fee.

### 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, this gaining a sense of how news judgment and media ethics are applied to actual reporting assignments. Prerequisite(s): COM 151.

### COM 251L - Staff Position: The Communiqué (1)

A one-credit, pass-fail lab section attached to COM 251: News writing and Editing. Credit will be awarded upon a student's fulfillment of a staff position on The Communiqué over the course of one semester. As student may register for this lab a maximum of three times during her undergraduate years.

### 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 introductory course in web design and net art production addresses formal design, aesthetic, conceptual and theoretical methods for the creative production and dissemination of student projects via a global network. Technical focus is on authoring nonlinear documents using software and basic web programming languages. Students conceptualize projects around a variety of topics including: online social networks, memory and database theory, cultural interfaces, the screen and the body, and collective media. Cross-listed as ART/ FDT 261. Prerequisite(s): COM/ART/FDT 141 or permission of the instructor. Additional Fee(s): Course Computing Fee.

### COM 273 - Photography I – B&W Darkroom (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): Applied art fee.

### COM 310W – Environmental Communication (3)

This writing-intensive course provides an overview of contemporary environmental communication theory, practice, and criticism. Students interrogate topics such as the meaning of "green" or "sustainable," social justice and environmental advocacy, and public participation in environmental decision-making.

### COM 321 - Typography Design Studio (3) Fall

This class is an introduction to the concrete and conceptual aspects of typography as a visual medium. The first half of the semester will deal with the technique requirements of typography (micro typography). The second half will deal with abstract compositional uses for typography (macro typography), integrating hand skills and computer as way to render type. Historical and current forms of alphabetic communications will be explored, along with the relationship to contemporary image-based communication. Cross-listed as ART 321.

Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

### 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 351L - Staff Position: The Communiqué (1)

A one-credit, pass-fail lab section attached to COM 351: Advanced News writing and Editing. Credit will be awarded upon a student's fulfillment of a staff position on The Communiqué over the course of one semester. A student may register for this lab a maximum of three times during her undergraduate years.

### 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 the foundations of print and publication design with emphasis on the conceptual integration of typography and image in organizational frameworks. Students conceptualize and design multi-page documents using the Adobe Creative Suite with particular emphasis on Adobe InDesign. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as ART 353. Prerequisite(s): ART/COM/FDT 141 Additional Fee(s): Applied art fee.

### COM 355 - Organizational Communication (3)

Organizational Communication will focus on five theoretical approaches to the study of communication in organizations. Those approaches are: classical, human relations/human resources, systems, cultural, and critical, with most time spent on the final theoretical perspective. Additionally, the course will examine how communication affects the gendered nature of the workplace.

### COM 357 - Photography II – Introduction to Digital Photography (3) Spring

This course is designed to acquaint students with several darkroom and photo processing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition in the photo essay, photojournalism, and product and advertising photography. Cross-listed as ART 357. Prerequisite(s): ART/COM 273 or permission of the instructor. Additional Fee(s): Applied art fee.

### 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 365 - Visual Communication (3)

This course introduces students to the process of developing a Visual Communication system with a special focus on non-profit branding. An understanding of branding strategies are researched, explored and implemented to help serve the needs of growing community-based non-profits. Visual Identities are created for existing small non-profits to address their needs as well as strengthen their position in the marketplace and community. Cross-listed as ART 365. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor.

### COM 374 - Photography V – Documentary and 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 400 - Media Ethics and Law 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 450 - Advanced Digital Video Production (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/FDT 450. Prerequisite(s): ART/COM/FDT 141 and ART/COM/FDT 350. Additional Fee(s): Course Computing fee.

### INTCOM 303 - Internship (3)

### COM 493 - Independent Study (3)

COM 498 - Tutorial: Portfolio I -- Research (4)

COM 499 - Tutorial: Portfolio II – Applied (4)

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 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.

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.

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.

COR 492 - Supplemental Instruction in Writing (2)

This course is designed to provide writing support and instruction for transfer students. Supplemental instruction focuses on the development of writing skills necessary for successful completion of the College curriculum.

CRM 101 - Introduction to Criminal Justice (3)

This course provides an introduction to the criminal justice system of the United States. Coverage includes the steps from criminal investigation through prosecution, corrections, and parole. Also emphasized are professional roles of law enforcement, court, and correctional agents.

### CRM 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, corrections and law. This course fulfills a women general education mission course requirement.

### CRM 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. Cross-listed as SWK 224.

### CRM 225W - 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.

### CRM 305 - Law Enforcement and Criminal Investigations (3)

Survey of the history, theory, and practice of criminal investigations conducted by law enforcement officers and private investigators. Crime scene documentation, search and seizure, interview and interrogation, suspect identification and arrest procedures are applied to both violent and property crimes. Report writing and courtroom presentation are also covered.

### CRM 310 - Survey of Corrections (3)

This course examines the current status of correctional facilities and offenders in the United States. The course will also focus on philosophy, theory and practices involved in the treatment of incarcerated individuals. Also included will be an examination of various inmate profiles, policies, rights, and liabilities. Other topics will include cultural awareness, interpersonal skills, and management for disturbed and segregated inmates, as well as security threat groups.

### CRM 313 - Special Topics (3)

This course allows in-depth exploration of a special topic in forensic social science. Possible topics include organized crime, the death penalty, victimization of children and adolescents, and media portrayals of forensics and forensic professionals. Prerequisite(s): CRM101 and junior standing, or permission of instructor.

### CRM 340 - Violent and Predatory Crimes (3)

The criminology and victimology of violent and predatory crimes are explored from psychological, sociological, and biological perspectives. Serial, spree, rampage, and mass murder are covered. Students will gain increased understanding of violent and predatory criminals, their victims, social science research methods, forensic investigations, and criminal law. Prerequisite(s): CRM 101 and junior standing, or permission of instructor.

### INTCRM 301 - Internship (1)

### INTCRM 302 - Internship (2)

INTCRM 303 Internship (3)

CRM 491 - Independent Study (1)

CRM 492 - Independent Study (2)

CRM 493 - Independent Study (3)

CRM 494 - Independent Study (4)

CRM 498 - Tutorial (4)

CRM 499 - Tutorial (4)

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 204W - Introduction to East Asian Studies (3)

An exploration of East Asian geography, history, language, and culture from the Zhou Dynasty (ca. 1,000 BCE) to present times. Focus on China, Korea, Japan with reference to neighboring regions and discussion of Taiwan. Emphasis on arts, ideologies, and East Asian cultural sites in Pittsburgh area. Cross-listed as HIS 204. This course fulfills a global general education mission course requirement.

CST 213 - 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): CST 183. This course fulfills a global general education mission course requirement.

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 FDT 225.

### 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 342 - Modern China: A Cultural History (3)

This course examines Chinese cultural history from the late 19th century to the present, via literature and film. Political and aesthetic questions will frame our discussion of late dynastic culture, May Fourth (1920's) reforms, wartime experience, the Maoist era, and the current cultural mix on the Chinese mainland and abroad. Prerequisite(s): HIS 204 or ENG 204 or permission of the instructor. Cross-listed as HIS 342. This course fulfills a global general education mission course requirement.

### CST 498 - Tutorial (4)

### CST 499 - Tutorial (4)

### ECN 101 - Principles of Macroeconomics: The U.S. Economy in the World (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: Decision-Making by the Firm and Consumers (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 and the economic influence of women and their purchase decisions in varying economies.

### ECN 250 - Women and Work (3)

This course examines recent research on women, men, and work in the labor market and in the household. It applies economic concepts and analysis to study the behavior of women and men, economic institutions, and economic outcomes. Topics include the family as an economic unit, economic restructuring, occupational segregation, discrimination, and human capital. Prerequisite(s): ECN 101 and ECN 102. This course fulfills a women general education mission course requirement.

### ECN 262 - Global Environmental Economics (3)

This course focuses on the study of the relationship between economic activity and the global 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. Course discussions reflect the global nature of environmental problems and solutions. Cross-listed as ENV 262. Prerequisite(s): ECN 102. This course fulfills an environmental general education mission course requirement.

### ECN 330 - Global Financial System and the Macro Economy (3)

Combines material on economic analysis of the macro economy with an in depth review of the global financial system. Develops analytical models on how to attain goals of economic growth, price stability, and full employment. Covers role of the financial system, financial crises, and monetary policy. Emphasizes both analytical models and real world policy applications. Prerequisite(s):(s): ECN 101 and 102.

### ECN 331 - Managerial Economics (3)

This course covers the application of intermediate microeconomic analysis to business decision making. It is designed to bridge economic theory and economic practice. Topics include consumer theory, production analysis, pricing strategy, and risk analysis. Prerequisite(s): ECN 101 and 102.

### 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 355 - Economic Analysis of Public Policy (3)

This course develops microeconomic tools of analysis for policy problems through various policy applications. The course is broadly focused on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Issues such as how best to protect intellectual property, improve airline safety or control illegal immigration are better understood by organizing, measuring and weighing the effects of alternative policies. Prerequisite(s): ECN 102.

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. This course fulfills a global general education mission course requirement.

ECN 491 - Independent Study (1)

ECN 492 - Independent Study (2)

ECN 493 - Independent Study (3)

ECN 494 - Independent Study (4)

ECN 498 - Tutorial (4)

Working in a classroom setting with other students and individually with a faculty tutor the student identifies a specific research question in her field of study, chooses an appropriate methodology to answer the question and conducts research.

ECN 499 - Tutorial (4)

After the first semester of work, the student completes her research project, analyzes the results, and formulates conclusions. The student is a producer of new knowledge in her area of research. Tutorials in the business programs include both analysis of existing or original data from surveys or experiments and an original product, such as a business plan, informational manual, creation of a database, strategic analysis, marketing plan, or curriculum. The tutorial is strategic driven and is focused on thoughtful analysis of data and corresponding implications in a rapidly changing environment.

INTECN 301 - Internship (1)

INTECN 302 - Internship (2)

INTECN 303 - Internship (3)

The Chatham University Internship program provides women with the opportunity to acquire hands-on work experience related to their academic studies and career paths. According to the 2001 Job Outlook Survey by the National Association of Colleges and Employers (NACE), employers say that the perfect candidate is a graduate who brings relevant work experience to the table. This experience is gained through internships.

### EDU 104 - Perspectives on Education (3)

This course provides an introduction and orientation to the teacher education program, and is designed to explore the fundamental principles of teaching and their application in a classroom setting. Learning and the factors that influence learning will be analyzed, as effective teaching, classroom organization and management, instruction and assessment are examined for their impact on learning. Technology tie-ins to instruction, assessment, and presentation will be explored. Independent and small group activities, classroom dialogue, and student reflection will be used to guide and engage the beginning teacher in the observation process, as well as the development of skills and patterns of effective teaching.

### EDU 105 - Child Development (3)

This course addresses physical, social, cognitive, and moral development from prenatal stages through middle childhood. Students examine child development in the context of social, cultural, and instructional settings. Using case studies, the implications of growth and development on instructional planning for effective learning is achieved. Students learn to create environments that are healthy, respectful, supportive and challenging for all children.

### EDU 108 - Games Children Play (1)

A range of games and activities are explored in terms of functional movements and progression towards mature forms of selected physical skills. Healthy warm-up and participation strategies will be part of the exploration of each game. Games will be analyzed in terms of developmental appropriateness and the involvement of certain muscle groups and skill requirements. Students design an 'original' game targeting the development of age-specific skills.

### EDU 109 - Adolescent Development (3)

This course is a general introduction to the theory and methods in adolescent development. Patterns of physical, cognitive and social development are related to the context of middle and high school experiences to develop an appreciation of the importance of social developmental issues during particular periods of development. Emphasis will be placed on research that exemplifies these patterns and mechanisms.

### EDU 205 - English Language Learners (3)

This course explores language development skills that are central to successful learning in academic areas. Students will learn how effective language development will result in children who successfully learn to read and who can use reading effectively in all academic subject areas and to negotiate the world. A major focus of this course is on information and methods for enhancing the literacy and academic experiences of students in grades K-12 who are classified as English as second language (ELL) students.

### EDU 207 - Trends and Issues in Early Childhood Education (3)

Students in this course will examine current and contemporary issues surrounding early childhood education. Class discussions focus on sociological, psychological, political, and economic forces shaping families, children and early educational experiences. Students will explore the connection between curriculum and physical environment. Major approaches and theories in early childhood curriculum are explored in terms of their cognitive, social, and physical dimensions. Emphasis is placed on the physical expression of early childhood learning theory. Issues of health and safety, including state and federal regulations are also explored.

### EDU 219W - Cognitive Learning Theories (3)

This course addresses brain and cognitive development from prenatal stages through middle childhood. Students examine child development in the context of learning theories. The implications of physical and social growth and development on instructional planning for effective learning are explored. A field experience where theories and concepts can be observed is part of this course and serves to inform classroom discussion and activities. Additional Fee(s): Field Placement Fee

### EDC 227 - Literacy (4)

This course is designed to present theory, research and practical strategies associated with the teaching of communication/literacy skills. For the purposes of this course, literacy will be defined as one's ability to use language in order to listen, speak, read and write. Students will examine the early communication experiences of young children and the influence of these experiences on further language development. These experiences will include the development of phonemic and phonological awareness. Also explored will be the assessment of communication skills in school age children as well as various approaches to effective instruction. Classes will consist of opportunities to read about historical as well as current perspectives, listen and speak with peers about interpretations of the information that is presented, and write about the information they have assimilated throughout the course. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools will reinforce the theoretical considerations of the course.

### EDC 230 - Mathematical Foundations (2)

This course relates the principles and process skills of basic mathematics to effective teaching with manipulatives and hands-on learning. Students acquire the skills research, best practices, state and national performances standards and assessments. Students will create instruction that gives every student the opportunity to succeed in mathematics.

### EDC 240 - Integrating the Arts (3)

This interdisciplinary course provides the basic understanding of the use of art, music, movement, and creative dramatics in an early childhood setting. It is designed to enhance the student's mastery of other subjects in the elementary curriculum. Students examine national and the PA Academic Standards for the Arts and Humanities in Art, Music, Theater and Dance; and learn how to integrate these standards into interdisciplinary lessons in literacy, mathematics, science and history for students pre-Kindergarten through fourth grade.

### EDU 304 - Diversity: A Family Matter (3)

Diversity in terms of culture, community, extended and insular families, and the ecological dimensions of human development are all areas for exploration in this course.

#### EDU 319 - Elementary Social Studies Methods (3)

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. A structured field experience is part of this course. Additional Fee(s): Field Placement fee.

#### EDU 328 - Literacy II (4)

This course provides a foundation for selecting age, developmental, and cultural-appropriate literature that engages children and provides links to reading, writing in content areas. Students evaluate authors, illustrators, and study the various types of literature common to early elementary experiences that develop emotional, social, language, cognitive, and creative talents.

#### EDU 323W - Educational Research Methods (3)

This course focuses on basic research methodology in preparation for research in education. Through a series of readings and meetings with an education program faculty member the student will explore the various types of educational research, select and define a research question and complete a literature review. The student will also create an outline for the research paper including the appropriate statistical measures as well as demonstrate her understanding of the topic through by giving a class presentation. This course is structured to make research meaningful and significant, to enable the student to write effectively, and to enhance the student's Chatham experience.

#### EDU 335 - Methods of Teaching Mathematics (3)

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 PREK-4 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.

#### EDU 336 - Science Teaching Methods (3)

This course is designed to examine and explore recent research developments related to national efforts to reform the teaching of science for early learners. Students explore the teaching of science based on developmental and learning theory. Innovative classroom practices will be modeled and discussed while reviewing current initiatives to improve science instruction by national and state standards for science education, international studies of science teaching and new methods for ensuring that all students are encouraged to become excited about science topics.

#### EDU 409 - Differentiated Reading and Writing (3)

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing to students with disabilities. Strategies to develop conceptual understanding in the content areas are equally important for the beginning and more accomplished learner. Projects include developing lessons that differentiate instructional practice and assessment to help all students achieve.

### EDU 411 - Elementary Curriculum (3)

This course will explore both the theoretical framework and the practical strategies that teachers will utilize as they design learning situations to meet these challenges. Students will learn and apply a variety of techniques for designing lesson and unit plans, integrating curriculum across subject areas, addressing state standards, authentically assessing children, implementing positive classroom management strategies and involving parents in the classroom. Particular attention will be given to the topic of differentiation and the exploration of instructional strategies.

### EDU 400 - Data-Driven Instructional Decisions (2)

The importance of making decisions based on actual data collected on students now plays a major role in all schools. The data that needs to be reviewed goes beyond standardized test results and needs to include both summative and formative assessment results. The connection between the curriculum and the assessments utilized to assess a student's progress along the curriculum needs to be viewed as a guide to effective educational decision making. Students entering the educational profession need a background in types of assessments and how data collected from such assessments can meet the needs of students in the context of the curriculum.

### EDC 430 - Family and Community Relationships (3)

Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated that partnerships can have a positive impact. A number of studies highlight the positive associations between parent involvement in schools and their children's social and emotional development and academic achievement. This course explores the form and focus of several types of partnerships.

### EDU431 - Assessment and Adaptation: Student with Special Needs

Students investigate the assessment of individuals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social responsibility of professionals to exercise fairness and accuracy in the assessment process.

### EDC 498 - Tutorial (4)

### EDC 499 - Tutorial (4)

### EDU 415 - 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.

### 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.

### 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.

### 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.

### 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.

### EDU 423 - Student Teaching (9)

Student teaching is a FULL-TIME, semester long assignment and a professional responsibility that takes place in a public school classroom under the direct supervision of a certified teacher employed by the school district. Student teachers are to abide by the PA Professional Code of Conduct for Educators as regulated by the PA Department of Education, Chatham University policies, and regulations and policies set forth by the district in which the student is placed. Additional Fee(s): Student Teacher Placement fee.

### 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 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. Additional Fee(s): Field Placement fee.

### EDU 447 - Methods of Teaching Secondary Art (3)

Students approach the teaching of art consistent with national standards of pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience to secondary students. Students work with host classroom teachers at two different schools or two different levels (middle and high school). Additional Fee(s): Field Placement fee.



#### ELI 031 - Basic Reading (3) Fall

This basic level course focuses on developing learners' abilities to read short and simple texts and correspondences on topics of the most immediate relevance.

#### ELI 032 - Basic Grammar (3) Fall

The basic level course provides explicit instruction and practice of basic grammatical elements and structures such as tenses, articles, parts of speech, negation, etc.

#### ELI 033 - Basic Listening/ Speaking (3) Fall

This basic level course focuses on developing learners' abilities to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and describe in very simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

#### ELI 034 - Basic Writing (3) Fall

This basic level writing course focuses on developing learners' abilities to write sentences and series of sentences about topics of immediate relevance linked with simple connectors like 'and', 'but' and 'because'.

#### ELI 081 - Listening/ Speaking I (3) Fall and Spring

This course is an intermediate level course designed to develop students' knowledge and skills in dealing with most situations likely to arise in everyday life matters on campus and in the community and participating in discussions, interviews and presentations in the classroom context. Students will participate in different classroom-based, project-based and community-based activities to develop their communication skills. The course also focuses on developing students' listening comprehension skills and strategies, and every day and academic vocabulary and expressions as well as improving students' cohesion, coherence and clarity of speech.

#### ELI 082 - Listening/ Speaking II (3) Fall and Spring

This course is the second intermediate level course designed to develop students' knowledge and skills in dealing with most situations likely to arise in everyday life matters on campus and in the community and participating in discussions, interviews and presentations in the classroom context. Students will participate in different classroom-based, project-based and community-based activities to develop their communication skills. The course also focuses on developing students' listening comprehension skills and strategies, and every day and academic vocabulary and expressions as well as improving students' cohesion, coherence and clarity of speech.

#### ELI 085 - Reading I (3) Fall and Spring

This course is an intermediate level reading course designed to develop students' skills in reading factual and/ or literary texts and clearly signaled argumentative texts. The course also aims at raising students' awareness of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices. The focus is on developing students' abilities to identify the main ideas and supporting details of the reading texts and use the information in summaries, responses to the readings, presentations and discussions. The course also focuses on broadening students' repertoire of academic vocabulary and sentence structures.

### ELI 086 - Writing I (3) Fall and Spring

This course is intermediate writing course designed to develop students' abilities to write well-developed, well-organized and cohesive texts on topics that are familiar and/ or of personal interest. The class focuses on developing students' abilities to write summaries and different types of essays including informative, descriptive, narrative, comparison and contrast, and persuasive essays. The course introduces different strategies in the writing process and expands students' knowledge and use of vocabulary, sentence structures and rhetorical patterns.

### ELI 087 - Reading II (3) Fall and Spring

This course is the second intermediate level course designed to develop students' skills in reading factual and/ or literary texts and clearly signaled argumentative texts. The course also aims at raising their awareness of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices. The focus is on developing students' abilities to identify the main ideas and supporting details of the reading texts and use the information in summaries, responses to the readings, presentations and discussions. The course also focuses on broadening students' repertoire of academic vocabulary and sentence structures.

### ELI 088 - Writing II (3) Fall and Spring

This course is the second intermediate writing course designed to continue to develop students' abilities to write well-developed, well-organized and cohesive texts on topics that are familiar and/ or of personal interest. The class focuses on developing students' abilities to write different types of essays including informative, descriptive, narrative, comparison and contrast, and persuasive essays. The course introduces different strategies in the writing process and expands students' knowledge and use of vocabulary, sentence structures and rhetorical patterns.

### ELI 090 - American Culture and Cinema (3) Spring

American Culture and Cinema is a course of study which allows the students to reflect on the cultural history of American film and primarily-reflects on topics and issues rather than of "what happened when." It presents basic concepts in such a way as to encourage discussion of films in general and successfully applies the methods and discoveries of the new film history while exploring American cinema. Detailed discussion of six genres (Melodrama, Comedy, The Musical, The War Film, Film Noir, and The Western) focuses on the point at which each had the greatest impact on the industry, film aesthetics, and the broader American culture.

### ELI 091 - US Culture I (3) Summer

This course offers an introduction to "American" culture in the United States through an analysis of contemporary literature, history, and new media. By the end of the course, students will gain better understanding of U.S. traditions, values and culture and improve their language and academic skills including reading, writing, group and class discussion and oral presentation.

#### ELI 092 - Communication for Success (3) Summer and Spring

This is an intermediate level listening and speaking course designed to develop students' confidence and abilities in both academic and social interaction. The course focuses on the use of metaphors, idioms and cultural references in conversational English as well as different strategies used in group discussions, class discussions and oral presentations. Students also have various opportunities to listen to "authentic" conversations in movies and TV shows, perform in role-play activities, participate in group projects and give oral presentations.

#### ELI 093 - US Culture: Pittsburgh (3) Fall and Summer

US Culture – Pittsburgh is a course of study which will acquaint each student with historical and cultural information about City of Pittsburgh. It will also allow students to participate in and enjoy cultural experiences which are uniquely "Pittsburgh."

#### ELI 094 - Writing for Success (3) Summer and Spring

This course is an intermediate writing course designed to develop various elements of writing including the expansion of sentences; use of articles; use of strong verbs; identifying and using adjective and adverbs; different essay structures; writing processes; thesis statements; and introductory, body, and conclusion paragraphs. The writing work will center on academic writing with a strong leaning towards creative non-fiction and fiction writing.

#### ELI 096 - Reading for Success (3) Summer and Spring

This is an intermediate reading course designed to develop students' reading strategies and cultural awareness in preparation for the academic work they will encounter in the upcoming fall semester. Students will develop their reading fluency and critical thinking skills by studying authentic texts such as newspaper and magazine articles and novels. Course objectives will be achieved through a variety of methods including in-class reading tasks, group discussions, pair work, journals, oral presentations, reading assignments, written exercises, and tests/quizzes.

#### ELI 101 - Academic Reading (3) Fall

This course is an advanced level course designed to develop students' skills in reading college level texts; improve their understanding of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices; start to develop students' critical thinking skills; and connect reading skills with writing skills. The course also focuses on improving students' repertoire of academic vocabulary and sentence structures.

#### ELI 102 - Academic Writing (3) Fall

This course is an advanced level course designed to develop students' knowledge and skills in writing academic texts including summaries, syntheses and research papers. The course trains students in different strategies in the writing process, improves students' understanding of rhetorical moves in various text types and develop their repertoire of linguistic resources to be used in maintaining clarity, cohesion and coherence in their writing. The course also focuses on developing students' research skills.

### ELI 104 - Academic Composition (3) Spring

This advanced course reinforces students' knowledge and skills in writing academic texts including summaries, syntheses and research papers. The course trains students in different strategies in the writing process, improves students' understanding of rhetorical moves in various text types and develop their repertoire of linguistic resources to be used in maintaining clarity, cohesion and coherence in their writing. The course also focuses on developing students' research skills.

### ELI 106 - Classroom Interaction (3) Fall

This course is an advanced level course is designed to develop students' abilities to comprehend and participate in lectures and different institutional interactions. The course provides students with opportunities to listen to authentic lectures and institutional interactions, and analyze the lectures and interactions to improve their knowledge of structure, rhetorical patterns, language use in lectures and institutional interactions as well as develops students' listening strategies. This course also focuses on developing students' knowledge of the classroom culture in the U.S. and improving their abilities to participate in different academic interactions with different agents on campus.

### ELI 107 - Advanced College Readings (3) Spring

This advanced course reinforces students' skills in reading college level texts; improves their understanding of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices; develops students' critical thinking skills; and connects reading skills with writing skills. The course also focuses on improving students' repertoire of academic vocabulary and sentence structures.

### ELI 108 - Academic Communication Skills (3) Spring

This advanced course is designed to develop students' abilities to actively and productively participate in group discussions, class discussions and panel discussions, as well as improve their presentation skills. The course provides students opportunities to engage in different forms of discussion and give multiple presentations throughout the semester. The focus is also on improving students' knowledge of the U.S. classroom culture, language use, comprehensibility and discussion and presentation strategies in academic speaking tasks.

### ELI 190 - American Culture and Cinema (3) Spring

American Culture/American Cinema is a course of study which allows the students to reflect on the cultural history of American film and primarily reflects on topics and issues rather than of "what happened when." It presents basic concepts in such a way as to encourage discussion of films in general and successfully applies the methods and discoveries of the new film history while exploring American cinema. Detailed discussion of six genres (Melodrama, Comedy, The Musical, The War Film, Film Noir, and The Western) focuses on the point at which each had the greatest impact on the industry, film aesthetics, and the broader American culture.

### ELI 193 - American Culture: Pittsburgh (3) Fall

Introduction to U.S. Culture – Pittsburgh is a course of study which acquaints each student with historical and cultural information about the City of Pittsburgh. It will also allow students to participate in and enjoy cultural experiences which are uniquely "Pittsburgh."

### 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, marshaling suitable evidence, illustrating a point, composing distinct paragraphs, and commanding various appropriate means of reaching an intended audience. May be repeated up to three times with the permission of the English program.

### 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 105 - First Year Writing Seminar (3)

First Year Writing Seminars provide students with practice in critical reading, analytical thinking, and academic writing within a participatory, challenging First-Year Seminar setting. Seminars on discipline-based topics selected by individual Chatham faculty focus on acquiring skills in writing, information literacy, and oral presentation through frequent practice and regular coursework. Students are encouraged to ask difficult questions, consider multiple answers, and develop strategies for articulating and arguing their intellectual positions. Supplemental Instruction will be required through the Learning Center for students who need additional support with writing skills beyond what is normally covered in the classroom.

### 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 201 - Environmental Literature and Film (3)

This course will study environmental texts for children, adolescents, and adults. Our primary questions will concern how literature and film can awaken environmental sensibilities in children, adolescents and adults - be these a concern for animals, an appreciation of nature's beauty and the value of green spaces, an understanding of ecological systems, or a rethinking of commonly held anthropocentric (human-centered) assumptions. texts will range from Disney films, to adolescent novels, to adult novels. Each course unit will include an experiential or service learning component. This course fulfills an environmental general education mission course requirement.

### 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. This course fulfills a global general education mission course requirement.

### ENG 205 - Exploration (3)

To explore, to discover, to pioneer, and to travel are cultural imperatives deeply engrained in the American character. In this course, we will look at the range of responses to these needs by men and by women, making sense of a long tradition that includes first-person narratives, semi-autobiographical narratives, and fantastic imaginative narratives.

### 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 213 - Special Topics (3)

### 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 217W - American Writers II (3)

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, Henry James, Faulkner, and contemporary poets such as 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 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)

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 - Introduction to Creative Writing (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. This is the foundational first course for the BFA major.

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.

Prerequisite(s): ENG 242.

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.

Prerequisite(s): ENG 243.

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 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 313 - Special Topics in Creative Writing (3)

Courses offered through Special Topics in Creative Writing build on the 200-level creative writing sequence. From creative writing courses tied to a particular theme or issue, to courses that provide intensive focus in a particular genre, to courses that train students in the mixing of genres, Special Topics in CW allows students to further to hone their craft as writers.

### ENG 321W - Shakespeare Survey (3)

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art. Prerequisite(s): ENG 207 and ENG 216 or permission of instructor.

### ENG 327 - Writing About Environment Science (3) Odd Falls

This course is designed for students with some basic scientific skills, who might become scientists professionally, but all of whom will be communicating about science, often to non-scientists. In this course, we will read, discuss, and practice a variety of methods of communicating about environmental science, from popular culture to news to government reports. Students will competently translate scientific results into written journalistic English and will be able to evaluate scientific results from the news in terms of its scientific accuracy and clarity. Three hours of lecture per week. Cross-listed as ENV 327. Pre-requisite: any 200-level ENG or ENV course or permission of the instructor..

### ENG 350W - 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 355 - Advanced Writing Workshop (3)

This is an advanced writing class which concentrates on style, meaning, and effect. It is designed for upper-level students, and emphasizes the skills of writing more effective sentences, paragraphs and essays. The course focuses on writing academic papers, applications, proposals, and personal statements across the disciplines in appropriate formats.

### 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 380 - 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 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.

INTENG 301 - Internship (1)

INTENG 302 - Internship (2)

INTENG 303 - Internship (3)

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? This course fulfills an environmental general education mission course requirement.

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. This course fulfills a women general education mission course requirement.

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. This course fulfills an environmental general education mission course requirement.

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 - Bleak Houses: Shifting Landscapes of the English 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 428 - Academic Writing (3)

Academic Writing fosters the development of skills necessary for graduate school success. This online course focuses on the academic writing style. Each student develops two versions of a research proposal, a detailed version for graduate committees and a succinct version for grant applications. Students become proficient in the APA style and learn time-management skills. Students have the opportunity to resolve grammar and structure problems through one-on-one consultation with the professor.

ENG 430 - 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. Three hours of lecture per week. Cross-listed as ENV 446. Pre-requisite: any 300-level ENG or ENV course or permission of either chairperson.

### 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. Cross-listed as ENV 447.

Prerequisite(s): 200-level English course or permission of department chairperson, and any 300-level ENG or ENV course, or permission of either chairperson.

### 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. Pre-requisite: any 300-level ENG or ENV course or permission of either chairperson. This course fulfills a women general education mission course requirement.

ENG 455W - Shakespeare: Ecocriticism (3)

Students in this course study Shakespeare's sonnets and plays from a "green" perspective. This course looks at how Shakespeare's works engage deforestation, enclosure, the (ab)use of animals, stewardship, cultivation and the exploitation of natural resources.

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 480 - August Wilson Seminar (3)

This course explores the dramatic work of August Wilson, paying particular attention to Wilson's ten-play cycle. We will perform close readings of the plays, examining themes such as urban migration, the blues and Black Nationalism, while simultaneously using Wilson's drama as a lens for reading the history of Pittsburgh.

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 115 - Shifting Environmental Paradigms (3) Fall

This course emphasizes quantitative and formal reasoning, critical reading and analytical thinking. Students, drawing on real life examples in environmental science, learn to identify and evaluate data and become knowledgeable consumers of scientific information, and explore the ways science and technology impact our everyday interactions with the world around us. This course fulfills an environmental general education mission course requirement

ENV 115L – Environmental Paradigms Lab (1) Fall

Experiments to compliment the material in ENV 115. Two hours of laboratory per week. Additional

Fee(s): Laboratory fee.

ENV 116 - Global Environmental Challenges (3) Fall

This course explores the global implications of environmental issues. It is designed for all students interested in our global environment, one of the most critical issues of our time. The basic premise is that global ecological systems are in decline. This course will not only introduce students to the major issues causing or relating to this ecological decline, but also provide a template for thinking about and acting on solutions. Therefore, the focus is on active, participation-based learning, and students should leave the course ready to create environmental change. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.

#### ENV 129 - Our Fragile Earth: A Scientific Perspective (3) Spring

This course introduces students to a wide range of environmental issues from a scientific perspective. Specific topics vary from year to year, but this course utilizes lectures, discussions, laboratories, guest speakers and field trips to increase knowledge about environmental problems as well as increase scientific knowledge and literacy. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.

#### ENV 129L - Our Fragile Earth Laboratory (1) Spring

This lab offers hands-on opportunity to perform basic environmental lab skills, including water testing, bioassay, and greenhouse experiment protocol. The course may be taken independently as a freestanding environmental lab course. Two hours of laboratory per week. Additional Fee(s): Laboratory fee.

#### ENV 145 - Environmental Biology (4) As Needed

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. Additional Fee(s): Laboratory fee.

#### ENV 147 - Environmental Geology (4) As Needed

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. Additional Fee(s): Laboratory fee. This course fulfills an environmental general education mission course requirement.

#### ENV 202 - Exercise and the Environment (3)

This course will provide students with a basic understanding of how various environmental conditions impact all aspects of health and exercise performance. Topics to be discussed will include: environmental health concerns, air pollution, temperature regulation heat/cold stress, altitude and health, microgravity, and hypobarica. Three hours of lecture per week. Cross-listed as EXS 202. Prerequisite: Any EXS or ENV course at the 100-level.

#### ENV 213 - Special Topics (3)

This course fulfills an environmental general education mission course requirement

#### ENV 221 - Organic Gardening (1) Maymester

Students learn about best practices for organic gardening through targeted readings and the experience of working in the greenhouse and the organic garden the Eden Hall Campus. The course makes connection between food production and nutrition, as students and faculty cook and eat together at EHC. Transportation between Eden Hall and Shadyside Campus will be provided.

#### ENV 222 - Organic Gardening (2) Maymester

Students learn about best practices for organic gardening through targeted readings and the experience of working in the greenhouse and the organic garden the Eden Hall Campus. The course makes connection between food production and nutrition, as students and faculty cook and eat together at EHC.

Transportation between Eden Hall and Shadyside Campus will be provided.

#### ENV 225 - Environmental Ethics (3) Spring

An investigation of some of the important moral issues generated by human interaction with the environment (natural entities, ecosystems, and other species), such as obligation to future generations, the theoretical foundations for an adequate environmental ethic, biodiversity preservation, environmentally sound development and cultural practices, responsibility to animals, and personal choices and lifestyles.

Three hours of lecture per week. Cross-listed as PHI 225.

#### ENV 230W - Wilderness and Food Sustainability (3) Odd Spring

Wilderness and farms are typically considered to be separate, but the ecology of farms can both mimic and support the ecology of wild spaces. In this course, students visit a range of wild and semi-wild spaces, plus a working farm, and learn about the ecological and environmental interactions between food production and nature preservation. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.

#### ENV 242 - Women & the Global Environment (3) Even Falls

This course will examine contemporary global environmental issues from a gendered perspective. It will address the following question: How does environmental change impact women's lives, women's health, women's community roles, and how are women offering leadership to address these problems and offer alternative solutions at the global, national, and local levels? The course will examine these issues from a North/South perspective, examining how northern countries consumption and policies are impacting women in poor and transitional countries. It will also focus on key environmental concerns, from climate change, resource extraction, population, consumption, and toxic contamination. Three hours of lecture per week. This course fulfills an environmental general education mission course requirement.

#### ENV 250 - Plants, People, and the Environment (3) Even Falls

An introduction to the uses of plants by humans. Topics include the form, structure and genetics of plants related to their use as sources of food, shelter, fiber, flavors, beverages, drugs, and medicines. Plant structure and reproduction are studied in lecture and in-class activities with a particular focus on relationships between the plant's structural, chemical, or physiological attributes and the agricultural plant. Agricultural policies will also be discussed. Three hours of lecture per week. Prerequisite(s): ENV 116 and ENV 129.

#### ENV 262 – Global Environmental Economics (3) As Needed

This course focuses on the study of the relationship between economic activity and the environment. It teaches students the economic perspectives and tools for analyzing environmental problems and evaluating policy solutions. The course covers both conceptual topics and real-world applications. Three hours of lecture per week. Cross-listed as ECN 262. Prerequisite(s): ECN 102.



### 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) As Needed

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. Three hours of lecture s per week. Cross-listed as LNS 300.

### ENV 313 - Special Topics (3) As Needed

The Special Topics courses will vary by year to provide in-depth analysis of a particular environmental issue. Three hours of lecture s per week. Prerequisite(s): will be determined by the instructor.

### ENV 317 - Environmental Solutions & Systems (3) Even Springs

This course takes an interdisciplinary, solution-oriented approach to the analysis of diverse environmental issues. Students learn systems thinking and sustainability as methods to evaluate and act upon environmental problems. Three hours of lecture per week. Prerequisite(s): ENV 116 or ENV129. Additional Fee(s): Materials fee.

### ENV 327 - Writing About Environment Science (3) Odd Falls

This course is designed for students with some basic scientific skills, who might become scientists professionally, but all of whom will be communicating about science, often to non-scientists. In this course, we will read, discuss, and practice a variety of methods of communicating about environmental science, from popular culture to news to government reports. Students will competently translate scientific results into written journalistic English and will be able to evaluate scientific results from the news in terms of its scientific accuracy and clarity. Three hours of lecture per week. Cross-listed as ENG 327. Pre-requisite: any 200-level ENV course or permission of either department chairperson.

### ENV 343 - 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 to show the power of chemistry as a tool to help us comprehend the changing world around us. Three hours of lecture per week. Cross-listed as CHM 443. Prerequisite(s): CHM 205.

ENV 352 - Environmental Organizations & Governance (3) As Needed

This course explores national and international environmental advocacy and organizations through a historical, political and economic context. The evolution, status, and future of the environmental movement are examined. Topics covered include ozone depletion, global climate change, sustainable development, and corporate environmentalism. Students conduct an environmental public opinion or advocacy project. Three hours of lecture per week.

ENV 381 - Principles of Landscape Design (3) As Needed

This course explores the fundamental concepts of landscape design. By studying historical and contemporary examples, students examine the different structures of landscape using site plans and diagrams. The course also allows students to look at nature as the backdrop of all human activity and shows the convergence of elements from nature and the built world. Starting with the concept that natural landscaping is the basis for all planning, students gain an appreciation of ecological concepts in designing landscapes. Three hours of lecture per week. Cross-listed as ART 381 and LNS 309.

INTENV 301 - Internship (1)

INTENV 302 - Internship (2)

INTENV 303 - Internship (3)

ENV 412 - Applied Design Studio II: The Principles and Practice of Landscape Design (3) As Needed

In this course students learn to analyze, synthesize, and assimilate contextual and site-specific information into the development and presentation of creative design solutions for specific landscape projects at different scales. These projects lead to an understanding of design problem definition; program development; site analysis; and inventory essential elements in the design process. Three hours of lecture per week. Cross-listed as LNS 412. Prerequisite(s): LNS 411 and 415. Additional Fee(s): Materials fee.

ENV 414 - Landscape Ecology (3) As Needed

Introduces the study of how landscape structure affects the processes that determine the abundance and distribution of organisms. Students analyze spatial patterning as it relates to ecological systems and resource conservation. Students use quantitative and modeling tools to facilitate understanding of spatial processes, resource conservation, and ecosystem management. Three hours of lecture per week. Cross-listed as LAR 514.

ENV 418 - Native Plants (2) As Needed

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. Three hours of lecture per week. Cross-listed as LAR 518.

### ENV 425 - Environmental Policy (3) Odd Springs

This course takes an interdisciplinary approach to the study of the theory and practice of environmental policies. The course focuses on the political and economic factors contributing to the success and failure of present environmental policies. Topics include the roles of government and the market in causing environmental problems, analysis of proposed means for resolving those problems, and the application of economic and political analyses to selected environmental issues. Three hours of lecture per week. Cross-listed as POL 425. Prerequisite(s): One of the following courses: POL 101, ECN 101, ECN 102, or ENV 116, or permission of instructor.

### ENV 445 - Nature and Culture (3) As Needed

This course explores the issues of ecology and identity as part of the development of American literary culture. The development of an ecological imperative and the patterns of "nature" consciousness will be explored as they rise, grow and change. Questions of the relationship between nature and culture will be the main focus of the course, including the developing ideology of ecology as a response to the growth of mechanical culture and the rapid loss of wilderness. Three hours of lecture per week. Cross-listed as ENG 443. Pre-requisite(s): any 300-level ENG or ENV course, or permission of either chairperson.

### ENV 446 - Wilderness and Literature (3) As Needed

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. Three hours of lecture per week. Cross-listed as ENG 446. Pre-requisite: any 300-level ENG or ENV course or permission of either chairperson.

### ENV 447 - Contemporary Environmental Fiction (3) As Needed

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. Three hours of lecture per week. Cross-listed as ENG 447. Prerequisite(s): 200-level English course or permission of department chairperson, and any 300-level ENG or ENV course, or permission of either chairperson.

### ENV 451 - Soil Science (3) Odd Springs

Study of soils as natural bodies, media for plant growth, and ecosystem components. Topics include soil morphology and characteristics, composition, formation, conservation, and soil erosion. Physical, chemical, and biological properties of soils are related to the production of plants, the functioning of hydrologic and nutrient cycles, and the protection of environmental quality. Three hours of lecture per week. Cross-listed as LNS 551 Prerequisite(s): ENV 129 or equivalent, or permission of instructor.

#### ENV 452 - Ecofeminist Literature (3) Odd Falls

This course brings together theoretical, non-fictional, and fictional approaches to the study of women and the environment. Students will examine how diverse eco-feminist writers problematize, resituate, and reclaim the woman/nature paradigm - a construct historically based in patriarchal culture. This course focuses particularly on how representations of women and environment (ranging from the traditional to the radical) can help students rethink and re-imagine their relationship to the Earth. Three hours of lecture per week. Cross-listed as ENG 452. Pre-requisite: any 300-level ENG or ENV course or permission of either chairperson.

#### ENV 455 - Environmental Educations (3) As Needed

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. Three hours of lecture per week.

#### ENV 470 - Principles of Sustainability (3) As Needed

Students develop skills and fluency in preparing, delivering and evaluating the interrelationships between humans and ecological systems. The specific focus is on decision-making approaches that satisfy environmental, economic and ethical criteria. An experiential learning approach is used to develop assessment skills environmental issues. Three hours of lecture per week. Cross-listed as LAR 570. Prerequisite(s): Junior or Senior standing.

#### EXS 101 - Introduction to Exercise Science (1) Fall

This course is designed to provide an overview of the field of exercise science as a discipline and profession. Students will be exposed to methods and techniques employed to develop positive attitudes and habits that support an active lifestyle. Topics of health risk factors and wellness will be explored as they specifically relate to exercise. Possible career choices related to this field will also be discussed. One hour of class per week.

#### EXS 102 - First Aid and Cardiopulmonary Resuscitation (1) Spring

A 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. Two hours of lab per week. Additional Fee(s): Laboratory fee.

### EXS 103 - Wellness (2) Fall

This course is designed to optimize students' wellness. The various dimensions of wellness will be explored and various field trips will be taken over the course of the semester. The dimensions of wellness that will be covered in this course include: Physical, Emotional, Social, Spiritual, and Environmental. This course will provide opportunities to support students' desires to lead a healthy lifestyle. Wellness opportunity resources will be provided to improve overall health. In addition, students will complete self-assessments and document their individual progress within each of the dimensions of wellness stated. Two hours of lecture per week plus one hour TBA. This course fulfills a wellness course requirement.

### EXS 202 - Exercise and the Environment (3)

This course will provide students with a basic understanding of how various environmental conditions impact all aspects of health and exercise performance. Topics to be discussed will include: environmental health concerns, air pollution, temperature regulation heat/cold stress, altitude and health, microgravity, and hypobaria. Three hours of lecture per week. Cross-listed as ENV 202. Prerequisite: Any EXS or ENV course at the 100-level.

### EXS 252 - Exercise and Nutrition (3) Odd Springs

This course introduces the student to the science of human nutrition and the relationship between health, exercise and food intake. Basic topics of digestion, absorption, metabolism, interactions and functions of nutrients will be covered. Special topics emphasized in this course include optimal nutrition for exercise and sport, energy use during exercise, evaluation of body composition (body fat, muscle mass), development of obesity, weight management, and nutritional factors in planning a successful muscular strength and endurance program. Three hours of lecture per week. Prerequisite(s): BIO 123.

### EXS 301 - Introduction to Critical Research Appraisal (2) Odd Fall

This course reviews current research design and statistical techniques needed for a better understanding of peer-reviewed literature within exercise science. This course also reviews basic principles of an evidence-based approach related to various types of exercise interventions, and common diagnoses and prognoses in the area of public health (e.g., obesity, diabetes). Material presented in lecture will be focused on "real-world" data from the current literature. Two hours of lecture per week. Prerequisite(s): EXS 252.

### EXS 302 - Principles of Strength and Conditioning (3) Odd Falls

Students learn to integrate anatomical and physiological function into a comprehensive strength and conditioning model. Topics include testing, evaluation, exercise techniques, program design, and aerobic endurance training. Students are introduced to facility organization, risk management, and developing a policies and procedure manual. Prerequisite(s): BIO 202.

**EXS 326 - Applied Exercise Physiology I (3) Even Falls**

This course provides students with the knowledge of theoretical and applied aspects of exercise physiology with an emphasis on exercise response and exercise testing. An in-depth understanding of how the body responds when exposed to acute bouts of exercise will be provided through lectures and laboratories. Topics discussed will include physiological adaptations of the cardiovascular, respiratory, metabolic, and neuromuscular systems in response to exercise, and assessment of aerobic endurance, muscular fitness and body composition. Three hours of lecture per week. Prerequisite(s): BIO 202; CPR and first aid certification. Co-requisite or Prerequisite(s): EXS 326L.

**EXS 326L - Applied Exercise Physiology I Laboratory (1) Even Falls**

Experiments to complement the material presented in EXS 326. Two hours of laboratory per week. Co-requisite or Prerequisite(s): EXS 326. Additional Fee(s): Laboratory fee.

**EXS 345 - Kinesiology and Movement Science (3) Even Springs**

This course serves as an introduction to kinesiology and movement science of the human body. The student will learn the functional anatomy and biomechanics of the major joints of the human body and the application of kinesiology and biomechanical principles to describe and analyze normal and pathological human movement. Principles and practical application of motor learning, motor control and skill acquisition will also be introduced. Lab will include activities related to skill acquisition, performance and biomechanical analysis of functional motor patterns. Three hours of lecture per week. Prerequisite(s): BIO 201. Co-requisite or Prerequisite(s): EXS 345L.

**EXS 345LW - Kinesiology and Movement Science Lab (1) Even Springs**

Experiments to complement the material presented in EXS 326. Lab will include activities related to skill acquisition, performance and biomechanical analysis of functional motor patterns. Three hours of laboratory per week. Co-requisite or Prerequisite(s): EXS 345. Additional Fee(s): Laboratory fee.

**INTEXS 301 - Internship (1)**

**INTEXS 302 - Internship (2)**

**INTEXS 303 - Internship (3)**

**EXS 426 - Applied Exercise Physiology II (3) Odd Springs**

This course provides students with the knowledge of theoretical and applied aspects of exercise physiology and wellness. The emphasis of this course focuses on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, and obese). Three hours of lecture per week. Prerequisite(s): EXS 326. Co-requisite or Prerequisite(s): EXS 426L.

EXS 426L - Applied Exercise Physiology II Laboratory (1) Odd Springs

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, and obese). Three hours of laboratory per week. Co-requisite or Prerequisite(s): EXS 426. Additional Fee(s): Laboratory fee.

EXS 498 - Tutorial (4)

EXS 499 - Tutorial (4)

FDT 141 - Media Literacy (3) Fall.

This course introduces students to the Macintosh computer interface and related media practices. Students explore digital foundations, media related histories, theoretical frameworks and critical examination of production elements as they discover how computers are radically changing the way image makers create and present their work. Cross-listed as ART/COM 141. Additional Fee(s): Course Computing fee.

FDT 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. This course fulfills a women general education mission course requirement.

FDT 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. Prerequisite(s): FDT 141

FDT 213 - Special Topics: Editing and Sound (3)

FDT 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 CST 225. This course fulfills an environmental general education mission course requirement.

### FDT 250 - Introduction to Digital Video Production (3) Fall

This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on critiques of narrative construction. Cross-listed as ART/COM 250. Prerequisite(s): ART 141. Additional Fee(s): Course Computing fee.

### FDT 261 - Web Design I: Code + Aesthetics (3) Fall

This introductory course in web design and net art production addresses formal design, aesthetic, conceptual and theoretical methods for the creative production and dissemination of student projects via a global network. Technical focus is on authoring nonlinear documents using software and basic web programming languages. Students conceptualize projects around a variety of topics including: online social networks, memory and database theory, cultural interfaces, the screen and the body, and collective media. Cross-listed as ART/COM 261. Prerequisite(s): ART/COM/FDT 141 or permission of the instructor. Additional Fee(s): Course Computing fee.

### FDT 300 - Critical Theory (3)

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.

### FDT 313 - Special Topics in Media Arts (3)

Students will engage in topic-specific explorations of the creative, conceptual, theoretical/historical and technical possibilities of e-merging media art practices in this upper-level course. The content and material of the course will depend on faculty areas of specialization. Topics may include: Reactive Media Environments, Networked Embodiment, Race/Class/Gender and the Internet, Information Politics. Additional Fee(s): Course Computing fee.

### FDT 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): ART 141 and FDT 250. Additional Fee(s): Course computing fee.



### FDT 364 - Web Design II: Interface + Structure (3)

This course focuses on advanced methods of net art and web design. The student broadens her technical understanding of web-based practices and programs with a primary emphasis on Adobe Flash. Students render highly complex Internet works, which arise from conversations that critically analyze the Internet as a tool for political, social, and personal expression. Creative projects cohesively demonstrate technical and innovative aesthetic practices with strong conceptual and artistic integration. Prerequisite(s): ART 141, FDT 261 or permission of instructor. Additional Fee(s): Course Computing fee.

### FDT 369 - Interactive Strategies (3)

This course allows advanced students to explore interactive, networked, and convergent media realities. Students learn to strategize projects that take into consideration the impact of designed, cultural interfaces on human experience. Students are exposed to a variety of projects and exhibitions, along with contemporary theoretical discourses in new media. How can students take advantage of the new possibilities that nonlinear forms evoke? Projects could include online interactive narratives, experimental DVD authoring, and interactive installations, among others. Prerequisite(s): ART/COM/FDT 141, FDT 261 or permission of instructor. Additional Fee(s): Course Computing fee.

### FDT 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): ART/FDT 141 and ART/FDT 250. Additional Fee(s): Course Computing fee.

### FDT 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/COM 450. Prerequisite(s): ART/COM/FDT 141 and ART/COM/FDT 350. Additional Fee(s): Course Computing fee.

### FDT 493 - Independent Study (3)

### FDT 498 - Tutorial Portfolio I – Research and Critical Theory (4)

### FDT 499 - Tutorial Portfolio II – Applied (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. This course fulfills a global general education mission course requirement.

### HIS 102 - Introduction to American History (3)

This course surveys American history from colonization to the present stressing themes that resonate with the World History survey, the influence of global forces on US history as well as the influence of US actions and ideas on the rest of the world.

### HIS 200W - Introduction to Latin American History (3)

This course surveys Latin American history from colonization through the present with an emphasis on world history themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth century's. Global themes will include the spread of European religions among indigenous populations; reverberation of liberal revolutionary ideas in the western hemisphere; the incorporation of Latin American and its populations into the world economy; the influence of race on society; and the spread of Marxism and resulting revolutions. This course fulfills a global general education mission course requirement.

### HIS 201 - Introduction to Modern Middle Eastern History (3)

This course introduces students to the cultural, religious, social, economic and political landscape of the Middle East. It provides an in-depth look at 'traditional' society, state and culture and then highlights change and resistance to change in the period since the First World War, when European imperialism redrew the political map and westernization threatened to redraw social, cultural and religious maps.

### HIS 202 - Introduction to Modern Europe (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 204W - Introduction to East Asian Studies (3)

An exploration of East Asian geography, history, language, and culture from the Zhou Dynasty (ca. 1,000 BCE) to present times. Focus on China, Korea, Japan with reference to neighboring regions and discussion of Taiwan. Emphasis on arts, ideologies, and East Asian cultural sites in Pittsburgh area. Cross-listed as CST 204. This course fulfills a global general education mission course requirement.

### HIS 205W - 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 207 - Oral History, Neighborhoods, and Race (3)

Through this course, students will learn about oral history and the racial dynamics of American cities, especially Pittsburgh, since World War II. Students will learn about the history of racial inequality in cities and the efforts of people to both combat and maintain that inequality. They will then conduct oral history interviews to further explore the role the lives of people in two neighborhoods in Pittsburgh.

### HIS 213 - Special Topics in History (3)

This course is intended to augment the present offerings in history. The content and material of the course depend on the visiting professor's area(s) of specialization. This course fulfills a global general education mission course requirement.

### HIS 215 - Industrialization & the Working Class in Europe & America (3)

This course examines the industrialization of England, Germany, France, the United States and Russia between 1780 and 1940, and the emergence of an urban working class in those nations. Students will learn about the development of the textile, coal, railroad, steel, and auto industries paying close attention to world trade, technology, and labor management relations as well as working-class communities, cultures, and politics. Prerequisite(s):(s): Any 100-level history course or permission of the instructor.

### 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. Prerequisite(s):(s): Any 100-level history course or permission of the instructor.

### HIS 231W - The British Empire (3)

This course examines the historical narratives relating to imperialism, ethnocentrism, military aggressions, colonization, acculturation, repression of revolt, technological diffusion, intellectual outreach, and cross-cultural fertilization from the beginning of the reign of Queen Elizabeth I in 1558 to the return of Hong Kong to China in 1997. Prerequisite(s):(s): Any 100-level history course or permission of the instructor.

### 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. Prerequisite(s):(s): Any 100-level history course or permission of the instructor.

### HIS 247 - American Environmental History (3)

Environmental history examines human interaction with their environment over time, a relationship shaped by cultures and political economies. In US history, there have been competing ideologies of capitalist exploitation, conservationism, preservationism, and sustainability. The course will also introduce students to different facets and methods of environmental history. Prerequisite(s): Any 100-level history course or permission of the instructor. This course fulfills an environmental general education mission course requirement.

### HIS 283 - Religious Movements in Contemporary Africa (3)

This is an interdisciplinary exploration of religious experimentation and innovation in modern African history. The course focuses on enterprises that intensify the production and reinvention of sacred ceremonies, legendary narratives, social norms, ritualistic language, and forms of political participation. Prerequisite(s): Any 100-level history course or permission of the instructor.

### HIS 285 - African-American History (3)

This course examines the history of African Americans within a global context from the 1500s through present. The course explores the role of West Africa in the Atlantic economy and slave trade; the nature of slavery in the US as compared to Latin America; emancipation in the US and Latin America; industrialization and migration; and the civil rights movement in its international context. Prerequisite(s): HIS 102 or permission of the instructor.

### HIS 300 - Social and Political Thought in the Western Tradition (3)

This course surveys some fundamental normative questions that have been formulated in religion, politics, the arts, and popular culture from Plato (5<sup>th</sup> century BC) to the present. It examines principles and methods of political and social thought as they relate to authority, obedience, freedom, equality, and justice. Prerequisite(s): Any 200-level history course or permission of the instructor.

### HIS 301 - The Middle East and the United States (3)

This course examines the history of the modern Middle East and how U.S. foreign policy has shaped that history from 1945 to the present. It explores official U.S. policy toward the Middle East and the policies of Middle Eastern countries toward the United States, but also tries to understand U.S.-Middle East relations in cultural, economic, and social terms. Prerequisite(s): Any 200-level history course or permission of the instructor.

### HIS 302 - The Global Cold War

This course examines the Cold War from a global perspective. It balances its analysis of the actions of various nation-states with analysis of the impact of the Cold War on ordinary people. It pays special attention to diplomatic and military actions, social and cultural changes, evolving global trade patterns, popular uprisings, and revolutions. Prerequisite(s): Any 200-level history course or permission of the instructor.

### HIS 342 - Modern China: A Cultural History (3)

This course examines Chinese cultural history from the late 19<sup>th</sup> century to the present, via literature and film. Political and aesthetic questions will frame our discussion of late dynastic culture, May Fourth (1920's) reforms, wartime experience, the Maoist era, and the current cultural mix on the Chinese mainland and abroad. Prerequisite(s): HIS 204 or ENG 204 or permission of the instructor. Cross-listed as CST 342. This course fulfills a global general education mission course requirement.

### HIS 400 - Colonial Latin America (3)

While Intro to Latin American History places its emphasis on the nineteenth and twentieth century's, this course focuses entirely on the colonial period from European discovery through the independence movements of the mid-nineteenth century. It pays particular attention to indigenous cultures and societies; the conquest of native states; the development of plantations and the forced labor; European efforts to evangelize among native populations; the role of race in colonial society; the role of caudillos in the colonial economy; and the emergence of liberalism. Prerequisite(s): Any 200-level history course or permission of the instructor.

### HIS 401 - History of Pan-Africanism (3)

This course examines the birth and development of the ideology that promoted a universal approach to the rehabilitation of the philosophical traditions, need for self-respect, political consciousness, and aspirations for transatlantic unity among Black people between the 1770s to the end of the 20<sup>th</sup> century. Prerequisite(s): Any 200-level history course or permission of the instructor.

### HIS 402 - 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. Prerequisite(s): Any 200-level history course or permission of the instructor.

### 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): Any 200-level history course or permission of the instructor.

### INTHIS 301 - Internship (1)

### INTHIS 302 - Internship (2)

### INTHIS 303 - Internship (3)

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)

IAR 102 - Theory of Interior Architecture Studio (3)

This course is intended only for majors or potential majors and cultivates the ability to use formal architectural ordering to develop creative abstract designs that translate into three-dimensional compositions of space and form. Architectural theories and manifestos are explored through process tools and applied utilizing design exercises and projects.

IAR 105 - Environment & Behavior (3)

Intended for interior architecture majors or potential majors, this course introduces students 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 201 - Biomimicry and the Built Environment (3)

This course will study Biomimicry which is a new science that studies nature's models and then imitates or takes inspiration from these designs and processes to solve human problems. It will demonstrate how biomimicry reveals the answers that are all around us.

IAR 202 - Theory of Interior Architecture Studio (3)

This course is intended only for majors or potential majors and cultivates the ability to use formal architectural ordering to develop creative abstract designs that translate into three-dimensional compositions of space and form. Architectural theories and manifestos are explored through process tools and applied utilizing design exercises and projects. Prerequisite(s): IAR 210 and IAR 219.

IAR 210 - Drafting & Graphics Studio (3)

Intended for interior architecture majors or potential majors, this course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation in interior architecture. An understanding is developed of architectural scale, plans, elevations, and sections. Additional Fee(s): Applied Art Fee

IAR 215 - Digital Drawing (3)

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Prerequisite(s): IAR 210 or permission of instructor. Additional Fee(s): Course Computing fee.

### IAR 218 - Building Codes (3)

Students learn and apply relevant building codes as they relate to the health, safety and life safety of the occupant. This course addresses energy laws, the principles of Universal design and accessible code compliance.

Prerequisite(s): IAR 220 and IAR 235

### IAR 219 - Drawing and Model Making Studio (3)

Students will develop the skills needed to generate design drawings using markers and colored pencils which communicate interior environments. One-point, two point, isometric, and axonometric drawing methods will be covered. Students will explore three-dimensional model making techniques. Prerequisite(s): IAR 210

### 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): IAR 202, IAR 210 and IAR219.

### 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 and IAR 215. Additional Fee(s): Course Computing fee.

### IAR 230 - Interior Materials (3)

This course is intended only interior architecture majors or potential majors and addresses architectural materials and finishes. Students learn to select, specify and apply architectural finishes. They create specifications, execute take-offs, and produce cost estimates for interior construction. Manufacturing processes, installation methods, maintenance requirements, code regulations, and testing standards are covered.

### IAR 231 - Green and Sustainable Design

Global issues of energy use, resource depletion, and indoor air quality have prompted design professionals to re-evaluate design and construction processes. This course provides students with the knowledge of the US Green Building Council (USGBC) and Environmental Design (LEED) certification system to promote environmentally responsible design.

### IAR 232 - Color and Textiles (3)

The first part of this course examines theories of color in relations to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.

### IAR 235 - Construction Methods (3)

Intended for interior architecture majors, this course provides an overview of architectural building systems including exterior and interior construction methods and terminology.

### IAR 257 - 20th- and 21st-Century Architecture (3)

This course is designed to relate the impact of architecture on both public and private spaces throughout the twentieth century and provide a view towards the future of architecture in the twenty-first century. The course will guide you through the major styles of architecture of the twentieth century and investigate the socio-historic context of the works and determinants of that architecture. Emphasis will also be placed on the interior spaces, furnishings and the arts and artists of the day.

### IAR 259 - History of Interior Architecture: Prehistory to the 19th Century (3)

This survey course examines world architecture from prehistoric times through the 19th century, including the built environment of Europe, the Middle East, Asia, and the Americas. Emphasis is placed on the role of interior spaces, furnishings, and art within architecture.

### IAR 310 - Advanced Computer Applications in Interior Architecture (3)

This advanced course focuses on Building Information Modeling (BIM) that integrates and synchronizes three-dimensional building modeling for use in all phases of the design process. Students are introduced to Revit and Sketch-up. Graphic rendering skills are also developed to help students communicate interior spaces.

Prerequisite(s): IAR 215. Additional Fee(s): Course Computing fee.

### IAR 315 - Construction Documents Studio (3)

Construction techniques are studied through the production of a set of construction documents. Issues addressed include the selection and assembly of materials, construction methods, detailing of interior finish systems and cabinetry, building codes, and accessibility. Prerequisite(s): IAR 320, 335, and 310, taken concurrently with IAR 330. Additional Fee(s): Course Computing fee.

### IAR 316 - Visual Communication Studio (3)

This course explores color theories, psychology of color and light, typography, and compositional layout relative to interior design presentation, communication and development. Through a variety of media, techniques and applications of visual composition skills are applied to architectural interiors and exterior context. Prerequisite(s): IAR 215, 310, 219. Additional Fee(s): Course Computing fee

### IAR 320 - Interior Architecture III (3)

This advanced studio addresses concept development, design development, and detailing of medium- and large-scale projects. Emphasis is placed on program analysis, user needs, space planning, three-dimensional spatial development, design language and composition, materials and assemblies, color, lighting, acoustics, environmental systems, and building codes and life safety. Prerequisite(s): IAR 225 and 310, 335, 218 and successful completion of Portfolio Review. Additional Fee(s): Course Computing fee

### IAR 325 - Interior Architecture IV (3)

This advanced studio addresses concept development, design development, and detailing of medium- and large-scale projects. Emphasis is placed on program analysis, user needs, space planning, three-dimensional spatial development, design language and composition, materials and assemblies, color, lighting, acoustics, environmental systems, and building codes and life safety. Prerequisite(s): IAR 310 and 320. Additional Fee(s): Course Computing fee.



### IAR 330 - Environmental Systems (3)

This course provides an overview of environmental control systems, including HVAC, plumbing, fire protection, power distribution, security, and data/voice telecommunication. Building codes are also addressed. Emphasis is placed on energy consumption and conservation, human comfort, and health and safety.

### IAR 335 - Lighting & Acoustics (3)

This course is an introduction to lighting and acoustics. Emphasis is placed on the psychology of lighting; visual comfort criteria, measurement and calculations, available technologies in lighting design, the selection of fixtures, and the application of computer aided lighting simulation tools. Principles of acoustics, acoustic properties of materials and building systems in relation to building structures, sound transmission between rooms, and design methods in room and building acoustics are also addressed. Prerequisite(s): IAR 225 and IAR 215. Additional Fee(s): Course Computing fee.

### IAR 433 - Environmental/Sustainable Community Service (3)

Encouraging environmental stewardship, students are required to participate in an environmental community service project under the supervision of a field leader or faculty member.

### IAR 445 - Professional Practice (3)

In this course, students are introduced to the specialized services provided by the professional interior designer. Emphasis is placed on office operations and personnel issues, marketing strategies, project management, contract documents, ethics, and the legal and financial aspects of professional practice.

### IAR 498 - Interior Architecture V (Tutorial I) (4)

This course is the first part of a yearlong 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 499. Prerequisite(s): IAR 325.

### IAR 499 - Interior Architecture VI (Tutorial II) (4)

This course is the second part of a yearlong 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 498. Additional Fee(s): Course Computing fee.

### INTIAR 301 - Internship (1)

A 1 credit, 40 hour internship experience provides students with a greater understanding of professional practice. With instructor approval, students work full-time in an office environment under the supervision of a practitioner.

### INTIAR 302 - Internship (2)

A 2 credit, 80 hour internship experience provides students with a greater understanding of professional practice. With instructor approval, students work full-time in an office environment under the supervision of a practitioner.

### INTIAR 303 - Internship (3)

A 3 credit, 120 hour internship experience provides students with a greater understanding of professional practice. With instructor approval, students work full-time in an office environment under the supervision of a practitioner.

### IHS 150 - Introduction to Integrative Health Studies (3)

This course examines the core philosophy, principles and clinical concepts of integrative medicine. It provides a survey of the major domains of complementary and alternative medicine as well as conventional medicine; and describes models to combine the two through integrative medicine.

### IHS 200W - Integrative Nutrition (3)

Nutrition is more than macro and micronutrients. This course explores the role of diet and nutrition in health and disease from the perspective of holistic and sustainable food choices. Chronic health disorders account for the majority of morbidity and mortality in the USA. The role of nutrition in the causation, prevention and treatment of these disorders has been the focus of epidemiological and clinical research. This course explores the current knowledge of nutrition's impact on obesity, cardiovascular disease, cancer, diabetes, osteoporosis, and inflammatory disorders. This approach serves as a practical application of fundamental concepts in nutrition. Prerequisite (s): IHS 150

### IHS 210 - Dietary Supplements and Botanical Medicine (3)

This course examines the efficacy, safety, and regulatory issues of dietary supplements and botanical medicines in the context of the 1994 Dietary Supplement and Health Education Act. Their usage in the context of human body systems and medical disorders serves as the framework for the course.

Prerequisite(s): IHS 150

### IHS 220 - Acupuncture and Traditional Chinese Medicine (2)

An exploration of the fundamental philosophy and principles that guide the practice of acupuncture and Chinese medicine. This course provides an introduction to the concepts of chi, yin, yang, five element theory, meridians, and hollow and solid organs that are used in the development of diagnosis and treatment. Prerequisite(s): IHS 150

### IHS 300W - Mind-Body Medicine (2)

This course is an investigation into the unity of the mind and body, and their combined role in healing. The course explores the mind's role in illness, the impact of negative emotion, the placebo effect, and effective methods of treatment, including biofeedback, guided imagery, medical hypnosis, acupuncture, shamanism, meditation, prayer, and energy therapies such as reiki, chi gong and therapeutic touch.

Prerequisite(s): IHS 150 and IHS 200

### IHS 310 - Body-Based Practices (2)

This course provides an overview of the multitude of body-based therapies utilized in complementary and alternative medicine. Topics will include chiropractic and osteopathic manipulative therapies, massage, Alexander and Feldenkrais techniques, structural integration, shiatsu, and myofascial release.

Prerequisite(s): IHS 150 and IHS 200

### IHS 360 - Women's Integrative Health (3)

This course addresses women's health issues from a holistic perspective including diet, exercise, stress management, dietary supplements, body therapies and alternative medical systems as well as conventional medicine. Prerequisite(s): IHS 150, IHS 200, IHS 210, IHS 220.

IHS 498 - Tutorial (4)

IHS 499 - Tutorial (4)

IND 101 - Transitions: Essential Skills for Academic Success at 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 104 - LSAT Preparation (1)

This course will help students prepare for the LSAT, by focusing on study skills particular to this examination.

IND 105 - Crime Scene Investigation (3) Spring

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.

IND 105L - Crime Scene Investigation Laboratory (1) Spring

Using concepts from biology, chemistry, and physics, students will learn the basics of forensic procedures, including DNA fingerprinting, organic and inorganic analysis, arson investigation, and trace evidence. The course will focus on relevance and implications of evidence for a criminal trial and how to process the evidence at a crime scene. Additional Fee(s): Laboratory Fee

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 115 - Global Focus Seminar (1)

This one-credit seminar is intended to foster student intellectual involvement in the Chatham Global Focus Program. Course participants attend a series of Global Focus events, lectures, and programs, and complete a specified number of assignments.

IND 175 - Introduction to Nursing Resources (1)

This course will teach students how to develop and apply skills in searching, locating, evaluating, and synthesizing information from a variety of sources.

IND 203 - Nelson Mandela and the End of Apartheid in South Africa (3)

Learn about the life of Nelson Mandela and the struggles he and others faced fighting apartheid (racial segregation) in South Africa that didn't end until the early 1990's.

IND 350W - 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 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.

IND 401 - Study Away

Students studying away from the Chatham campus, including abroad, register for this course during the time they are away.

LAR 315 – Introduction to GIS (3)

This course introduces students to using Geographic Information Systems (GIS) as a tool to inventory, analyze, and present various spatial data. Cross-listed as LNS 310.

LNG 101 - Introductory Arabic I (4)

This beginning course in Arabic provides an introduction to the Arabic language. Students will learn Arabic grammar and write the language. Oral skills are emphasized and the class will be conducted as much as possible in Arabic. This course fulfills a global general education mission course requirement.

LNG 102 - Introductory Arabic II (4)

This continues beginning course in Arabic and continues introduction to the Arabic language. Students will learn Arabic grammar and write the language. Oral skills are emphasized and the class will be conducted as much as possible in Arabic. Prerequisite(s): ARB101. This course fulfills a global general education mission course requirement.

LNG 121 - Introduction to Chinese Language and Culture I (4)

This course is designed for students who have had no prior exposure to Chinese language. The emphasis in this class is on building up vocabulary and sentence patterns in communicative contexts, and a solid foundation in pronunciation. Writing will be in both pinyin phonetic system and simplified Chinese characters. This course fulfills a global general education mission course requirement.

LNG 122 - Introduction to Chinese Language and Culture II (4)

This course is a continuation of CHN101. It continued to build up students' vocabulary and sentence patterns in communicative contexts. Prerequisite(s): CHN101 or equivalent, or permission of the instructor. This course fulfills a global general education mission course requirement.

LNG 131 - Introduction to French I (4)

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. This course fulfills a global general education mission course requirement.

LNG 132 - Introduction to French II (4)

A continuation of French 101. Prerequisite(s): FRN 101 or permission of the instructor. This course fulfills a global general education mission course requirement.

LNG 141 - Introductory German (4)

This is an introduction to the German language, intended for students with little or no previous instruction in German. It develops the four basic language skills of listening comprehension, reading, speaking, and writing. Focus is on communicative skills and a broad introduction to the cultures of the German speaking world. This course fulfills a global general education mission course requirement.

LNG 142 - Introductory German II (4) This course fulfills a global general education mission course requirement.

LNG 151 - Introduction to Japanese I (4)

This is an introduction to the Japanese language, intended for students with little or no previous instruction to Japanese. It develops the four basic language skills of listening comprehension, reading, speaking, and writing. Focus is on communicative skills and a broad introduction to the culture and contemporary reality of Japan. This course fulfills a global general education mission course requirement.

LNG 152 - Introduction to Japanese II (4)

A continuation of Introduction to Japanese I. Prerequisite(s): JPN 101 or permission of instructor. This course fulfills a global general education mission course requirement.

LNG 161 - Introduction to Spanish I (4)

An introduction to the four basic skills: comprehension, speaking, reading, and writing, with emphasis on the spoken language. This course also introduces students to the people and cultures of the Spanish-speaking world. This course fulfills a global general education mission course requirement.

LNG 162 - Introduction to Spanish II (4)

Continuation of Spanish 101. Prerequisite(s): SPN 101 or permission of the instructor. This course fulfills a global general education mission course requirement.

LNG 201 - Intermediate Arabic I (4)

This course is intended for students with at least one year of previous college-level instruction in Arabic. It is designed to provide the student with a continued introduction to Arabic as it is spoken and written in Arabic speaking cultures. Focus is on speaking and listening skills so that students are able to understand and speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. In additions, students learn to write simple texts on everyday themes and read uncomplicated texts, on familiar topics. This course fulfills a global general education mission course requirement.

LNG 202 - Intermediate Arabic II (4)

This course is intended for students with at least one year of previous college-level instruction in Arabic. It is designed to provide the student with a continued introduction to Arabic as it is spoken and written in Arabic speaking cultures. Focus is on speaking and listening skills so that students are able to understand and speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. In addition, students learn to write simple texts on everyday themes and read uncomplicated texts, on familiar topics. Prerequisite(s): ARB 201. This course fulfills a global general education mission course requirement.

LNG 221 - Intermediate Chinese Language and Culture I (4) This course fulfills a global general education mission course requirement.

LNG 222 - Intermediate Chinese Language and Culture II (4) This course fulfills a global general education mission course requirement.

LNG 231 - Intermediate French I (4)

Review and reinforcement of the basic skills learned in first-year French. Intensive grammar review through video programs, textbook, literary readings, and computer resources. Continued focus on the culture of the Francophone world. Prerequisite(s): FRN 102 or permission of the instructor. This course fulfills a global general education mission course requirement.

LNG 232 - Intermediate French II (4)

A continuation of French 201. Prerequisite(s): FRN 201 or permission of the instructor. This course fulfills a global general education mission course requirement.

LNG 241 - Intermediate German (4)

This course is a continuation of the first year German sequence 101-102. It is intended for students with at least one year of previous college-level instruction in German. It provides an intensive grammar review of the first year and then continues to develop the four basic language skills of listening comprehension, reading, speaking, and writing. Focus is on communicative skills and continued emphasis on the cultures of the German speaking world. This course fulfills a global general education mission course requirement.

LNG 242 - Intermediate German II (4)

This is a continuation of Intermediate German language (GER 201), intended for students with an intermediate level of German. It continues to develop the four basic language skills of listening comprehension, reading, speaking, and writing. Focus is on communicative skills, beginning reading and composition and a focus on the culture and contemporary reality of German-speaking regions. This course fulfills a global general education mission course requirement.

LNG 251 - Intermediate Japanese I (4)

This is a continuation of the first year introduction to the Japanese language (JPN 101 -102), intended for students with at least one year of instruction in Japanese. It continues to develop the four basic language skills of listening comprehension, reading, speaking and writing. Focus is on communicative skills and a broad introduction to the culture and contemporary reality of Japan. Prerequisite(s): JPN 102. This course fulfills a global general education mission course requirement.

LNG 252 - Intermediate Japanese II (4)

This is a continuation of the intermediate Japanese I class, and is intended for students with at least intermediate knowledge of Japanese. It continues to develop the four basic language skills of listening comprehension, reading, speaking and writing. Focus is on communicative skills and a broad introduction to the culture and contemporary reality of Japan. Prerequisite(s): JPN 102. This course fulfills a global general education mission course requirement.

LNG 261 - Intermediate Spanish I (4)

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. This course fulfills a global general education mission course requirement.

LNG 262 - Intermediate Spanish II (4)

A continuation of Spanish 201. Prerequisite(s): SPN 201 or permission of the instructor. This course fulfills a global general education mission course requirement.

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. Corequisite: enrollment in a modern language, literature, or civilization course taught in English. This course fulfills a global general education mission course requirement.

LNG 491 - Independent Study (1) This course fulfills a global general education mission course requirement.

LNG 492 - Independent Study (2) This course fulfills a global general education mission course requirement.

LNG 493- Independent Study (3) This course fulfills a global general education mission course requirement.

LNG 494 - Independent Study (4) This course fulfills a global general education mission course requirement.

LNS 300 - Perspectives on Landscape (3) As Needed

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. Three hours of lecture s per week. Cross-listed as ENV 300.

### LNS 309 - Principles of Landscape Design (3) As Needed

This course explores the fundamental concepts of landscape design. By studying historical and contemporary examples, students examine the different structures of landscape using site plans and diagrams. The course also allows students to look at nature as the backdrop of all human activity and shows the convergence of elements from nature and the built world. Starting with the concept that natural landscaping is the basis for all planning, students gain an appreciation of ecological concepts in designing landscapes. Three hours of lecture per week. Cross-listed as ART/ENV 381.

### LNS 310 – Introduction to GIS (3)

This course introduces students to using Geographic Information Systems (GIS) as a tool to inventory, analyze, and present various spatial data. Cross-listed as LAR 315.

### LNS 412 - Applied Design Studio II: The Principles and Practice of Landscape Design (3) As Needed

In this course students learn to analyze, synthesize, and assimilate contextual and site-specific information into the development and presentation of creative design solutions for specific landscape projects at different scales. These projects lead to an understanding of design problem definition; program development; site analysis; and inventory essential elements in the design process. Three hours of lecture per week. Cross-listed as ENV 412. Prerequisite(s): LNS 411 and 415.

### MTH 100 - Mathematical Literacy (3) Fall

This course is designed to review high school math skills, strengthen understanding of math concepts, and increase numerical fluency. Students will have ample opportunity to improve competency, enhance comprehension, and derive the proficiencies necessary to be successful in higher-level math courses. Three hours of class per week

### MTH 103 - Mathematical Reasoning (4) Spring

This course is designed for the non-science major, to give a new outlook on mathematics and to provide a sense of the beauty and applicability of mathematics in our world. Topics are primarily related to geometry and include shapes in two and three dimensions, conic sections, topology, fractals and applied geometry. Four hours of class per week.

### MTH 105 - College Algebra (3) Fall

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) Spring

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. Four hours of class per week. Prerequisite(s): Placement test, or 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 215W - Introduction to Proof (4) Spring

This course introduces students to the process of reading, understanding and writing rigorous mathematical arguments. Additionally, students will become familiar with computer software used for analyzing math problems and typesetting mathematical documents. This course is a pre-requisite for many upper-level math courses and is intended to help students transition from problem-solving oriented classes such as Calculus into courses focused on understanding and writing proofs. Topics include: basic logic, introductory set theory, functions and relations, and quantifiers. Prerequisite(s): MTH 151 and MTH 152, or equivalent, or permission of instructor.

#### 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) Odd 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 152.

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) Even 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) Even 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 and MTH 215.

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 215 and MTH 222.

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 215 and MTH 241.

INTMTH 301 - Internship (1)

INTMTH 302 - Internship (2)

INTMTH 303 - 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 215 and 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): MTH 215.

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 150 - History of Rock, Pop and Soul (3)

This course explores the evolution of American and British popular music from about 1950 to the present day. Musical styles are studied and contextualized with an examination of related cultural, social and political trends. Attention is given to issues and constructions of race and gender as they relate to course material, particularly the changing role and status of women in American and British popular music. This course also introduces fundamental music terminology that is germane to the study of popular music.

MUS 159 - Music Fundamentals (3)

The course introduces fundamental terminology and theoretical concepts associated with common practice Western art music. Specific topics covered include notation, scales, intervals, triads, rhythm, form and basic aural skills. This course provides the requisite knowledge necessary for MUS 161: Music Theory I.

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 - Diatonic Tonal Harmony (4)

The course covers principles of diatonic harmony and voice-leading, as well as species counterpoint and simple formal structures, with an emphasis on analysis and stylistically appropriate composition. The course includes an ear-training lab that features sight-singing, rhythmic performance, and melodic, harmonic and rhythmic dictation. Prerequisite(s): MUS 159 or a placement exam grade of 85% or higher.

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 183 - Composition

Students will work closely with the composition instructor to identify and articulate their personal artistic perspective, and develop sound or multimedia compositions that express this outlook. Students may also work on analytic projects that relate to their artistic projects. Specific goals are determined in collaboration with the instructor.

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 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 - Chromatic Tonal Harmony (4)

The course covers principles of chromatic harmony and voice-leading, as well as advanced formal structures, with an emphasis on analysis and stylistically appropriate composition. The course includes an ear-training lab that features sight-singing, rhythmic performance, and melodic, harmonic and rhythmic dictation. Prerequisite(s): MUS 161.

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. Additional Fee(s): Course Computing fee.

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 267W - 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 301 - Music and the Natural World (3)

This course will explore the intersection of music and nature in musical thought and practice. Students will explore readings from a variety of historical periods to understand the variety of ways in which the relationship between music and nature has been conceived. Particular emphasis will be placed on Early Modern thought as well as living composers such as David Dunn, Annea Lockwood, John Luther Adams, Alvin Curran, Christopher Shultis, and other sonic ecologists who incorporate sounds from the natural environment into their work. This course fulfills an environmental general education mission course requirement.

MUS 365 - 20<sup>th</sup> Century Music Analysis (3)

The course introduces students to art music of 20<sup>th</sup>-century through the technical analysis of pitch, rhythmic, formal, and timbral structures. Composers whose work is studied in this course include, but are not limited to, Arnold Schoenberg, Anton Webern, Igor Stravinsky, Pierre Boulez, Charles Ives, John Cage, Morton Feldman, and Iannis Xenakis. Prerequisite(s): MUS 252

MUS 368W - 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.

INTMUS 301 - Internship (1)

INTMUS 302 - Internship (2)

INTMUS 303 - Internship (3)

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)

NUR 402 - Health Policy and 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. This course fulfills a women education mission course requirement.

NUR 404 - Community and Environmental Health Nursing (3 credits, including 45 clinical hours)

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.). This course fulfills an environmental general education mission course requirement. Additional Fee(s): Clinical fee.

### 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. This course fulfills a global general education mission course requirement.

### 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 review nursing research, choose a relevant clinical issue to examine, explore literature and utilize nursing research in clinical practice.. Ethical principles of nursing research, particularly the protection of human subjects and other ethical accountabilities inherent in the researcher's role will be explored. Students will identify and critique relevant quantitative and qualitative research articles.

### NUR 408 - Nursing in Underserved Populations: Minority Health Issues (3 credits, including 45 clinical hours)

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). Additional Fee(s): Clinical fee.

### NUR 499 - Contemporary Nursing Leadership: Preparing the World Ready Nurse (4 credits, including 90 clinical hours)

This is the capstone 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. Additional Fee(s): Clinical Fee.

### 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 102 - Varsity Sport (1)

Members of Chatham's NCAA Division III varsity sports teams may register for credit two times, either for the same varsity sport or two different varsity sports, over the course of the student's participation in varsity sport. Injured team members may receive a pass for the course if they continue to participate through regular rehabilitation, managerial duties, regular attendance at team practices, and support of the team. Team members who quit, are dismissed or are otherwise declared ineligible must withdraw from the course. Failure to withdraw results in failing (no pass) grade. Pass/fail only. May be repeated once for credit.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.



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. Students may repeat this course a maximum of two times.

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. Students may repeat this course a maximum of two times.

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. Students may repeat this course a maximum of two times.

PED 121 - Introduction to Athletic Coaching (3)

Students will learn basic principles of athletic coaching at the scholastic level, including developmental, recreational, and varsity level. These principles will not be sport specific but will cover general physiological, psychological, management, and strategic skills development for all sports. Students will earn certification through the American Sport Education Program (ASEP).

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. Students may repeat this course a maximum of two times.

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. Students may repeat this course a maximum of two times.

PED126 - Oriental Sword (1)

Oriental Sword is a fun, fast paced, non competitive fitness class that uses traditional Japanese sword and staff techniques to get a great full body workout. The course uses wooden or plastic swords in a manner consistent with ancient Japanese swordsmanship, manners, and discipline.

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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**PED 132E - Cardioblast (1)**

A total body workout focusing on maintaining an elevated heart rate while working with dumbbells, steps, exercise balls, and basic sports conditioning exercises. Students may repeat this course a maximum of two times.

**PED 140 - Speed, Agility & Quickness (1)**

Students will learn to utilize and increase speed, agility, and quickness to improve their training and athletic performance. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

**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. Students may repeat this course a maximum of two times.

#### 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. Students may repeat this course a maximum of two times.

#### 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. Students may repeat this course a maximum of two times.

#### 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. Students may repeat this course a maximum of two times.

#### 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. Students may repeat this course a maximum of two times.

#### PED 180 - Creative Movement (1)

Through the exploration of basic movement principles, students will develop the strength, flexibility, and confidence needed to create solo and ensemble performance pieces. This introductory class will explore the work of Rudolf Laban, Viewpoints, and Kristin Linklater, emboldening students to cultivate their own personal aesthetic and respectfully respond to the work of others.

#### 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. Students may repeat this course a maximum of two times. 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.) Students may repeat this course a maximum of two times.

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. Students may repeat this course a maximum of two times. 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. Students may repeat this course a maximum of two times.

PED 246 - Step Bench Aerobics II (1)

This course is a continuation of PED 245. Students learn advanced step bench aerobic routines that require greater skill level and additional fitness demands. Students may repeat this course a maximum of two times. Prerequisite(s): PED 245 or permission of the instructor.

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. This course fulfills a women general education mission course requirement.

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.

INTPHI 301 - Internship (1)

INTPHI 302 - Internship (2)

INTPHI 303 - Internship (3)

PHI 491 - Independent Study (1)

PHI 492 - Independent Study (2)

PHI 493 - Independent Study (3)

PHI 494 - Independent Study (4)

PHL 150 - Introduction to Public Health (3) Spring

This course will look at the public health system in the United States and its role in the delivery of health care and the monitoring of disease. Three hours of class per week.

PHL 225 - Community Health (3) Fall

This course focuses on individual and societal health-related decisions about interventions to improve health and prevent disease. Social, economic, ethical, environmental, cultural, scientific and political factor will be considered as they relate to implementation decision. Three hours of class per week.

Prerequisite(s): PHL 150.

PHL 230 - Global Health (3) Fall

This course focuses on global health issues and the need for culturally sensitive and culturally congruent care of diverse and high-risk populations. It considers both individual and societal levels of health care. Three hours of class per week. Prerequisite(s): PHL 150.

PHL 250 - Information Management and Analysis (3) Spring

Basic concepts of information representation, storage, and retrieval are considered as they pertain to science and public health, with emphasis on applications in the field and in commercial settings. Three hours of lecture per week. Prerequisite(s): PHL 225 or PHL 330.

PHL 320 - Behavioral Change (3) Fall

This course will draw from learning theory and other behavior change theories, such as health belief. It will focus on the relationship among individual, community and environmental factors in promoting and maintain healthy behavior. Three hours of lecture per week. Prerequisite(s): PHL 250.

PHL 324 - Introduction to Epidemiology (3) Fall

This course studies the distribution of health-related situations and events in specified populations and the factors that determine them. Applications are made to the control of health problems. Three hours of lecture per week. Prerequisite(s): PHL 250.

PHL 340 - Environmental and Occupational Health (3) Spring

This course is concerned with protecting the safety, health and welfare of people engaged in work or employment. The connections are explored between public health approaches to this topic and those employed in occupational medicine, hygiene, safety engineering, chemistry and health physics. Three hours of lecture per week. Prerequisite(s): PHL 250.

PHL 343 - Analytical Methods (3) Fall

This course is an introduction to the methods, tools and uses of applied research. The course surveys basic data gathering, analytical concepts and techniques as they apply to administrative problems. Skills and issues related to research are also considered. Three hours of lecture per week. Prerequisite(s): MTH 110 and PHL 250.

PHL 350 - Health Communication (3) Spring

This course focuses on the interactions of people involved in health care and the dissemination and interpretation of health-related messages. It provides an overview of provider-recipient communication, communication in health-care organizations, and public health concerns as they relate to physical, mental, and social health issues. Three hours of lecture per week. Prerequisite(s): PHL250.

INTPHL 301 - Internship (1)

INTPHL 302 - Internship (2)

INTPHL 303 - Internship (3)

PHL 410 - Health Systems Policy and Law (3) Fall

This course is an introduction to the structure and function of institutions that provide personal and public health service. The course analyzes public policy issues, including licensing and the financing and regulation of health care services. Three hours of lecture per week. Prerequisite(s): PHL 250.

PHL 432 - Introduction to Biostatistics (3) Spring

This course presents methods for analyzing categorical data in public health, epidemiology, and medicine. Topics include discrete distributions, log-linear models, and logistic regression. Emphasis is placed on the application of the methods and the interpretation of results by applying the techniques to a variety of data. Statistical software packages are used extensively. Three hours of lecture per week. Prerequisite(s): MTH 110 and PHL 250.

PHL 434 - Traumatology (3) Fall

This course examines the concepts and theories underlying relationships between psychology and disaster. Emphasis is placed on the linkages between human behavioral responses as they typically occur in natural disasters and the role of public health personnel in early assessment and intervention to avoid post-traumatic stress. Three hours of lecture per week. Prerequisite(s): PHL 324.

PHL 498 - Tutorial (4)

PHL 499 - Tutorial (4)

PHY 151 - Fundamentals of Physics I (3) As Needed

This is the first course in an algebra-based sequence. Topics include motion, momentum and energy, Newton's Laws, thermodynamics, kinetic theory, and heat and waves. Three hours of class per week. Prerequisite(s): MTH 108.

PHY 152 - Fundamentals of Physics II (3) As Needed

This is the second course in an algebra-based sequence. Topics include electricity and magnetism, circuits, sound, optics, and relativity. Three hours of class per week. Prerequisite(s): PHY 151.

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 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 or Co-requisite: PHY 251.

PHY 255 - Physics Laboratory I (1) Fall

Experimental techniques of classical mechanical physics. Three hours of laboratory per week. Co-requisite: PHY 151 or PHY 251. Additional Fee(s): Laboratory fee.

PHY 256W - 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): PHY 255. Prerequisite or Co-requisite: PHY 152 or PHY 252. Additional Fee(s): Laboratory fee.

INTPHY 301 - Internship (1)

INTPHY 302 - Internship (2)

INTPHY 303 - 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. This course fulfills a global general education mission course requirement.

POL 101 - American Government and Public Policy (3)

This course provides an introduction to the principles and practices of government, federalism, with special attention to the policy process, political participation and selected political issues in the United States.

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. This course fulfills a global general education mission course requirement.

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 101 or permission of the instructor.

POL 205W - The Structure and Culture of Conflict (3)

This course introduces students to the structure and anatomy of conflict and the ways in which conflict is impacted by the culture of the parties, the neutral, or the setting. The course addresses the language of conflict, conflict models, and issue framing.

POL 219W - 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 100 or 104, or permission of the instructor.

POL 222 - Government and Politics of Eastern Europe

This course is designed to introduce students to the political, economic and social transformation of post-communist Central and Eastern Europe. Students will gain an understanding of the institutional design of these countries, the manner in which political transition has developed in the region and major issues facing the region in the near future. Prerequisite(s): POL 100 or 104, or permission of the instructor. This course fulfills a global general education mission course requirement

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 or permission of the instructor.

### 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 101 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 101, or permission of the instructor. This course fulfills a women general education mission course requirement.

### POL 268 - Environmental Policy (3)

This course takes an interdisciplinary approach to the study of the theory and practice of environmental policies. The course focuses on the political and economic factors contributing to the success and failure of present environmental policies. Topics include the roles of government and the market in causing environmental problems, analysis of proposed means for resolving those problems, and the application of economic and political analyses to selected environmental issues. Prerequisite(s): POL 101 or permission of the instructor. This course fulfills an environmental general education mission course requirement.

### POL 300 - The U.S. Congress

This course examines the functions, rules, customs, and procedures of the US Congress. Topics include the relationship between the legislative branch and other governmental institutions, including the relationship between Congress, the electorate, and interest groups. Students will also explore the committee system and the leadership structure. Prerequisite(s): POL 101 or permission of the instructor.

### POL 302 - Ethnic Conflict (3)

This course is designed to introduce students to theories about the sources of nationalist and ethnic conflict and strategies that have been used to manage these conflicts. The first part of the course examines sources of ethnic identity and how governments have attempted to reinforce or deemphasize those identities. The second part will examine how domestic factors have and have not worked to suppress ethnic conflict. Finally, we will examine how the international community and other third parties have attempted to bring about the peaceful resolution of conflicts. Prerequisite(s): POL 100 or 104, or permission of the instructor.

### POL 303 - Constitutional Law I: U.S. Government Powers and Relationships (3)

This course examines the political science of law and courts through a consideration of the scope of Article III jurisdiction, bargaining and decision-making on the U.S. Supreme Court, and political struggles over doctrine within the judicial hierarchy. Topics include the ways in which courts have affected Congressional power over taxation and commerce and presidential domestic and international powers. Readings are from U.S. Supreme Court opinions Prerequisite(s): POL 101 or permission of the instructor.

### 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 - Selected Topics in Social Science Research

The course introduces methods and approaches used to describe, explain, and evaluate social science research. Students will get an introduction to an instructor chosen research topic. Students will learn to formulate questions, create a literature review, gather and evaluate evidence and provide feedback on outside research concerning the selected course topic. Prerequisite(s): Junior standing or consent of the instructor.

### POL 313 - 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 313 - 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 319 - Politics of the European Union (3)

This course is designed to introduce students to the political, economic and social transformation of the European Union. Students will gain an understanding of the historical evolution of the EU, the institutional design of the EU, the major policy areas governed by the EU and major issues facing the expansion of EU in the near future.

### POL 320 – Politics of the Former Soviet Union (3)

This course is designed to introduce students to the political, economic and social transformation of Russia and the other states of the Former Soviet Union. Students will gain an understanding of the institutional design of these countries, the manner in which political transition has developed in the region and major issues facing the region in the near future. Prerequisite(s): GOV 100.

### 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 330 - International Human Rights Law

This seminar evaluates the process of litigating human rights violations before international and national courts and special tribunals. We examine the rules of jurisprudence to ascertain the judicial bodies' roles in promoting (or undermining) justice and fostering reconciliation (or intensifying tension) in post-conflict societies.

Prerequisite(s): POL 101 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.

### INTPOL 301 - Internship (1)

### INTPOL 302 - Internship (2)

### INTPOL 303 - Internship (3)

### POL 407 - Seminar in Race and Public Policy (3)

This course examines public policies that have been constructed to address issues surrounding the question of race in areas of education, employment, and housing. The course analyzes the historical construction of race as a concept in American society, including how and why this concept was institutionalized publicly and privately in various arenas of the U.S. at different historical junctures and the progress that has been made in dismantling racialized institutions since the Civil Rights Era.

Prerequisite(s): POL 202 or permission of the instructor.

### POL 425 - Environmental Policy (3) Odd Springs

This course takes an interdisciplinary approach to the study of the theory and practice of environmental policies. The course focuses on the political and economic factors contributing to the success and failure of present environmental policies. Topics include the roles of government and the market in causing environmental problems, analysis of proposed means for resolving those problems, and the application of economic and political analyses to selected environmental issues. Three hours of lecture per week. Cross-listed as ENV 425. Prerequisite(s): One of the following courses: POL 101, ECN 101, ECN 102, or ENV 116, or permission of instructor.

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. Does NOT count toward the psychology major. Prerequisite(s): PSY 101 or by permission of instructor.

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 or by permission of instructor.

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, SWK 101 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 217W – Critical Thinking in Psychology (3)

In this course, students will use a collection of classic articles from the history of psychology, as well as contemporary psychological research to develop an understanding of critical thinking skills used in psychological theory building, research and the evaluation of research results. Prerequisite(s): PSY 101 or permission of the instructor.

### 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 (3)

A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions. Prerequisite(s): PSY 101 or permission of the instructor. Additional Fee(s): Laboratory fee.

### 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 or by permission of instructor. This course fulfills a women general education mission course requirement.

### 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 301 - Psychology and the Criminal Justice System (3)

Can psychology help solve problems in the criminal justice system? Principles from cognitive developmental, personality and social psychology will be used to assess criminal justice procedures and policies. Coverage includes effects of pretrial publicity, expert testimony, and judges' instructions on juries; and proper procedures for eyewitness identifications, interviews, and interrogations. Cross-listed as CRM 301. Prerequisite(s): PSY 101 and CRM 101 or permission of instructor.

### 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 or permission of instructor.

### PSY 313 - 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 314W - Foundations of Behavioral Research (3)

This course examines the scientific method employed by psychologists. Topics include sampling, validity and reliability, experimentation, and field research. Students also conduct laboratory assignments on areas within learning, cognition, and social psychology. Prerequisite(s): PSY 101 or permission of the instructor.

### 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 or permission of instructor.

### 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 or permission of instructor.

### 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 or permission of instructor.

### 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 or permission of instructor.

### 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 or permission of instructor.

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 or permission of instructor.

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 or permission of instructor.

PSY 357W - 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(s): PSY 101 or permission of instructor.

PSY 391 - Internship (1)

PSY 392 - Internship (2)

PSY 393 - Internship (3)

PSY 401 - Individual Research (1)

Intensive study of a specific research problem by survey of literature, data collection and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology.

Prerequisite(s): PSY 101, 213, or permission of the instructor.

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, 314W, or 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): Prerequisite(s): Psychology 101, 213, 314W, or 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 or permission of instructor. This course fulfills a women general education mission course requirement.

PSY 430 - Introduction to Sport & Exercise Psychology (3)

This course is designed to introduce students to the basic concepts and intervention techniques of sport and exercise psychology. Topics covered will include motivation theory applied to sport, team dynamics, an introduction to psychological skills training, the psychology of sport injury, and issues pertinent to exercise adoption, adherence, and drop-out Prerequisite(s): PSY 101.

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 157 - World Religions (3)

An introduction to the world's major religious traditions, including Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianity, and Islam. This course fulfills a global general education mission course requirement.

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. Prerequisite(s): REL 157 or permission of the instructor.

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. Prerequisite(s): REL 157 or permission of the instructor.

### 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. Prerequisite(s): REL 157 or permission of the instructor.

### REL 313 - 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): HIS 157 and one of the following: HIS 241, REL 252, REL 266, or REL 275, or permission 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 101 - Strategies for Success in College (1)

This course provides first-year students with strategies necessary to transition successfully to the college environment. The course will introduce students to the Chatham community, its culture, and its traditions. Additional topics relevant to the first-year experience are also considered. Gateway students are exempt from SDE 101.

### SDE 104 - Organic Gardening: Reaping the Harvest (1)

Students in this course will learn about best practices for organic gardening through class discussion and the experience of harvesting and preparing the garden for winter at Chatham's Eden Hall Farm Campus. No other physical activity also reaps a meal of fresh vegetables. This course fulfills a wellness course requirement.

### 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. This course fulfills a wellness course requirement.

#### SDE 118 - Wellness Event Symposium (1)

Represents a collection of designated activities focused on career development and service related events as well as activities correlated to Chatham University's missions of Environmental Responsibility, Women's Leadership and Global Understanding. By attending fourteen Chatham sponsored events throughout the semester, students gain exposure to critical areas of development.

#### SDE 121 - Portfolio Development (2)

This course will provide instruction in the development of a portfolio, documenting learning gained through experience. The focus of this course will be on defining goals, determining learning outcomes as specified in targeted courses, compiling documentation that supports the learning of the stated outcomes, and the preparation of a portfolio for faculty evaluation and possible award of credit.

Prerequisite(s): Gateway students only, and must obtain permission from instructor.

#### SDE 133 - Self Defense: (SHARP) Sexual Harassment and Rape Prevention (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. This course fulfills a wellness course requirement.

#### SDE 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.

#### 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. This course fulfills a wellness course requirement.

#### SDE 301 - Strategies for Success in College Transfer (1)

This course provides transfer and Gateway students with strategies necessary to transition successfully to Chatham. The course will introduce students to the Chatham community, its culture, and its traditions. Additional topics relevant to transfer and Gateway students are also considered.

### SDE 310 - Career Preparation (2)

This class will prepare participants to conduct a job or internship search. Topics will include writing a professional resume and cover letter, interviewing techniques, networking and job search skills, and professional etiquette and dress. Students will create a career handbook, which will include their work from the class and will be graded. This class will fulfill a wellness requirement in the development category. This course fulfills a wellness course requirement.

### SDE 491 - Independent Study (1)

### SUS 101 - Introduction to Sustainability (3)

Introduction to the history, evolution and principles of sustainability. Focuses on exploring and critiquing decision-making approaches that satisfy environmental, economic and social criteria in terms of sustainable practices. Students will understand the definition of and history of sustainability theory and the three realms practical sustainability; social, economic and environmental.

### SWK 101 - Introduction to Sociology (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 Issues, Women, and Social Work (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. This course fulfills a women general education mission course requirement.

### 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 201W - 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 non-institutional forces affecting the elderly in Western society.

### SWK 213 - 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 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. Cross-listed as CRM 224.

### 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 321 - Social Welfare and Social Justice (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 322W - Women & Policy (3)

This course is designed to examine current issues and policies that impact the lives of women and to explore methods of creating or modifying policies. This course will utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice. This course fulfills a women general education mission course requirement.

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 351 - Practice 1: Interviewing and Assessment with Individuals (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. Open only to social work majors, social service administration majors/minors and psychology majors, or with permission of the instructor. Prerequisite(s): SWK 102.

SWK 352 – Practice 2: Interventions with Individuals and Families (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. Open only to social work majors. Prerequisite(s): SWK 351.

SWK 354 - Practice 3: Working with Groups (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. Open only to social work majors.

Prerequisite(s): SWK 351.

SWK 355 – Practice 4: Working with Organizations and Communities (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. Open only to social work majors. Prerequisite(s): SWK 351.

INTSWK 301 - Internship (1)

INTSWK 302 - Internship (2)

INTSWK 303 - Internship (3)

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)

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): SWK 352, 354, and 355; Co-requisite in the fall term, SWK 460 and in the spring term, SWK 461.

SWK 460 - Integrative Seminar in Social Work I (1.5) Fall

SWK 461 - Integrative Seminar in Social Work II (1.5) Spring

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.

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)

WST 101 - Introduction to Women's Studies (3) Spring

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. This course fulfills a women general education mission course requirement.

WST 201W - 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 275 - Producing Food, Producing Difference (3)

Course examines race, class, and gender as organizing principles for social experience, with a focus on food as a key symbolic and material resource that is unequally distributed through entitlements rather than need. Debates about local, global, artisanal, and commercial food intersect with debates about cultural differences.

WST 313 - Special Topics in Women's Studies (3) This course fulfills a women general education mission course requirement.

WST 322W - Social Welfare: Women and Policy (3)

This course is designed to examine current issues and policies that impact the lives of women and to explore methods of creating or modifying policies. This course will utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice. This course fulfills a women general education mission course requirement.

INTWST 303 - 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)



# Graduate Catalog

The Graduate Catalog contains policy, procedural and relevant academic information for all students enrolled in a graduate program through The College for Graduate Studies, The College for Continuing and Professional Studies and The School of Sustainability and the Environment at Chatham University.

## College for Graduate Studies Overview

The College for Graduate Studies (CGS) offers coeducational masters and professional doctoral programs in the liberal arts and health sciences, including business, communications, teaching, biology, film and digital technology, counseling psychology, and writing. Programs in interior architecture, landscape architecture, occupational therapy, physical therapy, and physician assistant studies are nationally accredited, while the creative writing program has 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, programs are cutting edge and current; program directors and faculty maintain professional agendas and contact with colleagues locally and globally providing opportunities for students to network with professionals in their respective fields. Students have the opportunity to enhance their professions or launch new careers within a unique learning environment.

Most programmatic schedules are arranged to afford students the opportunity to integrate their personal and professional lives with their time on campus. All programs include some opportunity for research or applied training in the discipline. Students participate in clinical experiences, internships, and international study opportunities as part of the curriculum.

Chatham's graduate programs are coeducational. Degrees include the following: Master of Arts in Teaching (MAT), Master of Accounting (MAcc), Master of Business Administration (MBA), Master of Fine Arts in Film and Digital Technology (MFA), Master of Fine Arts in Creative Writing (MFA), Master of Interior Architecture (MIA), Master of Landscape Architecture (MLA), Master of Landscape Management (MLM), , Master of Occupational Therapy (MOT), Doctor of Physical Therapy (DPT), Doctor of Psychology (PsyD), Master of Physician Assistant Studies (MPAS), Master of Arts in Psychology (MAP), Master of Science in Counseling Psychology (MSCP), Master of Science in Biology (MS).

Well-qualified students may be able to complete a combined baccalaureate/master's degree program through the Chatham Accelerated Graduate Program. These programs are available across all undergraduate majors in conjunction with all graduate programs, with the exception of the Doctor of Physical Therapy, Master of Interior Architecture, and Master of Landscape Architecture programs.

The following selected program highlights reflect the broad array of offerings:

- Psychology and Education focus on both the personal and professional growth of students, emphasizing value-centered approaches.
- Communication, Art and Design (Communications, Film and Digital Technology, Interior Architecture, Landscape Architecture, Landscape Design & Development, Creative Writing): programs include

Chatham University's path-breaking MFA focusing on nature, environmental and travel writing. Innovative in its scope, Creative Writing is the premier graduate program for nurturing 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 Filmmakers, providing an excellent opportunity for students to gain first-hand knowledge in the field.

- Sciences and Health Professions (Biology, Physical Therapy, Physician Assistant Studies, Occupational Therapy): As an integral part of Chatham University, these programs educate and prepare autonomous practitioners to meet the challenges of a dynamic healthcare environment and the needs of changing populations. Support of scholarly activity bridges science and clinical practice.
- Business and Policy (Business Administration, Accounting): The business programs are unique in their foci on leadership and diversity in 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.

## College for Continuing and Professional Studies Overview

The College for Continuing and Professional Studies at Chatham University (CCPS) offers coeducational online and off-site certificate, undergraduate, master's, and doctoral-level programs in the liberal arts and professional disciplines including health sciences, nursing, and writing as well as non-credit opportunities for lifelong learning. Academic quality, innovation, and professional growth are hallmarks of the College for Continuing and Professional Studies. The online learning experience is enhanced by small class sizes fostering greater student-faculty interaction and a dynamic online learning environment. Students have the opportunity to enhance their professions or launch a new career in an online learning environment.

Degrees offered by the College for Continuing and Professional Studies include the following: Registered Nursing to Bachelor of Science in Nursing (RN-to-BSN), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Master of Professional Writing (MPW), low-residency Master of Fine Arts in Creative Writing (MFA), Master of Science in Interior Architecture (MSIA), Professional Doctorate of Occupational Therapy (OTD), Master of Education in Educational Leadership (MEd), Master of Science in Infant Mental Health and Infant Mental Health Counseling (MSIMH) and CCPS also offers a Graduate Certificate in Infant Mental Health (IMH). A full and up-to-date list of the programs can be found on the CCPS website at [www.chatham.edu/ccps](http://www.chatham.edu/ccps).

## School of Sustainability and the Environment Overview

The School of Sustainability and the Environment (SSE), established in 2009, provides the necessary expertise in social justice, economic development, and environmental studies to support sustainable goals and practices from the individual to the global level. The vision of the school is aligned with the legacy of Rachel Carson, Chatham's most distinguished alumna, whose work led to the founding of the modern environmental movement. Currently based at Chatham University's historic Shadyside Campus, the school will eventually be housed at a new, 388-acre zero net energy Eden Hall Campus in Richland Township, Pa., which is just 33 minutes north of Pittsburgh.

Degrees offered by the School of Sustainability and the Environment include the Master of Arts in Food Studies, the Master of Sustainability, and the Executive Master in Sustainability Leadership. The School of Sustainability and the Environment also offers a Certificate in Sustainable Management

## College for Graduate Studies Admissions Requirements

GRE scores are required for the Doctor of Physical Therapy program. GRE scores are not required for all other applications.

### **International Applications**

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

- All official (original or school-verified copy) academic records (including courses taken and grades/marks received, graduation certificate, etc.) from postsecondary institutions in English and native language
- Official TOEFL iBT score of 100 or above . Applicants whose TOEFL scores are between 79 and 99 may be eligible for conditional admission (consult the Office of Admission).
- Or official IELTS of 7.0 or above. Applicants whose IELTS scores are 6.0 or 6.5 may be eligible for conditional admission.
- Proof of financial resources to cover educational and living expenses while attending Chatham
- Copies of I-20 and U.S. visa if currently residing in the United States
- International students must provide a course-by-course credential evaluation for all postsecondary coursework from outside the United States.

### **Applying to Health Science Programs**

#### **Conditional Admission**

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

## **Doctor of Physical Therapy Program (DPT)**

Chatham University's Doctor of Physical Therapy (DPT) program is a member of the Physical Therapist Centralized Application Service (PTCAS). All applicants applying for the Doctor of Physical Therapy program must complete the on-line PTCAS application and submit applications and relevant materials (transcripts and recommendations) through PTCAS. Information about the application process can be obtained at the PTCAS website ([www.ptcas.org](http://www.ptcas.org)). The Priority Decision Interview will take place in November. The deadline for submitting your application for this interview is posted on the program's webpage. The Regular Decision Interview will follow in January if the class is not filled. The deadline for submitting your application for this interview is also posted on the program's webpage

The Doctor of Physical Therapy program does not accept pass/fail grades in prerequisite courses. The DPT program does not accept prerequisite courses taken more than ten years earlier.

Conditional acceptances may be granted pending successful completion of Prerequisite(s): for these programs.

### ***Application Requirements:***

1. A minimum of a baccalaureate degree
2. The following prerequisite courses
  - Biology with lab - two terms
  - Chemistry with lab - two terms
  - Physics with lab - two terms
  - Animal or Human Physiology with lab (prefer human) - one term\*
  - Human Anatomy with lab - one term\*
  - Developmental Psychology
  - Statistics

\*If taking anatomy with physiology, both Anatomy & Physiology I and II are necessary to fulfill the anatomy and physiology requirement

\*Applicants need to have completed at least 60% (24 credits) of the Prerequisite(s): in order to be considered for an interview.
3. Graduate Record Examination (GRE)
4. Three letters of reference (two academic and one physical therapist or two physical therapists and one academic)
5. Documentation of volunteer hours in physical therapy setting
6. Completed PTCAS Application. Application must be received at PTCAS by the stated deadlines: on the website.
7. Admitted students will be required to purchase a laptop computer prior to matriculating into the program. Information on appropriate computer specifications will be sent to all admitted students.

## **Master of Physician Assistant Studies Program (MPAS)**

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

Shadowing Experience: One PA shadowing experience of at least four hours is required for admission to the program. The shadowing experience must be documented in the "Health Care Shadowing" section of the CASPA application. Shadowing a physician or nurse practitioner *will not* satisfy this requirement.

Three references: one academic, one from a volunteer or work experience, and one other (candidate's choice) submitted through CASPA. (Two work references are acceptable for those who have not had a recent academic experience. The application will not be considered complete until all three letters are received.

Pass/fail grades from previously attended institutions must be calculated into the GPA according to the minimum degree requirements for a "pass." If the minimum required is a D, the course will be unacceptable unless documentation from the course instructor supports a higher grade.

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

Chatham undergraduate students who plan to apply for the MPAS program are encouraged to complete the liberal arts major of their choice. Students should meet with their academic advisor as soon as possible to begin planning their schedule and completing their prerequisites. Chatham students are eligible for reserved seats per the specifications in the agreement between the Office of Admissions and the MPAS program.

### ***Accelerated Graduate Degree***

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

### ***Articulation Agreements***

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

### ***Admission Requirements***

- A baccalaureate degree from an accredited institution or completion of the undergraduate requirements for the Accelerated Graduate Degree Program.

- Cumulative undergraduate GPA of 3.25 or better on a scale of 4.0
- Cumulative undergraduate science GPA of 3.25 or better with a minimum of 20 semester credits
- A grade of “B” or better for each of the following prerequisite courses [courses must be completed by June 1st prior to the August matriculation]:
  - General Biology 1 with lab (one term)
  - General Biology 2 with lab (one term)
  - General (Inorganic) Chemistry 1 with lab (one term)
  - General (Inorganic) Chemistry 2 with lab (one term)\*
  - Anatomy with lab (one term) \*\*
  - Physiology (one term)
  - Microbiology (one term)
  - General Psychology (one term)
  - English (one term)
  - Medical Terminology (one term)

\*\* Organic Chemistry 1 with lab (one term) may substitute for either, but not both, General (Inorganic) Chemistry 1 or 2.

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

- Completed CASPA application (must be e-submitted to CASPA by October 1<sup>st</sup>)
- Applicants must document their physician assistant shadowing experience by completing the “Health Care Shadowing” section of the CASPA application.
- Admitted students will be required to purchase a laptop computer prior to matriculating into the program. Information on appropriate computer specifications will be sent to all admitted students.
- On Campus Interview- Applicants will be invited to interview in November or January. Applicants who are invited to interview will be notified at least one month prior to the interview dates.

### *Recommendations*

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

## **GRE**

Although there is not a requirement to submit GRE scores, nor a cutoff or minimum score that must be achieved on the GRE; we do consider a combined score of 1160 (old score) or 305 (new score) and an analytical writing score of 4.0 or higher as a strength in the holistic review. Submitted GRE scores must be from GRE tests taken within 3 years of the application date. GRE scores must be sent directly to Chatham from ETS. Chatham University's school code is 2081.

## **International Applicants to the Physician Assistant Studies Program**

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

## **Technical Standards**

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

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

**Communication:** Students must be able to communicate effectively and professionally in academic, community, educational, and health care settings, and be able to demonstrate proficiency in both verbal and written English.

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

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

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

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

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

### ***Holistic Approach to Admission Process***

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

- In addition to the minimum academic requirements stated above we take into consideration the following academic achievements:
  - Overall GPA or Science GPA of 3.5 and above
  - Research, publications, or presentations
  - Advanced degrees, certificates or training
  - Performance on the GRE
- We also consider personal characteristics of the applicant including:



- Ethnicity and Cultural background
- Socioeconomic status
- Chatham student or alumni
- Significant personal experiences have an impact on how individuals view the world and those around them. The following list provides illustrations of the types of experiences that would be considered but should not be viewed as all-inclusive:
  - Contact with other cultures, including travel, for a period of one or more months
  - Work experience, especially in healthcare
  - Military non-profit or government service
  - Voluntary service, especially with underserved populations
  - Significant PA shadowing experience
- Surveys of deans and faculty from various universities have identified the following personal attributes in successful graduate students:
  - Motivation
  - Trustworthiness
  - Professionalism
  - Leadership
  - Team player
  - Self-directed learner

### **Master of Occupational Therapy Program (MOT)**

Applicants should complete the Master of Occupational Therapy Application for Admission and submit it to Office of Graduate Admission, Chatham University, Woodland Road, Pittsburgh, PA 15232. Applications may also be submitted online at [www.chatham.edu](http://www.chatham.edu).

*Fall Early Decision Deadline:* September 27, 2013 (Applicants for early decision deadline must have an overall cumulative GPA of 3.4 on a 4.0 scale. They must also have a minimum 3.0 GPA in their prerequisite coursework and have completed 3 of the 5 prerequisite with at least one of those courses being human anatomy with lab or physiology, animal or human with lab at the time of their application).

*Regular Application Deadline:* December 6, 2013 (Applicants must have 3.0 overall cumulative GPA on a 4.0 scale and 3.0 minimum GPA in their prerequisite work and have completed 3 of the 5 prerequisite courses with at least one of those courses being human anatomy with lab or physiology, animal or human with lab at the time of their application).

College students should have their current semester transcripts sent to the Chatham University Office of Admission 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.

The MOT program generally does not accept pass/fail grades in prerequisite courses, nor does it accept prerequisite courses for credits taken more than 10 years earlier. If a prerequisite course is repeated, the higher of the two course grades will be used. The program will neither waive nor allow substitution for specific prerequisite

courses. Because practice as a professional requires competence in oral and written communication, students will be expected to demonstrate these competencies at the time of the on-campus interview and writing assessment. Chatham undergraduate students who plan to apply for MOT admission are encouraged to complete the liberal arts major of their choice. Students should begin completing prerequisite courses during their sophomore year.

#### *Admission Requirements*

- Completed application for admission, including:
  - Official transcripts from all colleges and universities attended, verifying cumulative GPA of 3.0 or above
  - A minimum of 10 hours of volunteer/work experience in an occupational therapy setting at two different sites (20 hours total) is required
  - Three references: one academic, one from an occupational therapy practitioner involved in the volunteer/work experience, and one from the supervisor or staff of a volunteer or work experience. Please be sure that your recommender fills out the back of the recommender form or attaches a letter to the Letter of Recommendation Form.
  - Nonrefundable application fee of \$45 (Fee is waived if application submitted online through [www.chatham.edu](http://www.chatham.edu).)
  - TOEFL score of **AT LEAST** 100 iBT score and IELTS result of 7.0
  - Graduate Record Examination (GRE)
- A baccalaureate degree from an accredited college or university
- Cumulative prerequisite course grade point average (GPA) of 3.0 or better on a 4.0 scale; grades below a C are not acceptable in prerequisite courses
- Overall undergraduate GPA of 3.0 or better on a 4.0 scale
- Required prerequisite courses (You may apply before completing your prerequisite courses; however, they must be completed satisfactorily before you may enroll in the program)
- On-campus writing sample and interview

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

#### *Prerequisite(s):*

Although all applicants must satisfactorily complete the following courses in order to be eligible to begin the Chatham University MOT program, completion of all courses is not a requirement for submitting an application.

- Human Anatomy with lab (one term). If taking anatomy with physiology, both Anatomy and Physiology I and Anatomy and Physiology II are necessary to fulfill this requirement.
- Physiology with lab (animal or human) (one term). If taking physiology with anatomy, both Anatomy and Physiology I and Anatomy and Physiology II are necessary to fulfill this requirement.
- Abnormal psychology (one term). General or developmental psychology is not acceptable.
- Lifespan Development (one term). A combination of developmental psychology courses that cover the life span from birth to death is also acceptable.
- Statistics or research methods (one term).
- Neuroscience is recommended, but not required.

## **Applying to Non-Health Science Degree Programs**

Applicants should complete the Graduate Application for Admission and submit it to, Office of Graduate Admission, Chatham University, Woodland Road, Pittsburgh, PA 15232. Applications may also be submitted online at [www.chatham.edu](http://www.chatham.edu).

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

## **Doctor of Psychology Program (PsyD)**

### *Admission Requirements*

Post-Master's Degree Admission (admit only for fall term)

- Completed application form
  - Paper applications require payment of \$45 non-refundable application fee, online application is without fee
- Personal Statement
- Master's degree in counseling, psychology, or related field (36 credit hours minimum)
- Official transcripts from each college/university you have attended
- 3.2 minimum GPA
- GRE test scores (general)
- Curriculum vitae or resume
- Three letters of recommendation from professor or supervisor from professional/work experience
- Interview
- Graduate Level Course pre-requisites
  - Multicultural/Diversity Issues in Counseling
  - Human Development across the Lifespan
  - Counseling Theories and Techniques
  - Group Counseling
  - Abnormal Psychology/Psychopathology
  - Assessment/Appraisal
  - Psychobiology
  - Statistics and Research Design
  - Professional Ethics
- Application deadline for fall term – January 15

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

### *Admission Requirements*

- Completed and signed application for admission, including:
  - a personal statement of intent explaining why you would like to pursue a graduate degree in interior architecture;
  - curriculum vita or resume;
  - two letters of recommendation;
  - payment of a non-refundable \$45 application fee for paper application, online application is without fee.
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Students with a GPA below 3.0 may gain admittance to the program with approval from the program director.
- Recommended Deadline:
  - Fall Enrollment - May 1
  - Spring Enrollment – October 15
  - Summer Enrollment – March 15

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

## **Master of Landscape Architecture (MLA) and Master of Science in Landscape Architecture (MSLA)**

### *Admission Requirements*

- 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
  - Payment of a non-refundable \$45 application fee for paper application (fee waived if member of the Landscape Contractors' Association or the American Society of Landscape Architects (ASLA); no fee is required for the online application)
  - Two letters of recommendation
  - Essay that explains the candidate's interest in and awareness of the field of landscape design and its related industries or the field of landscape architecture.
  - A portfolio of works that indicates the applicant's creative ability in and/or appreciation of arts and the environment
- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale. (Conditional admission may be granted for applicants with a GPA of less than 3.0 who show extreme promise through other achievements.)

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

### *Admission Policy*

- Students may be accepted at the beginning of each semester; however, the prototypical curriculum recommends beginning in the fall. This allows students to start with basic design studio, graphic communications course, plant materials laboratory class and introduction to landscape architecture seminar.
- If a student is accepted, after submitting a complete application with official transcripts, references, and portfolio, he or she can defer entrance to another term up to a year after acceptance.
- Recommended Deadlines:
  - Spring Enrollment - November 1st
  - Summer Enrollment - March 1st
  - Fall Enrollment - April 1st

## **Master of Landscape Management (MLM)**

### *Admission Requirements*

- 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
  - Payment of a non-refundable \$45 application fee for paper application (fee waived if member of the Landscape Contractors' Association or the American Society of Landscape Architects (ASLA); no fee is required for the online application)
  - Two letters of recommendation
  - Essay that explains the candidate's interest in and awareness of the field of landscape design and its related industries or the field of landscape architecture.
- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale. (Conditional admission may be granted for applicants with a GPA of less than 3.0 who show extreme promise through other achievements.)

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

### *Admission Policy*

- Students may be accepted at the beginning of each semester; however, the prototypical curriculum recommends beginning in the fall.
- If a student is accepted, after submitting a complete application with official transcripts, and references, he or she can defer entrance to another term up to a year after acceptance.

- Recommended Deadlines:
  - Spring Enrollment - November 1st
  - Summer Enrollment - March 1st
  - Fall Enrollment - April 1st

## **Master of Fine Arts in Film and Digital Technology Program (MFA)**

### *Admission Requirements*

- 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
  - 3-5 page statement of previous experience and current goals in the field
  - Nonrefundable application fee of \$45 for paper application, online application is without fee.
  - Two letters of recommendation
  - Portfolio or other examples of work in film and/or digital media
- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale. (Conditional admission may be granted for applicants with a GPA of less than 3.0 who show extreme promise through other achievements.)
- Recommended Deadline:
  - Spring Enrollment – November 1
  - Fall Enrollment – April 1

## **Master of Fine Arts in Creative Writing Program (MFA)**

- 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 for paper application, online application is without fee.
  - Two letters of recommendation (one from a professor who has reviewed your writing)
  - Writing sample(s) (can be one or several pieces. Total: 20 pages)
- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale. (Conditional admission may be granted for applicants with a GPA of less than 3.0 who show extreme promise through other achievements.)
- Fall Early Decision Deadline - January 15 (requires 3.4 GPA or higher)\*  
 Fall Recommended/Regular Deadline - April 1  
*\*Only Early Decision Candidates may apply for fellowship awards.*

## **Master of Business Administration (MBA)**

### *Admission Requirements*

- Completed application for admission, including:
  - Official transcripts from all colleges and universities attended
  - Completed and signed application form
  - Two letters of recommendation from academic or professional sources
  - Résumé and/or additional information concerning professional or volunteer activities
  - Paper applications require payment of \$45 non-refundable application fee, online application is without fee
  - Essay
- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale. (Conditional admission may be granted for applicants with a GPA of less than 3.0 who show extreme promise through other achievements.)
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Fall Recommended/Regular Deadline - April 1  
Summer Recommended/Regular Deadline - March 15  
Spring Recommended/Regular Deadline - November 1

## **Certificate in Executive Women's Leadership (CEWL)**

### *Admission Requirements*

- Completed application for admission, including:
  - Official transcripts from all colleges and universities attended
  - Completed and signed application form
  - Résumé and/or additional information concerning professional or volunteer activities
  - Paper applications require payment of \$45 non-refundable application fee, online application is without fee
  - Essay
- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale. (Conditional admission may be granted for applicants with a GPA of less than 3.0 who show extreme promise through other achievements.)
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Fall Recommended/Regular Deadline - April 1  
Spring Recommended/Regular Deadline - November 1

## **Master of Accounting (MAcc)**

### *Admission Requirements*

- Completed application for admission, including:
  - Official transcripts from all colleges and universities attended
  - Completed and signed application form
  - Two letters of recommendation from academic or professional sources
  - Résumé and/or additional information concerning professional or volunteer activities
  - Paper applications require payment of \$45 non-refundable application fee, online application is without fee
  - Essay
- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale (Conditional admission may be granted for applicants with a GPA of less than a 3.0 who show extreme promise through their other achievements.)
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Fall Recommended/Regular Deadline - April 1  
Summer Recommended/Regular Deadline - March 15  
Spring Recommended/Regular Deadline - November 1

## **Master of Arts in Psychology (MAP)**

### *Admission Requirements*

Applicants to the Master of Arts in Psychology program must submit the following information to the Office of Admission for review:

- Completed application form. Paper applications require payment of \$45 non-refundable application fee, online application is without fee
- Personal statement
- Official transcripts from all colleges and universities attended
- Minimum undergraduate GPA 3.0 on a 4.0 scale
- Completion of introductory level course in psychology
- Curriculum Vitae or Resume
- Minimum of two (2) letters of recommendation from previous faculty or employers
- Fall Application Deadline – April 1
- Spring Application Deadline – November 1



## **Masters of Science in Counseling Psychology (MSCP)**

### *Admission Requirements*

Applicants to the MSCP program must submit the following information to the Office of Admission for review:

- Completed application form Paper applications require payment of \$45 non-refundable application fee, online application is without fee
- Personal statement
- Official transcripts from all colleges and universities attended
- Minimum 3.0 GPA
- Completion of introductory level course in psychology
- Curriculum Vitae or Resume
- Minimum of two (2) letters of recommendation from previous faculty or employers
- **Fall Application Deadline – April 1**
- **Spring Application Deadline – November 1**

## **Master of Science in Biology Program (MSBIO)**

### *Admission Requirements*

Prerequisite(s): for admission to the Master's program in Biology at Chatham University are:

- Possession of a baccalaureate degree in biology or a related field from an accredited college or university. At a minimum, students should have successfully completed the following:
  - 1 year introductory biology (with lab)
  - 1 year introductory chemistry (with lab)
  - 1 semester organic chemistry with lab (2 semesters preferred)
  - 1 course in statistics
  - 1 additional college-level mathematics course
  - 3-4 upper level courses in biology, biochemistry, or psychobiology.
- Completed application for admission, including:
  - Official transcripts from all colleges and universities attended
  - Completed and signed application form
  - Resume and/or additional supporting information on professional or volunteer activities
  - Payment of a non-refundable application fee
  - Two letters of recommendation (three if GPA is less than 3.0).
  - Essay on career plans and reasons for pursuing a master's degree in biology
  - Prospective students are welcome to fax an unofficial copy of their transcript to the program director for evaluation of Prerequisite(s): in advance of applying.

- Overall undergraduate grade point average (GPA) of 3.0 or above on a 4.0 scale. Conditional admission may be granted for applicants with a GPA of less than a 3.0 who show extreme promise through their other achievements.

Fall Recommended/Regular Deadline - April 1

Summer Recommended/Regular Deadline - March 15

Spring Recommended/Regular Deadline - November 1

## **Master of Arts in Teaching (M.A.T.)**

### *Admission Requirements*

- A baccalaureate degree from an accredited college or university
- Completed application for admission, including:
- Completed and signed application form
- Admissions essay
- Official transcripts from all colleges and universities attended
- Resume and/or additional supporting information on professional or volunteer activities
- Two letters of recommendation
- Payment of a non-refundable \$45 application fee (no fee is required for the online application)

Overall undergraduate grade point average (GPA) of 3.0 or above on a 4.0 scale (Probationary admission may be granted for applicants with a GPA of less than a 3.0 who show promise through their other achievements).

### Clearances

The Pennsylvania Department of Education (PDE) requires all individuals who interact with children in Pennsylvania schools to obtain three types of clearances: Act 34, Act 151, and FBI Criminal History Report. These clearances – a criminal background check, a child abuse check, and a criminal history report – are required for all Chatham field placements including observations and student teaching. In all MAT programs, field placements begin in the first term of enrollment. Therefore, students must submit these three clearances to the education department at prior to their first day of classes. Negative information on any of these clearances may be cause for dismissal from the program.

### Non-Degree Seeking Students

At the discretion of the graduate program director, a qualified student can take up to 12 credit hours of graduate courses as a non-degree seeking student. Students who have been denied admittance into a program cannot register for courses as non-degree-seeking students. Students must earn a B or above in each course. Successful completion of 12 hours as a non-degree-seeking student does not imply admittance into the program. Courses taken as non-degree are not guaranteed to count towards the degree. In cohort programs, degree-seeking students will be given preference for available seats.

## College for Continuing and Professional Studies Admissions Requirements

Unless otherwise noted by the degree program in question, requirements for entrance into the College for Continuing and Professional Studies (CCPS) degree programs include official transcripts from all previous academic institutions and a completed online application, which may be found at <http://apply.chatham.edu/ccps>. GRE scores are not required for entrance into any CCPS programs.

### **International Applications**

In addition to fulfilling the admission requirements for the specific program to which the student is applying, international applicants must 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
- International students must provide a course-by-course credential evaluation for all postsecondary coursework from outside the United States.
- Official TOEFL (Test of English as a Foreign Language) or IELTS scores required for non-native English speakers.
  - Scores required for undergraduate students:
    - 79 or above on the TOEFL iBT
    - 6.0 – 6.5 or above on the IELTS
  - Scores required for graduate students:
    - 100 or above on the TOEFL iBT Or 7.0 or above on the IELTS

Please note that students completing online, hybrid and low residency programs are not eligible for F-1 international status. Please contact the Office of International Affairs for additional information about possible immigration options.

### **Deferred Entrance**

Occasionally a student wishes to defer his or her entrance into the College following their initial admission. A student who wishes to defer entrance who has submitted a non-refundable deposit for enrollment should contact the college to confirm the deferment. A student may defer entrance into his or her CCPS program for up to a year after the original start date. A student may defer one time only. After the year has passed, the student will be required to reapply. Deferred Entrance is not available for the Doctor of Nursing Practice (DNP) and Occupational Therapy Doctorate (OTD) programs.

## **Program-Specific Admission Requirements**

### **Doctor of Nursing Practice (DNP)**

- Complete online application
- Admissions Essay on clinical problem of interest
- Applicant must have completed a Master of Science in Nursing
- Official Academic Transcripts from all previous institutions attended
- Minimum undergraduate GPA of 3.0 on a 4.0 scale
- Resume or Curriculum Vitae
- Two letters of recommendation
- Verified completion of 500 supervised clinical hours as part of Advanced Practice Nursing education or certification, during MSN program completion, or successful completion of NUR 697 Nursing Clinical Practicum at Chatham University
- Copy of Current RN License with license number
- Personal interview may be requested by the program

### **Professional Doctorate of Occupational Therapy (OTD)**

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

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

### **Graduate Certificate in Infant Mental Health (IMH)**

- Complete online application
- Official Academic Transcripts verifying completion of bachelor's degree

### **Low-Residency Master of Fine Arts in Creative Writing (MFA)**

- Complete online application
- Personal Letter stating genre to which student is applying
- Official Academic Transcripts from all previous institutions attended
- Minimum undergraduate GPA of 3.0 on a 4.0 scale
- Resume or Curriculum Vitae

- Two letters of recommendation
- Writing Sample of at least 20 pages in the genre which student is applying

### **Master of Professional Writing (MPW)**

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

### **Master of Science in Infant Mental Health Counseling (MSIMHC)**

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

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

### **Master of Science in Infant Mental Health (MSIMH)**

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

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

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

- Completed and signed application for admission, including:
  - a personal statement of intent detailing research interests
  - curriculum vita or resume;
  - two letters of recommendation;

- payment of a non-refundable \$45 application fee for paper application, online application is without fee.
- Official transcripts from all colleges and universities attended verifying the completion of a baccalaureate degree in interior design or architecture from an accredited college or university with an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale.

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

- Complete online application
- Admissions Essay
- Official Academic Transcripts verifying completion of BSN degree and from all previous institutions attended
- Minimum undergraduate GPA of 3.0 on a 4.0 scale
- Resume or Curriculum Vitae
- Copy of current RN License with license number

### **RN to Bachelor of Science in Nursing (RN-BSN)**

- Complete online application
- Official Academic Transcripts from all previous institutions attended
- Copy of current RN License with license number
- Minimum post-secondary GPA of 2.0 on a 4.0 scale

### **Master of Education in Educational Leadership (MEd)**

- A baccalaureate degree from an accredited college or university
- Overall undergraduate grade point average (GPA) of 3.0 or above on a 4.0 scale (Probationary admission may be granted for applicants with a GPA of less than a 3.0 who show promise through their other achievements)
- Completed application for admission, including:
  - Completed and signed application form
  - Official transcripts from all colleges and universities attended
  - Resume and/or additional supporting information on professional or volunteer activities
  - Two letters of recommendation
  - Admissions essay
  - Payment of a non-refundable \$45 application fee (no fee is required for the online application)

## School of Sustainability and the Environment Admissions Requirements

Unless otherwise noted by the degree program in question, requirements for entrance into the School of Sustainability and the Environment degree programs include official transcripts from all previous academic institutions and a completed online application, which may be found at <http://apply.chatham.edu/graduate>. GRE scores are not required for entrance into any SSE programs.

### **International Applications**

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

- All official (original or school-verified copy) academic records (including courses taken and grades/marks received, graduation certificate, etc.) from postsecondary institutions in English and native language
- Official TOEFL iBT score of 100 or above. Applicants whose TOEFL scores are between 85 and 99 may be eligible for conditional admission (consult the Office of Admission).
- Or official IELTS scores of 7.0 or above. Applicants whose IELTS scores are 6.0 or 6.5 may be eligible for conditional admission.
- Proof of financial resources to cover educational and living expenses while attending Chatham
- Copies of I-20 and U.S. visa if currently residing in the United States
- International students must provide a course-by-course credential evaluation for all coursework from outside the United States.

### **Conditional Admission**

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

### **Program-Specific Admission Requirements**

#### **Master of Sustainability (MSUS)**

- 3.3 GPA
- Three letters of recommendation from faculty or direct work supervisors should describe applicant's:
  - Capacity for independent thinking
  - Written and verbal communication skills
  - Ability to thrive in a collaborative, transdisciplinary academic setting
  - Commitment to advancing sustainability
- Essay/Letter: Each applicant should submit a one- to two-page letter that explains the motivation to join a transdisciplinary sustainability program
- Educational Prerequisites:
  - Bachelor's degree from an accredited academic institution
  - Preference for applicants with coursework and/or experience demonstrating capacity for transdisciplinary thought

- Completed application form
- Payment of non-refundable \$45 application fee Online application without fee:  
<http://apply.chatham.edu/graduate>

### **Certificate in Sustainable Management (CSM)**

- Official undergraduate and graduate (if applicable) transcripts
- One letter of recommendation from faculty or direct work supervisors should describe applicant's:
  - Capacity for independent thinking
  - Written and verbal communication skills
  - Ability to thrive in a collaborative, interdisciplinary academic setting
  - Commitment to advancing sustainability
- Essay Letter: Each applicant should submit a one to two page letter explaining his or her motivation for pursuing the certificate
- Resume
- Completed online application without fee: <http://www.chatham.edu/admissions/apply.cfm> (Paper application has a non-refundable \$45 application fee)

### **Master of Arts in Food Studies (MAFS)**

- 3.0 GPA
- Three Letters of Recommendation from faculty or direct work supervisors should describe applicant's:
  - Capacity for independent thinking
  - Written and verbal communication skills
  - Ability to thrive in a collaborative, transdisciplinary academic setting
  - Commitment to advancing sustainability
- Essay/Letter: Each applicant should submit a one to two page letter that explains the motivation to join an transdisciplinary sustainability program
- Educational Prerequisites:
  - Bachelor's degree from an accredited academic institution
  - Prefer applicants with coursework and/or experience demonstrating capacity for transdisciplinary thought
- Completed application form
- Payment of non-refundable \$45 application fee Online application without fee:  
<http://www.chatham.edu/admissions/apply.cfm>

### **Executive Master of Sustainability Leadership (EMSL)**

- A baccalaureate degree from an accredited college or university
- Overall grade point average (GPA) of 3.0 or better on a 4.0 scale. Applicants with less than a 3.0 who show extreme promise through other achievements may be granted conditional admission.
- Official undergraduate and graduate transcripts



- 3 letters of recommendation
- Curriculum vita or resume
- Completed application form

Payment of non-refundable \$45 application fee Online application without fee:  
<http://www.chatham.edu/admissions/appl>

## Graduate Academic Policies and Procedures

The following are general guidelines for all graduate programs. More specific academic regulations are available from the program director of the relevant graduate program. *NOTE: Additional information may be provided in the individual program handbooks. Students enrolled in the RN-BSN program through CCPS should also refer to the Undergraduate Catalog for additional applicable information.*

### **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 minimum full-time academic load during any term is nine credit hours per term. Short session classes are considered part of the fall, spring or summer terms. Maymester session is included within the spring term.

### **Academic Overload**

Unless otherwise specified, a student pursuing a graduate degree who is registered for more than 12 (19 for MPAS, MSBIO, MOT, DPT) 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 from the Program Director and Dean.

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, Accelerated Graduate program, or dual master's degree program.

### **Independent Study**

A student may register for only one independent project per term. Independent study options are available in all academic programs. Credit values for independent study are one, two, three, or four credits. An application for an independent study should include a syllabus or other document that describes in detail the procedures and nature of the course, including, but not limited to, identification of learning outcomes and methods of assessment. Additionally, the nature, frequency, mode and documentation of contact with the supervising faculty member should be explicitly defined, and the number of credit hours associated with the study should be justified.

### **Graduate Continuing Registration Credit**

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

they complete all other coursework until the time they graduate, unless they have been granted a leave of absence.

Registration for Graduate Continuing Credit does not apply to the summer term or Maymester unless a student intends to graduate at the end of either 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, to the library and other student services.

### **Statute of Limitations**

Students enrolled in a graduate program must complete all degree requirements within five years for a two year program and eight years for a minimum of four year program after the date of first enrollment in the program. A student may submit a Petition for Exception form to the appropriate Program Director and faculty advisor for an exception for a limited period of time. Extensions must be sought prior to the five- or eight-year limit expiration.

### **Leave of Absence**

Students desiring a leave of absence must meet with the Program Director to complete the appropriate paperwork. If the leave is granted, the student must return to the University within one year. Students who do not return at the end of the leave will be withdrawn from the program and must reapply for readmission. An exception to this time period will be made for students called to active duty in the military. *Note: Refer to the Program Handbook for guidelines pertaining to specific programs.*

When a student in the Reserves or in the National Guard is called to active duty, the student must notify the Program Director and provide proof of deployment prior to being deployed. The proof may be faxed, mailed, or hand-carried to the Program Director and forwarded to the office of the Dean, who will then forward it to the Registrar. Proof may take the form of general orders cut by the company commander. When a student is activated during the term, Financial Aid, Registrar, and Student Accounts policies will take effect. Please contact these three offices for specific information.

If a student is called to active duty near the end of the term, the student and faculty members may determine that incomplete (I) grades are more appropriate. In this case, tuition will not be waived.

### **Credit Transfers – Graduate Programs**

Chatham University will not typically accept credits in transfer that were completed more than 5 years prior to admission to a graduate program at Chatham University. However, students may submit documentation to their Program Directors via the Petition for Exception form if they believe it is warranted.

In consultation with the faculty advisor, students may cross-register for a maximum of 6 credits while enrolled in their graduate programs by completing the appropriate Pittsburgh Consortium for Higher Education (PCHE) forms. This option is available to full-time graduate students enrolled in fall and spring semesters and is designed to enhance the student's educational experience broadly through the use of local institutional resources.

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

### **Graduate Prior Learning Assessment (PLA) Program**

Degree-seeking Chatham University graduate students may earn a maximum of 6 credits through PLA and transfer courses. PLA credit may be awarded either through the development of a portfolio or by attaining a passing score on a challenge exam. All requests for PLA credit must be made in writing to the appropriate program director prior to matriculation into the Chatham University graduate program. Any PLA credit assessed will incur a fee in the amount of 50% of the graduate per-credit tuition rate. Students will be billed at the time that credit is awarded. The awarding of credit for prior learning occurs upon review of a successful portfolio or other appropriate means and does not coincide with the scheduled offering of a course. Some courses may be exempt from PLA credit. Please consult with each program director or the Coordinator of Prior Learning Assessment for a complete list.

### **Exemption from and Substitutions for Courses**

All graduate students must fulfill the minimum program credit requirements. Substitutions for graduate courses can be considered via completion of the Petition for Exception form, which is to be approved by the Program Director and Dean.

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

Chatham currently awards undergraduate 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 or his academic program.

### **Graduate Courses for Undergraduate Credit**

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

### **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. It is the student's responsibility to let the course instructor know within the drop-add period if he or she will have to miss class for religious reasons, athletics, or other.

For online courses, students are responsible for logging in regularly, engaging in course discussions and other activity, and completing work on time.

### **Final Examinations**

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

### **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 or online at [my.chatham.edu](http://my.chatham.edu) in the Forms menu. 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 conclusion of the add/drop or withdrawal period, all change requests must be approved by the Program Director and Dean. Late adds and drops are normally limited to unusual circumstances that can be documented in writing. Students wishing to add or drop courses after the deadline must submit a completed add/drop withdrawal along with a Petition for Exception form and any supporting documentation. 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, the withdrawal period is through the first two weeks of the term. The Withdrawal deadline for other, non-standard terms will be posted in the 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 Dean's Office, who will make the decision and notify the Registrar.

### **Withdrawal from the University**

To avoid unnecessary financial complications with the University and other loan providers, a student who wishes to withdraw from the University should contact the academic advisor or program director immediately to complete a Withdrawal from College form. Any refund will be made in accordance with both the University'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 University physician, the University may ask a student to withdraw for health reasons. Students who return to the University after withdrawal must reapply and be reaccepted for admission. Students should contact the Office of Admissions to begin the readmission process.

### **Auditing Courses**

Students in health science programs generally may not audit courses except for special circumstances approved by the instructor and Program Director.

Non-health science programs graduate students may audit a course by obtaining permission from the instructor and completing a course audit application. All 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, but the course will be recorded on the transcript. Students auditing a course are expected to meet the same course requirements as the students who take the course for credit and must have the qualifications needed to take an academic overload if applicable.

### **Grades – Graduate Courses**

Successful completion of a Chatham University graduate degree requires that students maintain a minimum cumulative grade point average (GPA) of 3.0. The Registrar reports all grades and credits earned to all students and their advisors at the close of each term. *Note: Undergraduate students should refer to the Undergraduate Catalog for the complete grade policy for undergraduate studies.* To this end, a student whose GPA for a semester falls below a 3.0 will be notified along with the advisor and will be placed on academic probation.

When a student earns a grade lower than B-, the same course must be repeated.

Students who are on academic probation and fail to make a 3.0 for the next semester or fail to have a 3.0 GPA overall after two semesters will be dismissed from the program.

A student is allowed to repeat only two courses, but each course only once. The second grade in the repeated course will be calculated in the student's cumulative GPA; this grade must be a B- or better. A course may not be repeated with an independent study.

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.

If the repeated grade earned is less than B-, the student will be dismissed.

Dismissals may be appealed to the Academic Dean within fourteen days of the date that the dismissal notification was sent. Appeals made to the Dean must be in writing, must include written documentation supporting the appeal, and must be submitted within **14 calendar days**.

After the Dean's decision has been rendered, the appellant has the right to carry the appeal to the Vice President for Academic Affairs, whose decision is final. Such an appeal must be provided in writing to the Vice President's office no later than **five (5)** calendar days after the student has received the decision from the Dean.

Individual programs may have additional guidelines that are published in the program's student manual.

The grades in use for graduate programs 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+, C, C- |                   | Course must be repeated                  |
| F         | 0.00              | Unsatisfactory performance, no credit    |
| P         |                   | Pass, minimal value B-                   |
| NG        |                   | No Credit                                |
| I         |                   | Incomplete work in a course              |
| W         |                   | Withdrawal from a course with no penalty |
| TR        |                   | Transfer Credit                          |

### **Incomplete Grade**

*An incomplete grade may be given to a student when illness or other extenuating circumstance legitimately prevents the completion of course requirements after the deadline for withdrawal. An*

*incomplete is not given as a substitute for a failing grade or to invalidate an instructor's attendance policy.* Unless the instructor stipulates a shorter time period for completion of the work, an incomplete must be satisfied within 8 weeks of the last day of the term as published for 14 week sessions, or within four weeks from the last day of the term as published for terms of shorter length.

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

Students who believe they can demonstrate a legitimate need for an incomplete should 1) obtain an Incomplete Contract from the Office of the Registrar or from MyChatham, 2) seek instructor approval to take an incomplete and establish the terms of the contract, 3) seek approval from the department chair and the Dean's Office, and 4) return the completed contract to the Office of the Registrar. *Documentation of the extenuating circumstance must be included with this application. To be eligible to apply, a student must have regularly attended class meetings in accordance with the instructor's attendance policy, completed all assignments by the instructor's stated deadlines, and maintained a passing grade of at least "B" through the withdrawal deadline.* The deadline for completing this process is by the last day of the term as published.

## **Pass/Fail Grades**

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

## **Appeal Process**

Students who believe that there has been an unjust evaluation or decision that adversely affects their academic future may appeal that evaluation or decision. Appeals made by graduate students must follow the procedures established by the Chatham University faculty and the program involved; a student must appeal decisions in the following order:

1. Faculty member
2. Program Director
3. Dean
4. Vice President for Academic Affairs

Types of issues that fall within the range of academic appeals include, but are not limited to, grade appeals, adverse decisions of Program Directors or programmatic disciplinary actions. 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.



Appeals made to the Dean must be in writing, must include written documentation from each stage of the appellate process, and must be submitted within **14 calendar days** of the decision or grade in question. The student may request an additional period of no more than 14 calendar days to provide additional, pertinent documentation.

After the Dean's decision has been rendered, the appellant has the right to carry the appeal to the Vice President for Academic Affairs, whose decision is final. Such an appeal must be provided in writing to the Vice President's office no later than **five (5)** calendar days after the student has received the decision from the Dean.

### **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. *Note: Undergraduate students should refer to the Undergraduate Catalog for the complete grade policy for undergraduate studies.*

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 Academic Dean.

### **Transcripts**

Graduates and students whose student accounts are in good standing may request an official copy of their College records. The online transcript request form can be accessed via MyChatham. Requests will be processed within two business days. A fee of \$3.00 will be charged per transcript ordered. An additional processing fee of \$3.00 will be charged for each address where transcripts are sent. Students may also 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.

### **Summer Study**

Many graduate programs at Chatham University are 12-month programs, with curricular progression designed to include summer studies. In addition, many of the Prerequisite(s) 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 masters' degrees under the following circumstances:

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

### **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.

## 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.

## **Chatham University Honor Code 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.

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## Definitions

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

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

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

## Procedures for Handling Cheating and Plagiarism

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

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

Major offenses include a second minor offense; substantial plagiarism on a major assignment, signing your name to a paper that is not your own; failure to receive IRB approval before starting research; making up or falsifying evidence, data, or other source materials for a major assignment, including falsification by selectively omitting or

altering data that do not support one's claims or conclusions; cheating during exams; intentionally destroying or obstructing another student's work; copying or collaborating on a major exam; and any violation involving potentially criminal activity.

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

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

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

8. If the violation is classified as minor, the faculty, department chair/program director, and student may work together to achieve resolution. Resolution can be reached if the student accepts responsibility for the incident or the faculty member is convinced that a violation has not occurred. If it is determined that a violation has occurred and the student accepts responsibility for the incident, the faculty member and chair/program director will recommend appropriate course-based sanctions in writing to the appropriate academic dean.
9. After receiving a copy of the incident report and the recommended course-based sanctions, the dean will determine if it is the student's first offense. If it is the first offense, the dean will confirm the sanctions and inform the faculty member, department chair/program director, and student of the outcome in writing within ten (10) business days of receiving the report. A copy of the incident will be maintained in the student's file. Appropriate sanctions for a minor offense include requiring the student to resubmit the assignment or take a new exam; failing the student on the assignment or exam; lowering the student's grade in the course; failing the student for the course; requiring the student to participate in a noncredit workshop or seminar on ethics or academic integrity; or an assigned paper or research project related to ethics or academic integrity.
10. If the offense is not the student's first offense, an informal resolution is not reached, or the student or faculty member requests a judicial hearing, the dean's representative will convene a meeting of the Academic Integrity Council subcommittee to review the case within 10 (ten) business days of receiving the faculty member's report.
11. If the violation is classified as major, the faculty member will file a report, including recommended course-based sanctions, with the appropriate academic dean's office within 5 (five) business days of becoming aware of the violation. The dean's representative will convene a meeting with the Academic Integrity Council to review the case within 10 (ten) business days of receiving the faculty member's report.
12. It is the responsibility of the both the student and the faculty member to present his or her case before

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

13. After hearing the case, the Academic Integrity Council will recommend sanctions in writing to the appropriate academic dean. Appropriate sanctions for a major offense or two minor offenses include requiring the student to participate in a noncredit workshop or seminar on ethics or academic integrity; disciplinary probation; removal of graduate fellowship or assistantship support; suspension for one or more semesters; or expulsion from the University in addition to any course-based sanctions recommended by the faculty member. The dean will confirm the applicability of such sanctions and may reject any finding adverse to the student but may not make new findings adverse to the student or increase the severity of the sanction. Prior violations or informal resolutions of violations may be considered only in recommending sanctions, not in determining guilt or innocence. The dean will relay the decision in writing to the student and faculty member within five (5) business days of receiving the Council's recommendation.
14. The student has the right to file an appeal with the Vice President for Academic Affairs within three (3) business days of receiving the dean's decision. The appeal must identify the issues or findings the student is challenging as well as documentation supporting their position. The VPAA's decision will be final.

A student who chooses to withdraw from the University rather than participate in the judicial process will be classified as having been withdrawn for academic integrity reasons. A student who withdraws under these circumstances is not permitted to reenroll or participate in any class or program until the pending matter is resolved. A student cannot avoid consequences for violating the University's Academic Integrity Policy by withdrawing from the course in which the violation occurred.

The first academic dishonesty form will be maintained in the student's file by the appropriate academic dean's office and destroyed upon graduation or separation from the University if no further incidents of academic dishonesty occur. If the student has committed two or more offenses, the academic dishonesty forms and their disposition become part of the student's permanent academic record. A copy of all incident reports will also be sent to the Dean of Students.

### **Responsibilities of the Faculty**

At the beginning of each course and in writing on the course syllabus, faculty should explain plagiarism and cheating and the penalties for such behavior. They should refer students to the Student Handbook for a more detailed outline of policies and procedures.

## Responsibilities of Students

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

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

## Academic Resources and Services for Graduate Students

### PACE Center - Programs for Academic Confidence and Excellence

The University's PACE Center, including the programs for Educational Enrichment and the 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 University.

### Educational Enrichment/Learning Center

The University's PACE Center provides Chatham students with a comprehensive network of educational enrichment services designed to promote academic success. Planned collaboratively with University faculty and students, PACE Center programs enhance and support Chatham's curriculum. Services include: academic coaching, peer tutoring, professional writing specialist; graduate writing mentors; supplemental instruction; *Transitions* course; skill-building workshops; and services for students with disabilities.

### Academic Skills Programs

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

- **Academic coaching** sessions are designed to help students strengthen their academic performance by building confidence and skills. Sessions are all tailored to individual needs and typically address concerns such as: planning a schedule and managing time; studying for and taking tests; reading textbooks; taking good notes; and controlling procrastination.
- **Peer tutoring** is available for most Chatham courses, and students are eligible to receive up to two hours of tutoring per course per week at no charge. Peer tutors are selected by faculty and receive ongoing training and support from PACE professional staff.
- The University **Writing Specialist** meets with Chatham students one-on-one to address their writing process issues and concerns. Together, they review papers and reports prior to submission. Students may schedule an appointment of one-half to one hour each week.

### Academic Services for Students with Disabilities

Chatham University is committed to providing reasonable accommodations and services for students with diagnosed disabilities, in accordance with the Americans with Disabilities Act (ADA) of 1990 and the



ADA Amendments Act (ADA-AA) of 2008. Students seeking accommodations are encouraged to present their documentation to the assistant dean of the PACE Center for review. Specific information about documentation requirements may be found on the Chatham University website. Based on the documentation provided, reasonable academic accommodations are determined and implemented for the term. Accommodations are renewable at the beginning of each new term.

In addition, the PACE Center provides other services for students with disabilities such as: distraction-limited testing; peer note-takers; alternate format texts; Kurzweil reading system; Braille embossing; Inspiration software; and other assistive technology. PACE professional staff also offer academic coaching and mentoring, and are committed to providing students with disabilities access to Chatham's educational programs and services.

## **Career Development**

Career Development assists students with career decision-making, job search strategy, graduate school planning, and experiential education activities, including service learning, 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 Preparation course for students preparing to seek employment or internships.

### ***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.

### ***NACELink 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 <https://chatham-csm.symphlicity.com/students/> 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 NACELink Database.

### ***Professional Employment Planning***

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 the NACELink 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.

### **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 Woodland Building. 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 any Internet accessible computer. The collection includes nearly 100,000 volumes, more than 10,000 periodical titles, many of which are available online and over 60 electronic databases. The library offers a wide variety of information and instructional services, including virtual reference service, individual research consultations, inter-library loan, database searching workshops, and course-related instruction.

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 Pennsylvania through the Library's participation in regional and national consortia.

## **Office of International Affairs**

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

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

The role of the Office is to:

- Provide opportunities for students, faculty, and administrators to study and/or serve abroad
- Create and promote student and faculty international exchanges
- Maintain links with partner institutions abroad
- Administer Field Experiences
- Support the recruitment and retention of international students
- Provide ESL instruction and services to non-degree and degree-seeking students
- Promote Chatham University’s international studies programs
- Promote the internationalization of the curriculum
- Assist faculty in their internationalization efforts
- Disseminate 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

## **Outreach Centers**

### **Pennsylvania Center for Women and Politics**

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

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

The Center’s activities include:

- Public leadership seminars and pre-law programs for college women;
- Ready to Run(tm), a bi-partisan candidate training;
- NEW Leadership(tm) Pennsylvania – a public leadership training program for college women throughout Pennsylvania;

- Elsie Hillman Chair in Women & Politics — an annual public lecture by a notable political leader and/or scholar;
- Volunteer and internship connections;
- Scholarly lectures;
- Experiential learning opportunities across PA and in Washington DC; and,
- Data collection about women in Pennsylvania politics.

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

### **The Center for Women’s Entrepreneurship at Chatham University (CWE)**

Established in 2005, the Center for Women's Entrepreneurship at Chatham University (CWE) mission is to educate, create economic opportunities, and foster entrepreneurial thinking for women entrepreneurs, women in business, and students. CWE provides opportunities for women entrepreneurs in both new development and growth stages of their businesses to start, develop and significantly grow their companies by utilizing Chatham resources, programs, faculty expertise, and student assistance. CWE also provides programming targeted to local and regional women in business. This programming is designed to teach women in business how to think and act entrepreneurially by focusing on innovation and creativity within the context of an existing organizational environment. And finally, CWE offers specific programs for both undergraduate and graduate students which help them learn the skills needed to become either successful entrepreneurs or successful women in business.

### **The Rachel Carson Institute (RCI)**

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 evolving mission supports Chatham University’s commitment to women’s environmental concerns and leadership in environmental policy, science, writing, and outreach.

### ***Women and the Environment***

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. We continue to offer the Rachel Carson essay contest for high school students, soon to be celebrating its twentieth year.

### ***Chatham eCollegie***

Chatham eCollegie is sponsored by the RCI and Green Horizons, the campus student environmental group. It is a long-term project designed to make the campus community more environmentally responsible through improved recycling systems, increased energy efficiency, and overall waste reduction. With Dr. Barazzone's signing of the President's Climate Commitment, we have begun a baseline audit of our campus carbon emissions, and we will be working to reduce them, eventually to a net zero.

For a list of programs and projects, visit the website at [www.chatham.edu/rci](http://www.chatham.edu/rci).

### **Service-Learning and Community Service**

Service-Learning and Community Service are integral parts of student life at Chatham. Resources include information on local, national, and international volunteering sites; "Year of Service" opportunities such as Americorps, the Peace Corps, and Teach for America; and contacts for the off-campus community service Federal Student Employment Program. Email [careers@chatham.edu](mailto:careers@chatham.edu) for additional information about service opportunities.

There are also many ongoing service opportunities at Chatham, including seasonal blood drives, various food and clothing drives, and Alternative Spring Break trip. Students may also get involved in community service through Chatham student organizations or 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.

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

### **Financial Aid Application Process**

To be considered for financial aid, a student must complete:

- The FAFSA as soon as possible after January 1 at [www.fafsa.ed.gov](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.
- A master promissory note under the Direct Loan Program. Applications must be completed on-line at [www.studentloans.gov](http://www.studentloans.gov). Student will need their Federal PIN to sign the Master Promissory Note.
- 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**

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

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

- Be enrolled in a degree-seeking or teacher certification program at Chatham on at least a half-time basis, which is six (6) or more credits per semester.
- Be a U.S. citizen, permanent resident, or eligible non-citizen (with appropriate INS documentation).
- Maintain "Satisfactory Academic Progress" as defined as follows: Full-time and part-time graduate students must complete 67 percent of credits attempted and maintain a 2.0 cumulative GPA as a minimum requirement for financial aid. The maximum timeframe in which students are expected to finish a degree is 150% of a program's length. Please note that some graduate programs have specific academic guidelines, which must be met to continue enrollment (see the sections on Grades and Academic Standing in the College of Graduate Studies section of this catalog for further information). Students may receive Federal Financial Aid for classes they are required to repeat.
- Loan funds will be processed for students who have completed a FAFSA, and have a valid Master Promissory Note on file, unless the student declines the loans via the award letter, or notifies the financial aid office in writing that they are reducing or declining the loans.

### **Direct Subsidized Stafford Loan**

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

### **Direct Unsubsidized Stafford Loan**

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

### **Direct Graduate PLUS Loan:**

Credit based loan available graduate students who are enrolled at least part-time. In order to determine eligibility for this loan program, students must first complete a credit check at [www.studentloans.gov](http://www.studentloans.gov). If the loan is approved, applicants must also complete the Direct PLUS Loan Master Promissory Note. The

loan is deferred while the student is enrolled at least part-time, which is six credits per term. There is a six month grace period available upon graduation or cessation of half-time enrollment.

### **Alternative/Private Loans**

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

### **Chatham Policies That May Affect Your Aid**

Financial aid is awarded to accepted graduate and teacher certification students who have completed the FAFSA. If the student submitted the FAFSA with estimated information, the award may be adjusted once the actual tax returns and supporting documentation are reviewed during the verification process.

Students are responsible for reporting to the University all financial assistance received from other sources such as outside scholarships, grants, Office of Vocational Rehabilitation assistance, employer paid tuition, or tuition waivers. All outside assistance must be taken into account in the packaging of the student's financial aid and may result in adjustment of the aid package if notification is received after the initial package is awarded.

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

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

### **Refund of Excess Financial Aid**

Students may be eligible for a refund if their financial aid and/or other credits exceed current semester charges. Student refunds are issued 7-14 days after the student account develops a credit balance. Refunds will be processed electronically through Education Computer Systems, Inc. (ECSI) and deposited directly into a bank account. Paper checks will no longer be issued through the Student Accounts Office. Please go to [www.ecsi.net/gateway.cu-erefund.html](http://www.ecsi.net/gateway.cu-erefund.html) and sign up to receive electronic refunds.

If a student wishes to retain a credit balance from one semester to the next within the same academic year they should email this information to [studentaccounts@chatham.edu](mailto:studentaccounts@chatham.edu).

### **Tuition & Fees**

A comprehensive schedule of tuition and fees is available at the following link on the University website: <http://www.chatham.edu/tuitionfees>



## **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, or, in the case of new students, at the beginning of the month following the students' initial registration. The term invoice will list anticipated charges and credits based on the student's status at the time of invoicing and are subject to change. A student must be financially cleared by the published tuition due date for any balance due on the term invoice. Financial clearance is the final step in the registration process and may be obtained by paying the balance due in full, or by enrolling in a University-approved payment program. Payment by check or money order should be made payable to Chatham University and addressed to Chatham University, Office of Student Accounts, Woodland Road, Pittsburgh, PA 15232. Payment by credit card is available online through the student portal or by completing the appropriate remittance attached to the invoice. 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 available online through the student portal or 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
- 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
- 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 Health Insurance**

Chatham University requires all full-time students to have health insurance. The coverage can be provided by the University-sponsored plan or through your own comparable health insurance plan.

Enrollment in the Student Health Insurance Plan is available to all matriculated students.

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

## **Institutional Refund Policy – Spring 2014**

The following table illustrates the various **Parent** and Child Terms associated with the 2014 Spring Term at Chatham University for the purposes of outlining deadlines for the add/drop period, last date to withdraw for a ‘W’ grade, and refund deadlines for students requesting a complete withdrawal or leave of absence from all classes. To be entitled to a tuition refund, a student must give the University written notice of complete withdrawal. Non-attendance and/or non-payment of tuition charges do not constitute an official withdrawal.

For students registered on a part-time basis or in programs charged on a per credit basis, tuition will be adjusted for course changes processed through the Add/Drop Date. No adjustment will be made for withdrawals or late drops authorized after the Add/Drop Date for the term.

For students processing a complete withdrawal from all courses in the Spring Term, tuition refunds are based on the deadlines in the table below. For example, a student registered in the Physician Assistant program will receive an 80% refund of tuition if a request for a complete withdrawal is approved and received in the Registrar’s Office by January 19. Requests received after the deadline for a 50% refund will have no adjustment made to the tuition charged. Dates for the purpose of course changes and refund calculations are determined based on the date approved written requests are received by the Registrar’s Office.

After the Institutional Refund Policy is applied, any balance is due immediately upon withdrawal. Any credit amount on the student’s account after return of Federal Funds will be refunded to the student within 14 business days. Appeals regarding the institutional refund policy should be addressed in writing to the Director of Student Accounts.

Institutional Refund Policy should be read in connection with Return of Federal Funds policies described in the course catalog.

| Term Name                                       | Term Start      | Term End         | Add/ Drop Date   | Withdrawal Date  | Deadline for complete Withdrawal at 100% Refund | Deadline for complete Withdrawal at 80% Refund | Deadline for complete Withdrawal at 50% Refund |
|---|-----------------|------------------|--|------------------|---|--|--|
| <b>Main Sessions</b>                            |                 |                  |  |                  |   |  |  |
| 14SP1:<br>2014 Spring Session 1 – 7 weeks       | 1/6/2014        | 2/24/2014        | 1/13/2014  | 2/10/2014        | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| 14SP2:<br>2014 Spring Session 2 – 14 weeks      | 1/6/2014        | 4/21/2014        | 1/13/2014  | 3/24/2014        | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| 14SP3:<br>2014 Spring Session 3 – 7 weeks       | 2/25/2014       | 4/21/2014        | 3/4/2014   | 4/7/2014         | 3/4/2014  | N/A  | 3/10/2014                                      |
| 14MM:<br>2014 Maymester                         | 4/28/2014       | 5/16/2014        | 4/30/2014  | 5/2/2014         | 4/30/2014                                       | N/A  | N/A  |
| <b>14SPINT:<br/>2014 Spring PsyD Internship</b> | 1/6/2014        | 5/16/2014        | 1/13/2014  | 4/11/2014        | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| <b>14SPPATH:<br/>2014 Spring Pathways</b>       | 1/6/2014        | 4/25/2014        | 1/13/2014  | 3/24/2014        | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| <b>Physician Assistant Studies</b>              | <b>1/6/2014</b> | <b>5/23/2014</b> | <b>1/13/2014</b>   | <b>1/29/2014</b> | <b>1/13/2014</b>                                | <b>1/19/2014</b>                               | <b>2/2/2014</b>                                |
| 14SPPA1:<br>2014 Spring PA Session 1            | 1/6/2014        | 5/5/2014         | <i>PA Child Term Sessions are for the purposes of scheduling and evaluation and are therefore disregarded for the purposes of add/drop, withdrawal and billing. All sessions under the Physician Assistant Parent Term follow the Parent Term dates in bold above.</i> |                  |   |  |  |
| 14SPPA2:<br>2014 Spring PA Session 2            | 1/6/2014        | 5/23/2014        |  |                  |   |  |  |
| 14SPPA3:<br>2014 Spring PA Session 3            | 1/6/2014        | 2/7/2014         |  |                  |   |  |  |
| 14SPPA4:<br>2014 Spring PA Session 4            | 2/10/2014       | 3/14/2014        |  |                  |   |  |  |

| Term Name                               | Term Start | Term End  | Add/ Drop Date | Withdrawal Date | Deadline for complete Withdrawal at 100% Refund | Deadline for complete Withdrawal at 80% Refund | Deadline for complete Withdrawal at 50% Refund |
|---|------------|-----------|----------------|-----------------|---|--|--|
| 14SPPA5:<br>2014 Spring<br>PA Session 5 | 3/17/2014  | 4/18/2014 |                |                 |   |  |  |
| 14SPPA6:<br>2014 Spring<br>PA Session 6 | 4/21/2014  | 5/23/2014 |                |                 |   |  |  |
| 14SPPA7:<br>2014 Spring<br>PA Session 7 | 5/9/2014   | 5/22/2014 |                |                 |   |  |  |
| 14APPAA:<br>2014 Spring<br>PA Session A | 1/6/2014   | 2/18/2014 |                |                 |   |  |  |
| 14SPPAB:<br>2014 Spring<br>PA Session B | 2/19/2014  | 4/7/2014  |                |                 |   |  |  |
| 14SPPAC:<br>2014 Spring<br>PA Session C | 4/9/2014   | 5/12/2014 |                |                 |   |  |  |
| <b>Physical Therapy</b>                 |            |           |                |                 |   |  |  |
| 14SPPT1:<br>2014 Spring<br>PT Session 1 | 1/6/2014   | 4/4/2014  | 1/13/2014      | 3/14/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| 14SPPT2:<br>2014 Spring<br>PT Session 2 | 1/6/2014   | 4/11/2014 | 1/13/2014      | 3/14/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
| <b>Occupational Therapy</b>             |            |           |                |                 |   |  |  |
| 14SPOT1:<br>2014 Spring<br>OT Session 1 | 1/6/2014   | 4/21/2014 | 1/13/2014      | 2/24/2014       | 1/13/2014                                       | 1/19/2014                                      | 2/2/2014                                       |
|   |            |           |                |                 |   |  |  |

### 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:  $\text{Percent earned} = \frac{\text{Number of days completed in the term up to withdrawal date}}{\text{total number of days in the term}}$ . 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:  $\text{Aid to be returned} = 100 \text{ percent} - \text{percent earned} \times \text{the amount of aid disbursed towards institutional charges}$ .

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

## College of Graduate Studies Degree Programs

### **Doctor of Physical Therapy (DPT)**

*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 University'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.

Chatham University offers a DPT degree upon successful completion of seven terms of study. Candidates follow a sequence of courses that includes 36 weeks of clinical field placements.

### *Degree Requirements*

105 credits, including:

|          |  |
|----------|--|
| BIO 502  | Human Gross Anatomy (6)  |
| BIO 502L | Human Gross Anatomy (0)  |
| BIO 504  | Human Physiology (3)   |
| BIO 506  | Principles of Neuroscience (3)   |
| BIO 506L | Principles of Neuroscience Lab   |
| PTH 700  | Introduction to Clinical Skills (2)  |
| PTH 701  | Foundations of Movement Science I (7)  |
| PTH 702  | Foundations of Movement Science II (2)   |
| PTH 703  | Management of Musculoskeletal Systems Dysfunction (11)                                       |
| PTH 704  | Fundamentals of Exercise Physiology (2)  |
| PTH 707  | Management of Cardiovascular and Pulmonary Systems Dysfunction (7)                           |
| PTH 708  | Management of Pediatric Neuro-musculo-skeletal Systems Dysfunction (4)                       |
| PTH 709  | Management of Neuromuscular System Dysfunction (9)   |
| PTH 713  | Management of Multi-System Dysfunction (3)   |
| PTH 722  | Research I (3)   |
| PTH 724  | Research II (2)  |
| PTH 730  | Clinical Experience I-A (3)  |
| PTH 731  | Clinical Experience I-B (4)  |
| PTH 733  | Clinical Experience II (7)   |
| PTH 735  | Clinical Experience III (12) or  |
| PTH 746  | Clinical Experience IV (6) and   |
| PTH 747  | Clinical Experience V (6)  |
| PTH 737  | Correlative Neuroscience (1)   |
| PTH 741  | Principles of Practice I: Introduction to Physical Therapy Practice (3)                      |
| PTH 742  | Principles of Practice II: Communication and Ethics (3)                                      |
| PTH 743  | Principles of Practice III: Integration of Psychosocial Issues and Social Responsibility (1) |
| PTH 744  | Principles of Practice IV: Service Learning (1)  |
| PTH 745  | Principles of Practice V: Health Care Delivery, Management, and Policy (3)                   |
| PTH 748  | Principles of Practice VI: The Art and Science of Physical Therapy Practice (2)              |

### *Accreditation*

Chatham University's Doctor of Physical Therapy degree program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA 22314, 703-684-2782).

### **Master of Physician Assistant Studies (MPAS)**

All physician assistant studies courses are limited to physician assistant studies students, unless permission is obtained from the program director.

The Chatham University MPAS Program is dedicated to producing knowledgeable, compassionate, ethical, and clinically skillful graduates who are ready to provide health care services to all persons without exclusion and who are willing to become the future leaders and educators of the profession. This will be accomplished by:

- Providing a student-centered curriculum which promotes self-directed and lifelong learning as well as professionalism and service;
- Educating competent physician assistants to practice as primary care providers to all populations;
- Contributing to the advancement of knowledge in medicine and physician assistant education;
- Encouraging students to serve local, national, and international communities through active involvement in service-oriented programs for medically underserved populations;
- Involving students in inter-professional activities and encouraging the development of team skills and an appreciation of team-based, patient-centered care and
- Promoting participation in professional organizations and the education of future PAs.

The curriculum is a 24 month (85 semester credits) professional course of study leading to the MPAS degree. Basic medical sciences, research, clinical methods, and clinical experiences are integrated from the beginning of the program and continued throughout the course of study.

The program produces physician assistants capable of providing primary medical care in an ethical, legal, safe, and caring manner. To achieve this, students must acquire knowledge and the ability to use that knowledge in the practice of medicine. Students are expected to consistently retrieve and apply their knowledge appropriately in the area of their patients and reason effectively. Self-directed learning skills are necessary in order to keep their knowledge current. Self-knowledge, knowledge and understanding of others and continued professional development beyond the degree are necessary for success.

Chatham University utilizes hybrid model of Problem-Based Learning, lecture, and on-line activity that challenges students to be self-directed and prepares students for the evidence-based, problem-oriented world of clinical medicine. Through actual patient cases, students develop learning issues and research topics using the most up to date resources, work in teams and receive feedback on knowledge base as well as professionalism to prepare them for primary care, problem-focused clinical practice.

The MPAS program is competency-based, requiring all students to master the required material. The grading system is pass/fail. Any student receiving a failing grade may remediate the course work with the approval of the respective instructor of record.

A student in the MPAS program must be in good academic standing to remain enrolled in the program. To be eligible for graduation, students must be in good academic standing and successfully complete all required courses.

### *Accreditation*

The MPAS program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Only graduates of an accredited program are permitted to sit for the certification examination, which is administered by the National Commission on Certification of Physician Assistants (NCCPA).

At its March 2012 meeting, the ARC-PA reviewed the Chatham University Physician Assistant program for continuing accreditation. The commission voted to place the Physician Assistant program on Probation until its next comprehensive review in March 2014.

Accreditation - Probation is a temporary status of accreditation conferred when a program does not meet the *Standards* and when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

### *Degree Requirements*

Completion of 85 credits in physician assistant studies courses.

All courses are pass/fail grading only.

|         |   |
|---------|---|
| PAS 600 | Essentials for the PA I (9)                       |
| PAS 601 | Essentials for the PA II (9)                      |
| PAS 602 | Clinical Application of the Basic Sciences I (4)  |
| PAS 603 | Clinical Application of the Basic Sciences II (4) |
| PAS 604 | Critical Reading of the Literature I (1)          |
| PAS 605 | Critical Reading of the Literature II (1)         |
| PAS 606 | Clinical Pharmacology I (2)                       |
| PAS 607 | Clinical Pharmacology II (2)                      |
| PAS 610 | Introduction to Clinical Experience I (1)         |
| PAS 611 | Introduction to Clinical Experience II (1)        |
| PAS 612 | Introduction to the PA Profession (1)             |
| PAS 614 | Medical Ethics (1)                                |
| PAS 616 | History and Physical Examination (4)              |



|               |                                     |
|---------------|-------------------------------------|
| PAS 617       | Clinical Procedures (2)             |
| PAS 625       | Clinical Decision Making I (1)      |
| PAS 626       | Clinical Decision Making II (1)     |
| PAS 627       | Clinical Decision Making III (2)    |
| PAS 628       | Clinical Decision Making IV (1)     |
| PAS 630       | Topic in Clinical Medicine (3)      |
| PAS 633       | Physical Diagnosis I (3)            |
| PAS 634       | Physical Diagnosis II (3)           |
| PAS 635       | Healthcare Policy (1)               |
| PAS 636       | Program to Practice (1)             |
| PAS 640 – 648 | Clinical Experience I – IX (3 each) |

## **Master of Occupational Therapy (MOT)**

*All occupational therapy courses are limited to occupational therapy students unless permission is obtained from the instructor and the program director.*

The goal of the Chatham University’s Master of Occupational Therapy (MOT) program is to educate competent occupational therapy practitioners to assist individuals of all ages to achieve maximum independence in daily life activities. Upon completion of this program, graduates are prepared to practice evidence-based occupational therapy in a variety of healthcare and community settings, provided that they pass the national certification exam and obtain state licensure as needed.

The MOT program curriculum design is based upon self-directed, active, experiential, and didactic learning strategies. The curriculum focuses on the development of critical thinking/professional reasoning skills, occupational therapy knowledge and evidence based practice skills, and professional growth and development. Students must complete fieldwork training as part of the degree requirement. Fieldwork experiences, which are provided throughout the curriculum in a variety of settings and locations, are designed in collaboration with the student’s academic advisor and fieldwork coordinator. Students must complete all degree requirements no later than five years after the date of first enrollment in the program. A student may petition the Graduate Programs Committee, through the occupational therapy program director, for an extension for a limited period if such extension is sought before the five-year limit expires.

### *Accreditation*

The MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD20814-3449, 301-652-AOTA, [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be able to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice. State licenses are usually based on the results of the NBCOT Certification Examination.

### *Degree Requirements*

87 credits, including:

|                   |   |
|-------------------|---|
| BIO 503           | Human Anatomy (3)                                       |
| BIO 503L          | Human Anatomy Lab (1)                                   |
| BIO 509           | Fundamentals of Neuroscience (3)                        |
| BIO 509L          | Fundamentals of Neuroscience Laboratory (1)             |
| OTH 601           | Foundations of Occupation & Occupational Therapy (3)    |
| OTH 603           | Introduction to OT Assessment & Intervention Skills (4) |
| OTH 605           | Mental Health & Occupational Performance (3)            |
| OTH 610           | Advanced Topics in Occupational Therapy (2)             |
| OTH 612           | Evidence-based Practice I (2)                           |
| OTH 622           | Occupational Performance in Children & Adolescents (4)  |
| OTH 623           | Occupational Performance in the Aging Population (4)    |
| OTH 624           | Biomechanics & Occupational Performance (4)             |
| OTH 626           | Occupational Therapy Models of Practice (2)             |
| OTH 628           | Evidence-based Practice II (3)                          |
| OTH 632           | Environmental Interventions (3)                         |
| OTH 635           | Pediatric Fieldwork I-A & Seminar (1)                   |
| OTH 636           | Adult Fieldwork I-B & Seminar (1)                       |
| OTH 637           | Functional Neuroscience (4)                             |
| OTH 641           | Neurological Conditions & Occupational Performance (4)  |
| OTH 643           | Evidence-based Practice III (2)                         |
| OTH 644           | Community Based Fieldwork I-C & Seminar (2)             |
| OTH 645           | Professional Leadership & Management (3)                |
| OTH 646           | Evidence-based Practice Capstone Project (3)            |
| OTH 660           | Fieldwork II Seminar (1)                                |
| OTH 662           | Fieldwork Level II-A (12)                               |
| OTH 665           | Fieldwork Level II-B (12)                               |
| OTH 633           | Global Health Perspectives (2)                          |
| OTH 682, 683      | Special Topics (2,3)                                    |
| OTH 697, 698, 699 | Independent Study (1, 2, 3)                             |

## Doctor of Psychology (PsyD)

The PsyD in Counseling Psychology program prepares future psychologists to be globally-conscious and environmentally-aware agents of change with individuals and systems, promoting sustainable health and well-being of individuals, families, and communities. The Chatham PsyD is distinctive for its focus on promoting sustainable health and well-being, focusing on individuals, families, and communities, informed by the science of psychology. A hallmark of the Chatham PsyD program is its recognition of the complex relationship between the well-being of individuals and the diverse environments touching their lives – families, schools, workplaces, communities, the natural world, and even national and global conditions.

*\*Course sequencing may change to be in compliance with changing accreditation requirements. Students in the program will be notified promptly of any changes.*

### Year One:

|                      |  |
|----------------------|--|
| PSY 708              | Cognitive & Affective Bases of Behavior (3)                                |
| PSY 709              | Intellectual Assessment (3)  |
| PSY 711              | Multicultural & Diversity Issues (3)                                       |
| PSY 712              | Advanced Research Design (4)   |
| PSY 715              | Ethical Issues (3)   |
| PSY 716              | Psychometrics (2)  |
| PSY 741              | Pre-Practicum (3)  |
| PSY 744, 748, or 746 | Practicum I (1, 2, or 3) (3 except by permission of Director of Training)  |
| PSY 750, 749, or 747 | Practicum II (1, 2, or 3) (3 except by permission of Director of Training) |
| PSY 804              | Vocational Issues in Counseling Psychology (3)                             |
| PSY 814              | Psychopathology, Resilience, and Evidence-Based Practice (3)               |

### Year Two:

|                      |   |
|----------------------|---|
| PSY 707              | Social Psychology (3)   |
| PSY 714              | Personality Theory and Assessment (3)   |
| PSY 718              | Psychology and Sustainability (3)   |
| PSY 809              | Advanced Developmental Psychology (3)   |
| PSY 801              | Family-Focused Systemic Interventions (3)   |
| PSY 805              | Group Processes & Interventions (3)   |
| PSY 807              | Biopsychology (3)   |
| PSY 810              | Advanced Data Analysis (4)  |
| PSY 840, 843, or 846 | Practicum III (1, 2, or 3 credits) (3 except by permission of Director of Training) |
| PSY 841, 844, or 847 | Practicum IV (1, 2, or 3 credits) (3 except by permission of Director of Training)  |
| PSY 842, 845, or 848 | Practicum V (1, 2, or 3) (optional)*  |
| PSY 851/852/853      | Supervised Field Experience (1, 2, or 3 credits) (optional)                         |

Portfolio Review  
Comprehensive Exams

### Year Three

|         |                           |
|---------|---------------------------|
| PSY 706 | History of Psychology (3) |
|---------|---------------------------|

|                      |   |
|----------------------|---|
| PSY 806              | Supervision and Leadership (3)                              |
| PSY 815              | Organizations, Communities, and Consultation (3)            |
| PSY 816              | Health Psychology Practice (3)                              |
| PSY 842, 845, or 848 | Practicum V (1, 2, or 3) (optional)*                        |
| PSY 851/852/853      | Supervised Field Experience (1, 2, or 3 credits) (optional) |
| PSY 862              | Dissertation I (3)  |
| PSY 863              | Dissertation II (3)   |

- PsyD students are required to complete at least four practicum courses for the degree (minimum of 1200 practicum hours for 12 credit hours total). A fifth practicum course consisting of 1, 2, or 3 credits is available as an elective for students who want to expand skills into a new area or to strengthen existing skills prior to the pre-doctoral internship.

#### Year Four

|         |  |
|---------|--|
| PSY 871 | Pre-Doctoral Internship I (variable credits 1-6, per DOT approval) |
|---------|--|

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

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

#### ***Interior Architecture Program Mission***

The Mission of the Interior Architecture Program at Chatham University is to prepare its students to excel in the profession of Interior Design, to be engaged stewards of the environment, and to provide lasting contributions to global society. Central to this mission is a holistic, evidence-based program that integrates knowledge and appreciation of architectural and design theory with ethical, responsible, and entrepreneurial practice.

#### ***Interior Architecture Program Goals***

1. To accept a sustainable approach to interior design and make “green design” a minimal standard and not a trend.
2. To transform students into critical thinking professionals who see inquiry as the norm.
3. To prepare students to identify, research, and solve design challenges with a logical methodology while promoting creative solutions and applied spontaneity.
4. To provide pathways and opportunities for applied research.
5. To produce professionals able to present their ideas with authority by drawing on their education, a strong design vocabulary and professional communication skills.
6. To train globally-conscious interior design professionals with consideration for the responsibility and outcomes of design and the needs of all user groups.

### ***Interior Architecture Program Philosophy Statement***

The philosophy of the Interior Architecture program at Chatham University is fundamentally founded in responsibility for the outcome of design and global public service. The Interior Architecture program believes in evidence-based design and ethnography, an approach to analyzing user needs by studying the user, their practices, and artifacts in the context of their existing interior environment.

With a curriculum that balances spontaneity and creativity with the critical thinking and problem solving skills necessary to meet practical concerns, our graduates are prepared to excel in the profession of interior design. Our students must be able to solve design challenges, communicate, and present their solutions with authority, a strong design vocabulary, and professional communication skills.

We believe it is our responsibility to train engaged stewards of the environment, globally conscious interior design professionals with consideration for the responsibility and outcomes of design and the needs of all user groups.

### ***Program Highlights***

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

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

At the completion of IAR525 Interior Architecture II, students participate in a mandatory Portfolio Review. This review provides students with an opportunity to elicit feedback from faculty on their progress mid-way through the program.

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

### ***Degree Requirements***

23 courses (72 credits), including:

|         |  |
|---------|--|
| IAR 502 | Theory of Interior Architecture Studio (3) |
| IAR 505 | Environment and Behavior (3)               |
| IAR 510 | Drafting & Graphics Studio (3)             |
| IAR 515 | Digital Drawing (3)                        |
| IAR 518 | Building Codes (3)                         |
| IAR 519 | Drawing and Model Making Studio (3)        |
| IAR 520 | Interior Architecture I (3)                |

|         |  |
|---------|--|
| IAR 525 | Interior Architecture II (3)   |
| IAR 530 | Interior Materials (3)   |
| IAR 532 | Color & Textiles (3)   |
| IAR 535 | Construction Methods (3)   |
| IAR 557 | 20th and 21st Century Architecture (3)                               |
| IAR 559 | History of Interior Architecture: Prehistory to the 19th Century (3) |
| IAR 610 | Advanced Computer Applications in Interior Architecture (3)          |
| IAR 615 | Construction Documents Studio (3)                                    |
| IAR 616 | Visual Communication Studio (3) or IAR640 Internship (3)             |
| IAR 620 | Interior Architecture III (3)  |
| IAR 630 | Building Systems (3)   |
| IAR 631 | Green & Sustainable Design (3)                                       |
| IAR 635 | Lighting & Acoustics Studio (3)                                      |
| IAR 645 | Professional Practice (3)  |
| IAR 650 | Capstone Studio (6)  |
| IAR 655 | Graduate Research Methods (3)  |

### **Master of Landscape Architecture (MLA)**

The Master of Landscape Architecture (MLA) degree is an accredited, first-professional degree consisting of 76 credits of coursework. This degree is for students with an undergraduate degree in a field other than landscape architecture. The MLA degree provides students with foundational skills and knowledge required for professional competency. This program of study is accredited by the Landscape Architecture Accreditation Board (LAAB) of the American Society of Landscape Architects (ASLA).

Landscape Architecture is the analysis, planning, design, and management of the natural and built environment. It encompasses both the art and science of manipulating the physical environment and promotes the stewardship of natural and cultural resources through the implementation of sustainable practices.

The Bureau of Labor Statistics has noted “employment of landscape architects is expected to increase by 16 percent during the 2006-2016 decade, which is faster than the average for all occupations.” The course of study in landscape architecture leading to the first professional degree at Chatham University started in 2004 and graduated its first class in 2007.

#### *Degree Requirements (76 Credit Hours)*

23 Required courses (67 credits) including:

|         |  |
|---------|--|
| LAR 508 | Media I: Landscape Graphic Communication (3) |
| LAR 512 | Media II: Illustrative Graphics (3)          |
| LAR 665 | Media III: Implementation Graphics (3)       |
| LAR 670 | Portfolio (3)                                |
| LAR 515 | Geographic Information Systems (3)           |
| LAR 516 | Plant Identification: Trees and Shrubs (3)   |
| LAR 519 | Community Planning and Management (3)        |

|         |  |
|---------|--|
| LAR 521 | Planting Design (3)                                    |
| LAR 522 | History of Landscape Architecture (3)                  |
| LAR 541 | Design I: Fundamentals (3)                             |
| LAR 542 | Design II: Site Design Process (3)                     |
| LAR 643 | Design III: Urban Design Studio (4)                    |
| LAR 644 | Design IV: Landscape Master Planning (4)               |
| LAR 650 | Construction I: Site Engineering (3)                   |
| LAR 651 | Construction II: Landscape Construction Materials (3)  |
| LAR 652 | Construction III: Landscape Construction Documents (4) |
| LAR 660 | Professional Practice in Landscape Architecture (1)    |
| LAR 661 | Seminar I: Theory 1 (1)                                |
| LAR 662 | Seminar II: Theory 2 (1)                               |
| LAR 663 | Seminar III: Scholarship Preparation (1)               |
| LAR 680 | Graduate Research Methods (3)                          |
| LAR 690 | Capstone Studio (6) or LAR 695 MLA Thesis (6)          |
| LNS 601 | Operations & Management (3)                            |

3 Elective courses (9 credits) selected from:

|         |   |
|---------|---|
| LAR 514 | Landscape Ecology (3)   |
| LAR 518 | Native Plants   |
| LAR 526 | Topics in 20th Century Landscape Architecture (3)               |
| LAR 527 | Historic Landscape Preservation (3)                             |
| LAR 532 | Ornamental Horticulture (3)                                     |
| LAR 534 | Soil Science (3)  |
| LAR 535 | Diseases and Pests (3)  |
| LAR 570 | Principles of Sustainability (3)                                |
| LAR 575 | Field Ecology (3)   |
| LAR 578 | Wetlands Ecology (3)  |
| LAR 630 | Design V: Design Methods Studio (3)                             |
| LAR 646 | Design VI: Special Topics (3)                                   |
| LAR 654 | Construction IV: Road Design and Sustainable Transportation (3) |
| LAR 655 | Water in Natural Systems and Urban Environments (3)             |
| LAR 656 | Field Work (1)  |
| LAR 657 | Field Work (2)  |
| LAR 658 | Field Work (3)  |
| LAR 664 | LEED Principles and Strategies (3)                              |
| LAR 671 | Study Abroad (1)  |
| LAR 672 | Study Abroad (2)  |
| LAR 673 | Study Abroad (3)  |
| LAR 681 | Internship (1)  |
| LAR 682 | Internship (2)  |
| LAR 683 | Internship (3)  |
| PSY 645 | Environmental Psychology (3)                                    |

Other courses may be acceptable as electives upon permission of the Director of Landscape Architecture Program.

## **Master of Science in Landscape Architecture (MSLA)**

The Master of Science in Landscape Architecture (MSLA) is a non-accredited research degree for students who typically have a professional design degree and wish to gain research experience and focused knowledge in Landscape Architecture. This is a post-professional, two-year program that requires at least 44 credit hours depending on the student's education and experience. A student's final program of study (POS) and thesis topic must be approved by his/her advisor and thesis committee.

This curriculum is designed to expand and deepen the education of those students with an accredited BSLA or BLA degree. However, the MSLA is available to any students interested in pursuing scholarly research and are not interested professional licensure.

### *Degree Requirements (44 Credit Hours)*

8 Required courses (23 credits) including:

- LAR 519      Community Planning and Management (3)
- LAR 591      Independent Study: Thesis Preparation (1)
- LAR 643      Design III: Urban Design Studio (4)
- LAR 644      Design IV: Landscape Master Planning (4)
- LAR 661      Seminar I (1)
- LAR 662      Seminar II (1)
- LAR 680      Graduate Research Methods (3)
- LAR 695      MLA Thesis (6)

Elective courses (21 credits) selected from:

- LAR 512      Media II: Illustrative Graphics (3)
- LAR 514      Landscape Ecology (3)
- LAR 515      Geographic Information Systems (3)
- LAR 516      Plant Identification: Trees and Shrubs (3)
- LAR 518      Native Plants
- LAR 521      Planting Design (3)
- LAR 522      History of Landscape Architecture (3)
- LAR 526      Topics in 20th Century Landscape Architecture (3)
- LAR 527      Historic Landscape Preservation (3)
- LAR 532      Ornamental Horticulture (3)
- LAR 534      Soil Science (3)
- LAR 535      Diseases and Pests (3)
- LAR 542      Design II: Site Design Process (3)
- LAR 570      Principles of Sustainability (3)
- LAR 575      Field Ecology (3)
- LAR 578      Wetlands Ecology (3)
- LAR 630      Design V: Design Methods Studio (3)
- LAR 646      Design VI: Special Topics (3)
- LAR 654      Construction IV: Road Design and Sustainable Transportation (3)
- LAR 655      Water in Natural Systems and Urban Environments (3)



|         |  |
|---------|--|
| LAR 656 | Field Work (1)                         |
| LAR 657 | Field Work (2)                         |
| LAR 658 | Field Work (3)                         |
| LAR 664 | LEED Principles and Strategies (3)     |
| LAR 665 | Media III: Implementation Graphics (3) |
| LAR 670 | Portfolio (3)                          |
| LAR 671 | Study Abroad (1)                       |
| LAR 672 | Study Abroad (2)                       |
| LAR 673 | Study Abroad (3)                       |
| LAR 681 | Internship (1)                         |
| LAR 682 | Internship (2)                         |
| LAR 683 | Internship (3)                         |
| LNS 601 | Operations & Management (3)            |
| PSY 645 | Environmental Psychology (3)           |

Other courses may be acceptable as electives upon permission of the Director of Landscape Architecture Program.

### **Master of Landscape Management (MLM)**

The Master of Landscape Management (MLM) is an interdisciplinary professional program consisting of 48 credit hours. The goal of this degree is to educate and train qualified persons who can serve the green industry and related landscape specializations such as landscape contracting, landscape management and the design/build sector. The curriculum provides a foundation in landscape design, construction and horticulture while emphasizing business management and entrepreneurial strategies.

#### *Degree Requirements (48 Credit Hours)*

16 Required courses (39 Credits) including:

|         |   |
|---------|---|
| BUS 507 | Accounting Essentials (2)                             |
| BUS 508 | Marketing Essentials (2)                              |
| BUS 571 | Business Communication (2)                            |
| BUS 573 | Entrepreneurship Strategies (2)                       |
| BUS 574 | Corporate Finance (3)                                 |
| BUS 575 | Leadership & Management (2)                           |
| LAR 508 | Media I: Landscape Graphic Communication (3)          |
| LAR 516 | Plant Identification: Trees and Shrubs (3)            |
| LAR 521 | Planting Design (3)                                   |
| LAR 541 | Design I: Fundamentals (3)                            |
| LAR 542 | Design II: Site Design Process (3)                    |
| LAR 651 | Construction II: Landscape Construction Materials (3) |
| LAR 661 | Seminar I: Theory 1 (1)                               |
| LAR 662 | Seminar II: Theory 2 (1)                              |
| LAR 665 | Media III: Implementation Graphics (3)                |
| LNS 601 | Operations & Management (3)                           |

Elective Courses (9 credits) selected from:

|         |                                       |
|---------|---------------------------------------|
| BUS 576 | Organizational Behavior (2)           |
| BUS 578 | Negotiations/ Persuasion (2)          |
| BUS 579 | Creativity & Innovative Thinking (2)  |
| BUS 580 | Business Ethics (2)                   |
| BUS 609 | Business & Sustainability (2)         |
| LAR 512 | Media II: Illustrative Graphics (3)   |
| LAR 514 | Landscape Ecology (3)                 |
| LAR 515 | Geographic Information Systems (3)    |
| LAR 518 | Native Plants (3)                     |
| LAR 522 | History of Landscape Architecture (3) |
| LAR 534 | Soil Science (3)                      |
| LAR 570 | Principles of Sustainability (3)      |
| LAR 650 | Construction I: Site Engineering (3)  |
| LAR 664 | LEED Principles (3)                   |
| LAR 670 | Portfolio (3)                         |
| LAR 683 | Internship (3)                        |
| LNG 161 | Introduction to Spanish (3)           |

Other courses may be acceptable as electives upon permission of the Director of Landscape Architecture Program.

### **Master of Fine Arts in Film and Digital Technology (MFA)**

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

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

## *Degree Requirements*

36 credits, including:

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

Elective courses may be substituted for FDT 571 and FDT 671 with prior approval of the program director.

## **Master of Fine Arts in Creative Writing**

The Master of Fine Arts in Creative Writing is a broad program of study (42 credit hours) designed to prepare students for careers as writers or other positions requiring similar professional skills, such as editing, publishing, and content development for the web; to enable students to improve their writing in more than one genre through interaction with our faculty and other writing students; and to become experienced critics of literary works. Our focus on nature, environmental, and travel writing provides students unique opportunities to explore the world and travel as part of their degree programs.

Most full-time students will be able to complete the program in two years. All students must complete the program within six years of entrance into the program.

### Program of Study

Complete 42 credits hours of graduate coursework beyond the BA or BS. Students who have not completed an undergraduate major in writing, or in English with a writing focus, may be required to take a basic core of 3 courses before registering for the advanced curriculum.

Requirements:

**One** craft course in your primary genre (3 credits)

|         |                                       |
|---------|---------------------------------------|
| ENG 581 | The Craft of Fiction (3)              |
| ENG 582 | The Craft of Nonfiction (3)           |
| ENG 583 | The Craft of Poetry (3)               |
| ENG 586 | The Craft of Writing for Children (3) |

Primary genre craft course must be taken during the fall of student's first year. Craft courses are Prerequisite(s): for all workshops of any genre.

**One** readings course in student's primary genre (3) chosen from the following:

- ENG 531 Readings in Poetry
- ENG 532 Readings in Fiction
- ENG 533 Readings in Creative Nonfiction

**Two** advanced writing workshops (6 credits) in your primary genre chosen from the following:

- ENG 535 Writing Poetry: Form Workshop (3)
- ENG 537 Writing Poetry: Literary Movements Workshop (3)
- ENG 544 Writing Creative Nonfiction: The Lyric and Formally Adventurous Essay (3)
- ENG 545 Writing Creative Nonfiction: Literary Journalism (3)
- ENG 548 Writing Creative Nonfiction (3)
- ENG 550 Writing Fiction: the Novel (3)
- ENG 551 Writing Fiction: the Short Story (3)
- ENG 553 Writing Poetry (3)
- ENG 554 Writing Fiction (3)
- ENG 556 Writing for Children (3)
- ENG 557 Writing Fiction: Story Collections/Novel-in-Stories (3)
- ENG 559 Writing for Children: Biography and Autobiography (3)
- ENG 560 Writing for Children: Mystery and Suspense (3)
- ENG 561 Writing for Children: Picture Book (3)
- ENG 565 Writing for Children: History (3)
- ENG 589 Multi-Genre Workshop (3)

**One** of Nature Writing, or Travel Writing:

- ENG 584 Nature Writing (3)
- ENG 585 Travel Writing (3)

**Four** content courses (12 credits), at least 2 of which must be literature-based courses.

Sample courses include:

- ENG 519 Frontier Women (3)
- ENG 522 American Exploration (3)
- ENG 527 Ethnicity and Place (3)
- ENG 546 Wildness and Literature (3)
- ENG 552 Ecofeminist Literature (3)
- ENG 562 Children's Literature (3)

Note: Students in Writing for Children Track are required to take ENG 562, Children's Literature, as one of their literature courses.

One elective (3) from any course in the MFA program than does not require pre-requisites

One ENG710 Summer Community of Writers (3)

**One** Thesis Seminar corresponding to the student's primary genre (3).

Choose from:

- ENG 605 Fiction
- ENG 606 Creative Nonfiction
- ENG 607 Poetry
- ENG 608 Children's Writing

\*The Thesis Seminar is a prerequisite for Final Manuscript (698)

### **One ENG 698 Final Manuscript (3)**

#### *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, one reading course and six credits in workshops for their primary genre and one craft course plus six credits of workshops for the secondary genre. **The Thesis Project for Dual Concentration may be composed of work in either genre or a combination of both.**

#### *Concentration in the Teaching of Writing*

Students who wish to earn a Concentration in the Teaching of Writing take an additional nine credits specifically in courses designed to study the pedagogy of writing. Students earning this concentration take related course work throughout the degree program aimed at increasing their knowledge and understanding of current theoretical and practical approaches to the teaching of creative writing. During the final semester, students teach in a field placement that they design and implement in a working classroom or other approved setting.

3 required courses:

- ENG 514 Readings in the Pedagogy of Creative Writing (3)
- ENG 515 Teaching Creative Writing (3)
- ENG 678 Field Placement (3)

#### *Concentration in Literary Publishing*

Students who wish to concentrate in literary publishing may take nine hours of related courses to do so.

Choose from:

- ENG 595 Independent Literary Publishing
- ENG 569 Practicum: Fourth River 1 and 2
- ENG 694 Internship (with a nationally recognized press or journal)

#### *Concentration in Travel Writing*

Students who wish to concentrate in Travel Writing must take nine hours of related courses to do so.

Choose from:

- ENG 585 Travel Writing (3)
- ENG 674 International Field Seminar (3) (may be repeated once)
- ENG 675 National Field Seminar (3) (may be repeated once)
- ENG 676 Pittsburgh Field Seminar (3) OR
- ENG 693 Independent Study in travel writing

### *Concentration in Nature Writing*

Students who wish to concentrate in Nature Writing must take nine hours of related courses to do so.

Choose from:

- ENG 552 Ecofeminist Writing (3)
- ENG 555 Shakespeare Ecocriticism (3)
- ENG 584 Nature Writing (3)
- ENG 546 Wildness and Literature

### **Accelerated Graduate MFA in Creative Writing**

The five-year MFA in Creative Writing allows students to accelerate into the MFA Program at Chatham University. Students may express interest in the MFA program as 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 Accelerated MFA no later than their sophomore year, and preferably in their first year of study at Chatham.

#### *Major Requirements for the Bachelor's degree*

19 courses, including:

- ENG 242 Introduction to Creative Writing (3) (prerequisite for ENG245 or any upper level Creative Writing class)
- ENG 243 Creative Writing I (3) (\*200-level Creative Writing courses are to be taken in sequence)
- ENG 244 Creative Writing II (3)
- ENG 245 Advanced Writing Workshop (3) OR
- ENG 350 Seminar in Literary Theory and Scholarly Writing (3) (taken during junior year)
- ENG 498 Tutorial (4) (for completion of BFA or other Chatham undergraduate degree)
- ENG 499 Tutorial (4)

3 Literature survey courses from the following:

- ENG 204 World Literature (3)
- ENG 207 British Writers I (3)
- ENG 208 British Writers II (3)
- ENG 216 American Writers I (3)

ENG 217 American Writers II (3)  
ENG 322 Shakespeare (3)  
ENG 287 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 313 Special Topics in Creative Writing (3)  
ENG 581 The Craft of Fiction (3)  
ENG 582 The Craft of Nonfiction (3)  
ENG 583 The Craft of Poetry (3)  
ENG 586 The Craft of Writing for Children (3)  
FDT 331 Foundations of Screenwriting (3)  
ENG 531 OR 532 OR 533 Readings Course in the student's primary genre, as stated on MFA application

**\*\*One of the 500-level craft courses must be in area of student's primary genre, and should be selected in consultation with the BFA Coordinator/AGP Advisor.**

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

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

ENG 585 Travel Writing (3) **OR**

ENG 678 Field Seminar (3)

- 2 Content Courses (6)
- 2 Writing Workshops (6)
- 1 Elective in MFA (3)
- Thesis Seminar in student's primary genre (3)
- Master's Thesis (3)

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 322 Shakespeare (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*

This minor is designed for students who wish to develop their writing skills to a professional level. Completion of this program prepares students for the changing requirements of the workplace in a variety of fields, including education, science, the web, advertising and public relations, grant writing, technical writing, political communication, and speech writing.

5 courses, including:

- COM 141 Media Literacy (3)
- COM 234 Persuasion (3)
- COM 251 News Writing and Editing (3)
- COM 260 Practical Public Relations (3)
- ENG 241 Business Writing (3)

### *Writing Minor Requirements*

Building on the strengths of Chatham's English and Communication departments, the writing minor enhances students' writing skills in a variety of genres. Featuring courses ranging from academic writing to business writing, this minor prepares students for careers in professional writing (e.g., advertising, public relations, law), supplements majors in business and other fields, and allows students to explore the possibility of becoming professional writers.

Designed in conjunction with a faculty member in the English department, individual programs of study require the approval of the department chairperson.

6 courses, including:

- 2 content courses in English (e.g., ENG 207 British Writers I, ENG 216 American Writers I)
- 3 writing-as-subject courses above the 100 level (e.g., ENG 241 Business Writing, COM 251 Newswriting & Editing, COM 260 Introduction to Public Relations)
- 1 300-level or above writing-as-subject course (ENG 355 Advanced Writing, COM 360 Advanced Public Relations)



## **Master of Business Administration (MBA)**

The challenging and rigorous curriculum of the Chatham MBA is taught by faculty whose long and varied business experience and strong academic credentials form the cornerstone of the small interactive classes. The MBA is designed to provide maximum relevance to the business world of the 21<sup>st</sup> century: the program focuses on skills identified by current business leaders as vital in an increasingly competitive job market: creative thinking, innovation, effective communication, and leadership, as well as courses in finance, marketing, economics, etc. In each course, students apply management concepts to diagnose and solve practical problems in a supportive and collaborative environment.

The Chatham MBA consists of two parts: Core Classes which provide students with detailed coverage of the advanced business knowledge and critical skills that are most in demand by employers, and four Concentration Tracks: 1) Strategy and Entrepreneurship; 2) Healthcare Management; 3) Sustainable Business and 4) Executive Leadership for Women. In all four tracks, the Multi-Discipline Strategic Management (MSM) or Capstone class provides the opportunity for students to work in teams with local business leaders in an experiential setting to solve a real-world business problem. The MSM course is flexible to allow students to place emphasis on the skills they most want to develop or areas they most want to focus on; examples could include issues relating to sustainability, strategic planning, marketing, entrepreneurship, or issues in women's healthcare. The Center for Women's Entrepreneurship at Chatham University and the MBA program are partnering to advance the region's established and start-up businesses, and provide opportunities for men and women students to work with and network with some of the most dynamic companies in Pittsburgh. The small classes in the Chatham University cutting-edge MBA allow students to participate and lead in class discussions, know their professors well and explore a variety of business topics in greater depth as well as enrich their understanding of organizational complexity.

### *Degree Requirements*

Proficiency in written and oral communications, college level math, and computer usage, including word processing, spread sheets, databases, and the Internet, are required. In addition, basic knowledge of statistics, accounting, marketing and economics are essential. Online courses (Foundation courses) are available for students without previous coursework or life experience in these areas. Placement into these courses will be done on a case-by-case basis as part of the application review process by the Director of the Program.

The pre-requisite (Foundation) courses are as follows (4 courses- 8 credit hours, online format):

|         |                           |
|---------|---------------------------|
| BUS 506 | Statistics Essentials (2) |
| BUS 507 | Accounting Essentials (2) |
| BUS 508 | Marketing Essentials (2)  |
| BUS 509 | Economics Essentials (2)  |

### **MBA Curriculum**

The MBA consists of a Core of 12 courses (26 credit hours) and the requirements of one specific concentration (Strategy and Entrepreneurship, Healthcare Management, Executive Leadership for

Women, and Sustainable Business). Students should declare their Concentration as they enter the program.

*Core (12 required courses - 26 credit hours) – required in all four concentrations*

|         |  |
|---------|--|
| BUS 570 | International Business (2)                       |
| BUS 571 | Business Communication (2)                       |
| BUS 572 | Global Marketing (2)                             |
| BUS 573 | Entrepreneurship/Strategy (2)                    |
| BUS 574 | Corporate Finance (3)                            |
| BUS 575 | Leadership & Management (2)                      |
| BUS 576 | Organizational Behavior (2)                      |
| BUS 577 | Information Technology (2)                       |
| BUS 578 | Negotiations/Persuasion (2)                      |
| BUS 579 | Creativity/ Innovative Thinking (2)              |
| BUS 580 | Business Ethics and Corporate Responsibility (2) |
| ACT 650 | Managerial Accounting (3)                        |

### **Concentrations (choose 1)**

*Strategy and Entrepreneurship (5 courses)*

|         |  |
|---------|--|
| BUS 607 | Human Resource and Issues in Diversity (2)         |
| BUS 608 | Economics for Managers (2)                         |
| BUS 609 | Business and Sustainability (2)                    |
| BUS 610 | Statistical Application to Business Efficiency (2) |
| BUS 624 | Multidiscipline Strategic Management (3)           |

*Sustainable Business (6 courses)*

|         |   |
|---------|---|
| BUS 609 | Business and Sustainability (2)             |
| BUS 640 | Sustainability and Assessment Reporting (2) |
| BUS 641 | Sustainability Supply Chain Management (2)  |
| SUS 601 | Science for Sustainability (3)              |
| BUS 649 | Sustainable Business Capstone (3)           |

Plus 1 elective from the following courses:

|         |  |
|---------|--|
| FST 520 | Basic Agroecology (3)                      |
| BUS 643 | International Field Experience (3)         |
| BUS 674 | Management of Non-Profit Organizations (2) |
| BUS 646 | Social Entrepreneurship (2)                |
| SUS 501 | Fundamentals of Sustainability (3)         |

*Healthcare Management (5 courses)*

|         |                                      |
|---------|--------------------------------------|
| BUS 611 | Quality Measurement (2)              |
| BUS 612 | Health Economics + Reimbursement (2) |
| BUS 613 | Health Policy and History (2)        |

- BUS 614 Management Issues in Healthcare Institutions (2)
- BUS 615 Healthcare Management Capstone (3)

*Executive Leadership for Women (5 courses)*

- BUS 620 Risk Management (2)
- BUS 621 Gender and Diversity in Leadership (2)
- BUS 622 Advanced Topics in Leadership and Governance (2)
- BUS 623 Strategic Performance for Women Executives (2)
- BUS 624 Multidisciplinary Strategic Management (3)

### **Certificate in Executive Women’s Leadership (CEWL)**

Chatham University’s Certificate in Executive Women’s Leadership (CEWL) is designed to address the distinctive challenges women leaders face in today’s business climate. As part of its mission to develop women as leaders and innovators, Chatham is now focused on educating a new generation of *business* women ---who are prepared to take their careers to the next level of success.

CEWL is ideal for women who currently hold entry-level to middle-management positions, and who are ready to advance to senior management and beyond. The CEWL program provides women with the theory, practical application, and networking to succeed in business.

*Program Structure*

The Certificate in Executive Women’s Leadership (CEWL) consists of 18 credits; 12 of which count toward the Chatham MBA program. This allows CEWL graduates to automatically be one-third of the way toward earning a graduate degree. The additional six credits are taken as a combination of elective courses through the Chatham MBA program and extra-curricular activities that reflect the student’s career and schedule needs.

CEWL partners with the Center for Women’s Entrepreneurship (CWE) at Chatham University for educational programs that may be used to fulfill the six elective credits. The CEWL takes approximately one year to complete. Successful graduates are awarded with an additional year of networking events and discounted admission to CWE events on Chatham’s Shadyside Campus.

*Degree Requirements*

The 12 MBA credits include the following courses:

- BUS 571 Business Communication (2)
- BUS 573 Entrepreneurship/Strategy (2)
- BUS 578 Negotiations/Persuasion (2)
- BUS 579 Creativity/Innovative Thinking (2)
- BUS 621 Gender and Diversity in Leadership (2)
- BUS 623 Strategic Performance for Women Executives (2)

The additional six credits may include any or several of the following.

|         |  |
|---------|--|
| BUS 576 | Organizational Behavior (2)                      |
| BUS 580 | Business Ethics and Corporate Responsibility (2) |
| BUS 607 | Human Resource and Issues in Diversity (2)       |
| BUS 608 | Economics for Managers (2)                       |
| BUS 609 | Business and Sustainability (2)                  |
| BUS 613 | Health Policy and History (2)                    |
| BUS 620 | Risk Management (2)                              |
| BUS 622 | Advanced Topics in Leadership and Governance (2) |

*-Pre-requisites may be required for some courses.*

Additional Credit Options:

CWE Kauffman FastTrac® program (2 credits)

Kauffman FastTrac is a nationally renowned, hands-on learning program designed to help entrepreneurs hone the skills needed to create, manage, and grow successful businesses. Tracks include helping the entrepreneur or intrapreneur (employee of a corporation who is tasked with thinking and working entrepreneurially) understand current business challenges and how to develop the knowledge and skills needed to improve business performance. This program is 30 hours over 10 weeks

Admission to the CWE Breakfast Series (1 credit)

The Women Business Leaders Breakfast Series features prominent regional women business leaders speaking on a variety of progressive business topics such as innovative entrepreneurship, strategic business growth, unique marketing strategies, and logistical business planning. Roundtable discussions follow each Breakfast Series and will be facilitated by CWE faculty and include participation by women business leaders within the Pittsburgh region. Sessions are held the second Friday of each month from September through June.

Business Golf Workshop (1 credit)

The game of golf can be a primary source of building your client base and even expanding networking opportunities. This distinctive and popular workshop will teach you proper course etiquette, how to conduct business on the golf course, short-game techniques, how to play in a company outing, and much more. Each entering CEWL cohort will be assigned a program advisor from CWE. Women business leaders will also function as mentors/coaches to each participant.

## **Master of Accounting (MAcc)**

*Made possible by a generous grant from The PNC Foundation, Inc.*

The Master of Accounting (MAcc) program is designed to help prepare students to take advantage of the many opportunities available in the field of accounting while providing students with the skills and knowledge necessary for taking the CPA and/or the CMA examinations. Whether a student desires to work in private industry, the not-for-profit sector, or governmental entities, a degree in accounting can lead to a dynamic career with skills that are highly valued in the marketplace. The MAcc is a flexible program designed to fit the student's career goals and is available to college graduates of all majors. If you have no undergrad accounting experience

and are planning to take the CPA exam following completion of the MAcc, you will need to take 2 additional (3CR) accounting courses to equal the new requirements that went into effect January 1, 2012. To sit for the CPA exam you will need: 150 credits in total of post-secondary education including at least 36 credits of accounting-related subjects. Most of the courses are offered in concentrated seven week terms.

### *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 30 credits from both the Accounting and M.B.A. curricula. The courses taken will depend upon level of previous accounting and business education and the student's career goals. A minimum of 18 credits are to be in the accounting area; the other 12 credits 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.

### *Degree Requirements*

Core Courses: (Choose 12 credits 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)                          |
| ACT 650 | Managerial Accounting (3)                      |

Electives: (Choose 18 credits below, with at least 6 credits in ACT courses)

Any courses not taken from the list above, or approved Chatham M.B.A. electives

|         |                                |
|---------|--------------------------------|
| 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 660 | Preparing for the CPA Exam (3) |
| BUS 570 | International Business (2)     |
| BUS 571 | Business Communication (2)     |
| BUS 572 | Global Marketing (2)           |
| BUS 573 | Entrepreneurship/Strategy (2)  |
| BUS 574 | Corporate Finance (3)          |
| BUS 575 | Leadership & Management (2)    |
| BUS 576 | Organizational Behavior (2)    |
| BUS 577 | Information Technology (2)     |
| BUS 578 | Negotiations/Persuasion (2)    |

- BUS 579 Creativity/ Innovative Thinking (2)
- BUS 580 Business Ethics and Corporate Responsibility (2)
- BUS 673 Legal Aspects of Business (3)

### **Master of Arts in Psychology (MAP)**

The mission of the Chatham University Master of Arts in Psychology Program is to provide women and men a solid foundation in the study of human behavior. Graduates of the MA in Psychology program are able to use their understanding of psychological science and theories to further their professional careers in many ways, including work in research settings, in human service, health, or educational organizations, and in doctoral programs in psychology. This degree is not a practice degree, and does not enable students to qualify for licensure as a counselor.

#### *Degree Requirements*

The MAP consists of a total of 36 credit hours, as described below.

#### **CORE COURSES FOR MA IN PSYCHOLOGY DEGREE**

- PSY 501 Foundations of Counseling Psychology (3)
- PSY 503 Applied Biological Psychology (3)
- PSY 555 Statistics and Research Design (3)
- PSY 617 Psychology of Culture and Identity (3)
- PSY 629 Human Development Across the Life Span(3)
- PSY 635 Concepts of Mental Health and Illness (3)
- PSY 642 Assessment (3)
- PSY 660/661 Counseling Theories and Techniques I or II (3)
- PSY 672 Group Counseling (3)

#### **Health and Wellness Concentration – 3 of the following courses**

- PSY 530 Introduction to Sport and Exercise Psychology
- PSY 663 Foundations in Health Psychology
- PSY 665 Addictions Counseling
- PSY 668 Crisis, Trauma, and Recovery
- PSY 671 Mindfulness Counseling
- PSY 677 Grief Counseling
- Elective graduate level course approved by the program director
- Independent Study

#### **Science and Theories**

- PSY 660/661 Counseling Theories and Techniques I or II (the one not taken above)
- PSY 681 Professional Integration
- Practicum (preferred if applying for our PsyD program) or Independent Study

#### **Self-Designed**

- Independent Study
- 2 other approved graduate level courses

## Master of Science in Counseling Psychology (MSCP)

The mission of the Chatham University Master of Science in Counseling Psychology Program has at its core a commitment to the education of women and men so that they might as professionals contribute to the health and well-being of human beings through meeting the current and future psychological needs of society. Successful completion of the counseling psychology courses prepares students for master's level positions in professions promoting the optimal development of individuals, families, groups, and organizations. The degree prepares graduates to become Licensed Professional Counselors.

### *Degree Requirements*

Program of Study (39 credits + 9 credits field placement=48 credit hours for MSCP degree)

- PSY 501 Foundations of Counseling Psychology (3)
- PSY 503 Applied Biological Psychology (3)
- PSY 555 Statistics and Research Design (3)
- PSY 617 Psychology of Culture and Identity (3)
- PSY 627 Vocational and Career Counseling (3)
- PSY 629 Human Development across the Lifespan (3)
- PSY 635 Concepts of Mental Health and Illness (3)
- PSY 642 Assessment (3)
- PSY 660 Counseling Theories and Techniques I (3)
- PSY 661 Counseling Theories and Techniques II (3)
- PSY 672 Group Counseling (3)
- PSY 674 Foundations of Family Therapy (3)
- PSY 681 Professional Integration Seminar (3)

### Field Placements

- PSY 682 Practicum (3)
- PSY 685 Internship I (3)
- PSY 686 Internship II (3)

Additional Electives Available for eligibility for LPC\*

\*A total of 60 credit hours is needed to become a licensed professional counselor in PA. Students may take 12 or more credit hours of electives in order to become eligible for the LPC in the Commonwealth of Pennsylvania. The electives may be taken as a specific concentration (Infant Mental Health or Sport and Exercise Psychology) or as a Self-Designed concentration. Each elective below is 3 credit hours:

- PSY 513 Learning and Behavior (3)
- PSY 515 Human Sexuality (3)
- PSY 530 Introduction to Sport and Exercise Psychology (3)
- PSY 602 Sport & Exercise Psychology Interventions (3)
- PSY 610 Advanced Seminar in Sport Psychology (3)
- PSY 621 Advanced Seminar in Diversity Issues (3)
- PSY 645 Environmental Psychology (3)
- PSY 663 Foundations of Health Psychology (3)

- PSY 665 Addictions Counseling (3)
- PSY 668 Crisis, Trauma, and Recovery (3)
- PSY 669 Foundations of Expressive Arts Therapy (3)
- PSY 671 Mindfulness Counseling (3)
- PSY 673 Couples Counseling (3)
- PSY 676 Counseling Children and Adolescents (3)
- PSY 677 Grief Counseling (3)
- PSY 678 Risk and Resilience in Childhood (3)

**Infant Mental Health Concentration**

*(See also Certificate in Infant Mental Health in the College for Continuing and Professional Studies)*

12 credits from the following:

- PSY 506 Essentials of Infant Mental Health (3)
- PSY 509 Infant Development (3)
- PSY 510 Infant Assessment (3)
- PSY 512 Practice and Principles of Infant Mental Health Intervention (3)
- PSY 514 Infant Attachment and Family Interactions (3)

**Doctor of Psychology (PsyD)**

The PsyD in Counseling Psychology program prepares future psychologists to be globally-conscious and environmentally-aware agents of change with individuals and systems, promoting sustainable health and well-being of individuals, families, and communities. The Chatham PsyD is distinctive for its focus on promoting sustainable health and well-being, focusing on individuals, families, and communities, informed by the science of psychology. A hallmark of the Chatham PsyD program is its recognition of the complex relationship between the well-being of individuals and the diverse environments touching their lives – families, schools, workplaces, communities, the natural world, and even national and global conditions.

*\*Course sequencing may change to be in compliance with changing accreditation requirements. Students in the program will be notified promptly of any changes.*

*Year One:*

- PSY 708 Cognitive & Affective Bases of Behavior (3)
- PSY 709 Intellectual Assessment (3)
- PSY 711 Multicultural & Diversity Issues (3) 334
- PSY 712 Advanced Research Design (4)
- PSY 714 Personality Theory and Assessment (3)
- PSY 715 Ethical Issues (3)
- PSY 741 Pre-Practicum (3)
- PSY 744, 748, or 746 Practicum I (1, 2, or 3)
- PSY 750, 749, or 747 Practicum II (1, 2, or 3)
- PSY 804 Vocational Issues in Counseling Psychology (3)
- PSY 814 Psychopathology, Resilience, and Evidence-Based Practice (3)

*Year Two:*

- PSY 707 Social Psychology (3)
- PSY 809 Advanced Developmental Psychology (3)



PSY 801 Family-Focused Systemic Interventions (3)  
PSY 805 Group Processes & Interventions (3)  
PSY 807 Biopsychology (3)  
PSY 810 Advanced Data Analysis (4)  
PSY 840, 843, or 846 Practicum III (1, 2, or 3 credits)  
PSY 841, 844, 847, or Practicum IV (1, 2, or 3 credits)  
Portfolio Review  
Comprehensive Exams

*Year Three* PSY 706 History of Psychology (3)  
PSY 806 Supervision and Leadership (3)  
PSY 815 Organizations, Communities, and Consultation (3)  
PSY 816 Health Psychology Practice (3)  
PSY 842, 845, or 848 Practicum V (1, 2, or 3) (optional)\*  
PSY 862 Dissertation I (3)  
PSY 863 Dissertation II (3)

- PsyD students are required to complete at least four practicum courses for the degree (minimum of 1200 practicum hours). A fifth practicum course consisting of 1, 2, or 3 credits is available as an elective for students who want to expand skills into a new area or to strengthen existing skills prior to the pre-doctoral internship.

*Year Four*

PSY 871 Pre-Doctoral Internship I (variable credits 1-6, per DOT approval)  
PSY 872 Pre-Doctoral Internship II (1)  
PSY 873 Pre-Doctoral Internship III (1)

## **Master of Science in Biology (MSBIO)**

In many professions, the master's degree is now the minimum requirement for either employment or advancement. To meet this need, Chatham has developed two options for the MS biology program. The non-thesis option can be completed in one calendar year, and different tracks are available focusing on different areas of biology. The thesis option includes a research component and typically takes one and a half to two years.

### *Non-Thesis Option*

Students must complete a total of eleven-twelve courses (31+ credits). The number of electives varies by track. Final selection of electives requires approval of the student's academic advisor. Students may enroll in the program part-time, but should be aware that the majority of the courses are not available evenings or weekends. The program is designed for students beginning in the fall semester; students are welcome to enter in the spring, but because of scheduling it may not be possible to complete the program in one calendar year.

### *Thesis Option*

This option takes 4-5 semesters; students are expected to enroll full-time beginning in the fall semester and must complete a total of eleven-twelve courses (31+ credits), three of which are electives, allowing the program to be adapted to meet the needs of many different career goals. Students prepare for the thesis by taking a required research methods course in the fall semester and working with faculty to develop a research proposal, which must then be accepted by a faculty committee before thesis work can begin. Many of our graduates have gone on to present their work at regional or national conferences and many have had their research published.

#### *Available Tracks*

The Human Biology track is designed primarily for students who wish to improve their credentials and/or complete requirements for advanced programs in medicine, dentistry, pharmacy, optometry etc. The Environmental Biology track includes classroom, laboratory, and field work experiences suitable for student wishing to pursue careers in environmental services, research, education, or advocacy.

#### ***Environmental Biology***

##### *Degree Requirements:*

11 courses, including 8 required courses and 3 electives. Students admitted to the thesis track may take BIO698 and BIO699 in place of the required internship and one elective with permission of the program director and with the understanding that the program cannot be completed in a calendar year.

##### *Required Courses*

|         |   |
|---------|---|
| BIO 511 | Seminar in Environmental Biology (3)            |
| BIO 525 | Plant Development (3) BIO 532 Biostatistics (3) |
| BIO 623 | Methods of Biological Research (2)              |
| BIO 639 | Internship (3)                                  |
| LNS 510 | Introduction to GIS (3)                         |
| LAR 534 | Soil Science (3)                                |
| LAR 575 | Field Ecology OR                                |
| LAR 578 | Wetlands Ecology (3)                            |

##### *Electives, chosen from the following:*

|         |   |
|---------|---|
| BIO 518 | Chemical Analysis Lab (3)                           |
| BIO 531 | Advanced Cell and Molecular Biology (3)             |
| BIO 538 | Biochemistry I (3)                                  |
| BIO 539 | Biochemistry II (3)                                 |
| BIO 540 | Macromolecule Laboratory (2)                        |
| CHM 543 | Advanced Environmental Chemistry (3)                |
| ENV 525 | Environmental Policy (3)                            |
| LAR 514 | Landscape Ecology (3)                               |
| LAR 516 | Plant Identification (3)                            |
| LAR 518 | Native Plants (3)                                   |
| LAR 535 | Diseases and Pests (3)                              |
| LAR 575 | Field Ecology (3) (if not taken for requirement)    |
| LAR 578 | Wetlands Ecology (3) (if not taken for requirement) |

LNS 553 Ornamental Horticulture (3)  
PWR 632 Science and Environmental Writing (3) (Online)

### ***Human Biology Track***

#### *Degree Requirements*

12 courses, including 7 required courses and 5 electives:

#### *Required Courses:*

BIO 502 Human Gross Anatomy (6)  
BIO 502L Human Gross Anatomy Lab (0)  
BIO 504 Human Physiology (3)  
BIO 506 Principles of Neuroscience (3) AND  
BIO 506L Principles of Neuroscience Lab (1)  
BIO 532 Biostatistics (3)  
BIO 623 Methods of Biological Research (2)

#### *Electives:*

Choose from:

For the MS with thesis option, two of the electives must be Thesis I and II (BIO698 and BIO699). Thesis courses are not available to students pursuing the non-thesis track.\*

BIO 508 Developmental Biology (3)  
BIO 517 Genetics (3)  
BIO 518 Chemical Analysis Lab (3)  
BIO 531 Advance Cell and Molecular Biology (3)  
BIO 538 Biochemistry I (3)  
BIO 539 Biochemistry II (3)  
BIO 540 Macromolecule Laboratory (2)  
BIO 551 Bioinformatics (3)  
BIO 552 Computational Drug Design (3)  
BIO 553 Special Topics in Biology (3)  
BIO 558 Histology (3)  
BIO 639 Internship (3)  
BIO 693 Independent Study (3)  
BIO 698 Thesis I (3)  
BIO 699 Thesis II (3)  
PSY 503 Applied Biological Psychology (3)  
PSY 629 Human Development Across the Lifespan (3)  
PSY 663 Foundations of Health Psychology (3)  
PWR 616 Technical Writing (3) (Online)  
PWR 632 Science and Environmental Writing (3) (Online)

*\*Students may substitute two undergraduate courses for one graduate elective upon recommendation to the Dean of the College for Graduate Studies/College for Continuing and Professional Studies from the Program Director.*

## **Master of Arts in Teaching (MAT)**

The Master of Arts in Teaching (MAT) degree is designed for women and men planning careers in the teaching profession at the early elementary (PreK-4) 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.

The MAT 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 MAT program in special education is available for students:

- certified in elementary or secondary education, seeking additional certification in special education;
- dual certification in special education and either elementary or secondary education. Certification in either early elementary or secondary must be completed BEFORE beginning the certification courses for Special education

### *Admission: PDE Clearances*

The Pennsylvania Department of Education requires all individuals who interact with children in Pennsylvania schools to obtain three types of clearances: Act 34, Act 151, and FBI Criminal History Report (fingerprinting). These clearances – a criminal background check, a child abuse check, and a criminal history report – are required for all Chatham field placements including observations and student teaching. In all M.A.T. programs, field placements begin in the first term of enrollment. Therefore, students must submit these three clearances to the education department prior to beginning coursework.

***Negative information on any of these clearances may be cause for dismissal from the program.***

More information regarding these clearances is available on the Pennsylvania Department of Education website. Visit <http://www.teaching.state.pa.us/teaching/site/default.asp> and click on “Background Checks” in the left-hand menu.

### *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 47 or 45 credits respectively, including:

- 38 to 36 credits in professional preparation and content-related courses
- 150-190 hours in field placement
- 9 credits in student teaching

All students seeking Pennsylvania state certification must have the following:

- six credits in English, including three credits in composition or writing and three credits in literature (American or British Literature), and
- six credits in college-level mathematics prior to entering the program.

Those individuals who are seeking a master's degree with certification in special education must have a valid instructional certification and complete 40 credits, including:

- 29 credits in professional preparation and content-related courses
- 5 credits in field placement
- 6 credits in a practicum experience
- Successful completion of the PRAXIS Pre-professional Test 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.

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.

### ***Certificate Programs***

#### *Graduate Certificate in English as a Second Language*

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.

6 courses, including

- |         |                               |
|---------|-------------------------------|
| EDU 627 | Methods of Teaching ESL (3)   |
| EDU 657 | English Language Learners (3) |

*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 24 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 (3)
- EDU 629      School Law (3)
- EDU 688      Early Childhood Supervised Practicum (6)

*Graduate Certificate in Education for Gifted and Talented Children*

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.

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 639      Integrating the Arts (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

*Degree Requirements – Early Elementary*

47 credits, including:

- EDU 502      Perspectives on Education (3)
- EDU 508      Play and Movement (1)
- EDU 510      Differentiating Reading and Writing (3)
- EDU 514      Data Driven Decision Making (2)
- EDU 523      Family and Community (3)
- EDU 531      Assessment and Adaptation (3)
- EDU 534      Methods of Teaching Elementary Social Studies (3)
- EDU 535      Methods of Teaching Elementary Mathematics (3)
- EDU 536      Methods of Teaching Elementary Science (3)
- EDU 607      Child and Adolescent Development in the School Context (3)
- EDU 609      Communication Skills (4)
- EDU 634      Inclusion: Issues and Strategies (2)
- EDU 639      Integrating the Arts (2)
- EDU 657      English Language Learners (3)
- EDU 696      Student Teaching (9)

*Degree Requirements – Secondary (biology, chemistry, English, mathematics, physics or social studies):*  
45 credits, including:

- EDU 502 Perspectives on Education (3)
  - EDU 510 Differentiating Reading and Writing (3)
  - 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 514 Data Driven Decision Making (2)
  - EDU 523 Family and Community (3)
  - EDU 531 Assessment and Adaptation (3)
  - EDU 581 Field Placement: Instructional Strategies (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 657 English Language Learners (3)
  - EDU 696 Student Teaching (9)
- 2 courses in content area of certification

*Degree Requirements: Art Education K-12*

Programs in these areas require some coursework in both elementary and secondary education. Candidates for these degrees should contact the certification officer or program chairperson.

45 Credits, including

- EDU 502 Perspectives on Education (3)
- EDU 510 Differentiating Reading and Writing (3)
- EDU 514 Data Driven Decision Making (2)
- EDU 515 Secondary School Curriculum (2)
- EDU 523 Family and Community (3)
- EDU 531 Assessment and Adaptation (3)
- EDU 537 Methods of Teaching Art in the Elementary School (3)
- EDU 547 Methods of Teaching Art in the Secondary School (3)
- EDU 581 Field Placement: Instructional Strategies (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 639 Integrating the Arts (2)
- EDU 657 English Language Learners (3)
- EDU 696 Student Teaching (9)

*Degree Requirements –Environmental Education k-12*

45 credit, including

- EDU 502 Perspectives on Education (3)

|         |  |
|---------|--|
| EDU 510 | Differentiating Reading and Writing (3)                    |
| EDU 514 | Data Driven Decision Making (2)                            |
| EDU 515 | Secondary School Curriculum (2)                            |
| EDU 518 | Methods of Teaching Secondary Science (2)                  |
| EDU 523 | Family and Community (3)                                   |
| EDU 531 | Assessment and Adaptation (3)                              |
| EDU 536 | Methods of Teaching Elementary Science (3)                 |
| EDU 581 | Field Placement: Instructional Strategies (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 657 | English Language Learners (3)                              |
| EDU 696 | Student Teaching (9)                                       |
| ENV 555 | Environmental Education (3)                                |



# College of Continuing & Professional Studies Degree Programs

## **Doctor of Nursing Practice (DNP)**

The Doctor of Nursing Practice (DNP) is a clinical doctorate that prepares nurses to practice as clinical leaders in the health care delivery system. Graduates of the DNP program have a skill set and competencies to function in clinical leadership roles depending on student interest and career trajectory.

The DNP program at Chatham University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

### *Program Structure*

The DNP program is a low-residency, writing intensive, online program. Students can complete the 27 credit DNP program in 12 months of full time study, including 500 supervised clinical hours. Part-time study also is available. The program includes a mandatory on-campus residency and culminates in an evidence-based practice clinical immersion capstone experience. Clinical experiences are completed at approved clinical sites with the guidance of an approved preceptor. Cohorts are admitted each Fall and Spring.

### *Degree Requirements*

27 credits

|         |   |
|---------|---|
| NUR 700 | Structure and Application of Contemporary Nursing Knowledge (3 credits) |
| NUR 702 | Developing Evidence-Based Practice (3 credits)                          |
| NUR 703 | Ethics and Public Policy in Healthcare Delivery (3 credits)             |
| NUR 704 | Quality Improvement in Health Care (3 credits)                          |
| NUR 705 | Advancing Practice: Scholarship and Grantwriting (3 credits)            |
| NUR 706 | Communication and Collaboration for Healthcare Leadership (3 credits)   |
| NUR 707 | Information Technology and Data-Driven Decision Making (3credits)       |
| NUR 799 | Capstone Experience (6 credits)   |

### *Clinical Requirements*

DNP students are required to complete 500 clinical hours during the program in NUR 702 (125 hours), NUR 704 (125 hours) and NUR 799 (250 hours). The DNP clinical is an advanced practice immersion experience that allows DNP students an opportunity that includes, but is not limited to: gaining and applying advanced skills in the clinical setting; linking policy making within clinical systems, or local, regional, or national organizations; translation of evidence-based research into practice through policy or practice innovation; and to serve as change agents in health care delivery settings. Clinical is defined by the Chatham University Nursing program faculty as those experiences that DNP students complete as they develop clinical expertise and transition to achieve the DNP student learning outcomes. A qualified preceptor and clinical site are identified and approved during the first semester of coursework. A signed clinical affiliation agreement must be in place prior to engaging in any clinical experiences. It is the responsibility of the student to comply with agency requirements specific to physical examinations,

immunizations, CRP certification, drug screening, and criminal record background checks, and submit all associated documentation directly to the clinical agency.

#### *Transfer Credits*

Given the integrated nature of the courses, all 27 credits of the DNP program must be completed at Chatham University.

#### *Protection of Human Subjects*

To ensure for the protection of the rights and welfare of human subjects, all students enrolled in the doctor of nursing practice (DNP) program at Chatham are required to submit their proposed evidence-based practice change project plan to an Institutional Review Board (IRB), or faculty approval substitute, for review and decision prior to implementing any aspect of the project.

#### *Deferral of Admission and Leave of Absence*

The offer of admission is for a specific semester/cohort only. Therefore, accepted students may not defer admission to another semester.

Due to the integrated nature of the DNP courses, a personal or financial leave of absence is not permitted. Students requiring a medical leave of absence must submit a written request and documentation from a physician to the program director for review and decision.

### **Professional Doctorate of Occupational Therapy (OTD)**

The Professional Doctorate of Occupational Therapy (OTD) program is designed for occupational therapy clinicians and/or academicians who want to enhance their careers and be professional leaders. Students learn to apply evidence-based literature and bring practice to a heightened level of professional accountability, develop into a professional leader in areas of public policy, professional advocacy, and business management, gain additional theoretical knowledge and clinical competence, and practice concepts of educational theory and measurement as it relates to both clients and students. Each course is intricately connected to the professional student's practice focus. Student growth is not simply academic; what is learned in "the classroom" can be applied directly to the student's work setting. The student will grow into an advanced clinician. The professional student's practice focus may be the setting in which they work, or may extend into the community or an emerging practice area.

#### *Program Structure*

The online OTD program consists of ten (10) courses that are intricately connected to the professional student's practice focus. The online learning experience is enhanced with two short required residencies at Chatham University in Pittsburgh.

#### *Degree Requirements*

30 credits:

- OTD 740      Occupational Science (3)
- OTD 741      Evidence-Based Practice (3)
- OTD 742      Advanced Practice Concepts and Skills (3)

|         |  |
|---------|--|
| OTD 750 | Occupational Therapist as Entrepreneur (3)   |
| OTD 751 | Applied Evidence-Based Practice (3)          |
| OTD 752 | Education Theory and Technology (3)          |
| OTD 760 | Leadership and Professionalism (3)           |
| OTD 766 | Methods of Evaluation (3)                    |
| OTD 770 | Capstone I: Design and Implementation (3)    |
| OTD 771 | Capstone II: Evaluation and Presentation (3) |

Experienced Occupational Therapists who hold a Bachelor's degree in Occupational Therapy but no Master's degree, have the option to bridge into Chatham's Bachelors-to-OTD program. Before entering the 16-month cohort, students will complete the following pre-requisites. All courses may be completed online at Chatham University:

- OTH 690 Principles of Evidence-Based Practice (3 credits)
- OTH 695 Models in Occupational Therapy (3 credits)
- PWR 601 Introduction to Professional Writing (3 credits)

### **Master of Fine Arts in Creative Writing - Low Residency (MFA-LR)**

Chatham University's Low-Residency Master of Fine Arts Creative Writing (MFA) program is 39 credits hours that can be completed in two years with two summer residencies of 10 days each. The program is very similar to Chatham University's highly acclaimed residency program with the same innovative focus on nature, environment, and travel writing. It is the premier graduate program for nurturing creative writers interested in the environmental imagination and place-based writing. Alumna Rachel Carson, a creative writer whose work demonstrates both lyricism and social conscience, inspires the program.

#### *Program Structure*

The low-residency program is different from the residency program in a few ways. First, in lieu of writing workshops each term, students take mentorships with a publishing writer. Second, although the literature and content courses students enroll in will be the same as those taught in the residency program, they will be taught in an electronic classroom environment. Third, low-residency students must complete two residencies of ten days each in their first and second summers.

Residencies will take place on the Chatham University campus in Pittsburgh and will consist of intensive workshops, craft lectures, panels, and readings with well-known creative writers. Low-residency students have the opportunity to take one of the creative writing field seminars along with the residency students, although the field seminar is not required. Field seminars include additional fees for travel and lodging and will vary depending on the location.

#### *Degree Requirements*

39 credits

A craft course in the student's genre. Choose from:

|         |                    |
|---------|--------------------|
| ENG 584 | Nature Writing (3) |
| ENG 585 | Travel Writing (3) |

ENG 581 or 582 or 583 Craft Course (3)  
ENG 612 Mentorship I (3)  
ENG 712 Mentorship II (3) Taken twice (6)  
ENG 710 Residency I (3) Taken twice (6)  
Five content courses, two of which must be literature courses (15)

### **Graduate Certificate in Infant Mental Health – Low Residency**

Chatham University's Infant Mental Health (IMH) certificate program focuses on relationship-based training in order to promote optimal development of infants and families. The coursework includes academic and applied training based on the most current research to prepare students for work with infants and their families. Training may emphasize service learning and experiential opportunities.

#### *Program Structure*

The IMH Low-residency certificate program is a three semester flexible cohort model that includes 6 courses taught online in an electronic classroom environment. In conjunction with their course work students will participate in one 2 day residency per semester to complete the program. Residency events may be held at Chatham University and/or at off-campus sites. In addition IMH students are expected to attend the annual Pennsylvania Infant Mental Health Conference that is held in different cities each year. The student is responsible for associated registration and travel expenses. Students have the option to complete the certificate for university credit or non-credit.

#### *Certificate Requirements:*

18 credits  
PSY 506 Essentials of Infant Mental Health (3)  
PSY 509 Infant Development (3)  
PSY 510 Infant Assessment (3)  
PSY 512 Practices and Principles of Infant Mental Health Intervention (3)  
PSY 514 Infant Attachment: A Dual Relationships(3)  
PSY 518 Family Interactions (3)

### **Master of Science in Infant Mental Health Counseling (MSIMHC)**

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

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

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

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### *Certificate Requirements:*

18 credits

|         |   |
|---------|---|
| PSY 506 | Essentials of Infant Mental Health (3)                            |
| PSY 509 | Infant Development (3)  |
| PSY 510 | Infant Assessment (3)   |
| PSY 512 | Practices and Principles of Infant Mental Health Intervention (3) |
| PSY 514 | Infant Attachment : A Dual Relationship (3)                       |
| PSY 518 | Family Interactions (3)   |

## **Master of Science in Infant Mental Health Counseling**

The Master of Science in Infant Mental Health Counseling program focuses on developing counselors prepared to promote the social-emotional development of very young children through interventions focused on improving infant-caregiver relationships. Students in this program are provided with specialized training in early childhood development, assessment, and intervention with a focus on the role that relationships play in outcomes. The Master of Science in Infant Mental Health Counseling program will allow students to complete the necessary credit hours to become a licensed professional counselor (LPC) in the Commonwealth of Pennsylvania.

### *Program Structure*

The Master of Science in Infant Mental Health Counseling is a 60 credit degree program consisting of 48 Prerequisite(s): credits, 9 elective credits and 9 field placement credits through practicum and internships in a variety of settings that serve infants, toddlers, and their families with Reflective Consultation provided by faculty. Some classes are offered online, in the evenings and on the weekends and students can enroll in full-time or part-time studies.

In conjunction with their course work students will participate in one 2-day residency per semester to complete the program. Residency events may be held at Chatham University and/or at off-campus sites. In addition IMH students are expected to attend the annual Pennsylvania Infant Mental Health Conference that is held in different cities each year. The student is responsible for associated registration and travel expenses.

### *Degree Requirements*

60 credits,

#### Prerequisite Courses (48 credits)

|         |   |
|---------|---|
| PSY 501 | Foundations of Counseling Psychology (3)                        |
| PSY 506 | Essentials of Infant Mental Health (3)                          |
| PSY 509 | Infant Development (3)  |
| PSY 510 | Infant Assessment (3)   |
| PSY 512 | Practices & Principles of Infant Mental Health Intervention (3) |
| PSY 514 | Infant Attachment: A Dual Relationship (3)                      |
| PSY 518 | Family Interactions (3)   |
| PSY 555 | Statistics & Research (3)                                       |
| PSY 617 | Psychology of Culture & Identity (3)                            |
| PSY 629 | Human Development (3)   |
| PSY 627 | Vocational & Career Counseling (3)                              |
| PSY 642 | Assessment (3)  |
| PSY 662 | Theories & Techniques of Counseling (3)                         |
| PSY 672 | Group Counseling (3)  |
| PSY 678 | Risk and Resilience in Childhood (3)                            |
| PSY 681 | Professional Integration Seminar (3)                            |

#### Electives (9 credits)

|         |  |
|---------|--|
| PSY 516 | The Neonatal Intensive Care Unit (NICU) Experience (3) |
|---------|--|

PSY 674 Foundations of Family Therapy (3)

Field Placements (9 credits)

PSY 682 Practicum (3)

PSY 655 Reflective Consultation I (3)

PSY 656 Reflective Consultation II (3)

## **Master of Science in Infant Mental Health**

The Master of Science in Infant Mental Health program focuses on the personal and professional growth of students and prepares them to promote infant-caregiver relationships. Students in this program learn about early childhood development, assessment, and intervention with a focus on the role that relationships play in outcomes.

### *Program Structure*

The Master of Science in Infant Mental Health is a 36 credit degree program consisting of 30 core course credits and 6 field placement credits through practicum and internships in a variety of settings that serve infants, toddlers, and their families with Reflective Supervision provided by faculty. Some classes are offered online, in the evenings and on the weekends and students can enroll in full-time or part-time studies.

In conjunction with their course work students will participate in one 2-day residency per semester to complete the program. Residency events may be held at Chatham University and/or at off-campus sites. In addition IMH students are expected to attend the annual Pennsylvania Infant Mental Health Conference which is held in different cities each year. The student is responsible for associated registration and travel expenses.

### *Degree Requirements*

36 credits

PSY 506 Essentials of Infant Mental Health (3)

PSY 509 Infant Development (3)

PSY 510 Infant Assessment (3)

PSY 512 Practices & Principles of IMH Intervention (3)

PSY 514 Infant Attachment: A Dual Relationship (3)

PSY 516 The Neonatal Intensive Care Unit (NICU) Experience (3)

PSY 518 Family Interactions (3)

PSY 674 Foundations of Family Therapy (3)

PSY 678 Risk and Resilience in Childhood (3)

PSY 655 Reflective Consultation I (3)

PSY 656 Reflective Consultation II (3)

## **Master of Professional Writing (MPW)**

Chatham University's Master of Professional Writing (MPW) program is a broad-based course of study that leads to a unique, professional degree. Students will explore the practice of writing in a variety of professional contexts, including technical writing, political writing, business and financial writing, writing for electronic media, web design, and critical writing. By bringing together students from a variety of different backgrounds, the MPW program offers an educational experience that more accurately reflects the realities of today's shifting and expanding business world.

### *Program Structure*

The MPW program consists of 30 credits completed in the online format. Students will gain experience working in a variety of business formats and will be prepared to assume positions that demand highly-developed communication skills. Chatham University's MPW program allows students to complete a focused Professional Writing Degree or to complete a more technical Professional Writing Degree with Web-Content Design Concentration.

### *Degree Requirements*

30 credits

PWR 601 Introduction to Professional Writing (3)

PWR 699 Professional Writing Practicum (3)

### *Choose 24 credits from:*

PWR 616 Technical Writing (3)

PWR 620 Political Writing (3)

PWR 621 Uses of Media in Presentations (3)

PWR 625 Business and Organizational Writing (3)

PWR 632 Science and Environmental Writing (3)

PWR 641 Financial Writing (3)

PWR 662 Writing for Digital Media (3)

PWR 670 Principles of Information Architecture (3)

PWR 673 Web Design and Development I (3)

PWR 674 Web Design and Development II (3)

PWR 675 Visual and Interface Design (3)

PWR 694 Client Project: Internship (3)

## **Web Content Development Concentration**

As we move increasingly toward an experience economy that values the overall feel as much as – or more than – the good or service itself, content design roles are growing in demand. Additionally, as Web 2.0, social media, and community content authoring have become ubiquitous, the danger of information pollution threatens to overwhelm content consumers. Businesses are driven to hire skilled professionals to architect their content in a consumable, usable manner.



The MPW Web Content Development concentration will focus on the many aspects of professional writing centered on developing content for the web, from architecting to writing, teaching students to do more than craft the written word. Students will adopt a highly user-focused approach to content development, from user-story creation through digital media development, as students learn the new media skills needed in this modern digital age. This concentration also requires a portfolio and networking-enhancing client project that gives students direct opportunities to apply their skills to a real-life business project. The MPW Web Content Development concentration will enable students to take their skills straight to the market place.

#### *Concentration requirements*

The Web Content Development concentration requires a total of 10 courses:

#### *2 core courses*

PWR 601 Introduction to Professional Writing (3)

PWR 699 Professional Writing Portfolio (3)

#### *5 concentration courses*

PWR 662 Writing for Digital Media (3)

PWR 670 Principles of Information Architecture (3)

PWR 674 Web Design and Development II\*(3)

PWR 675 Visual and Interface Design (3)

PWR 694 Client Project (3)

#### *3 electives courses*

\* Basic web design skills, including raw HTML and CSS coding, are a required prerequisite to this course. We strongly recommend completing PWR 673 Web Design I, and consider it a required course for the concentration if the student does not already possess these skills. Contact the Program Director or the current instructor for PWR 674 with any questions about meeting this requirement.

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

The Master of Science in Interior Architecture (MSIA) is an online 30 credit post- professional degree for students with a first professional degree in interior design or architecture. Students develop a specialization in interior design that can be applied in practice or serve as a foundation for a career in higher education or enrollment in a doctoral program that allows students to explore a specific building type, user group or design issue in depth and to develop a specialization.

#### *Program Highlights*

- The MSIA program is a 30 credit degree completed online.
- All incoming students must complete the MSIA Online Orientation in August.
- Students will participate in a supervised teaching experience with an interior design program in their geographical area.
- Students defend their thesis in residence at Chatham University.

### *Degree Requirements*

30 credits

|         |   |
|---------|---|
| IAR 655 | Graduate Research Methods (3) (14 week course)                |
| IAR 661 | Interior Architecture Inquiry (3) (7 week course)             |
| IAR 662 | Issues in Interior Architecture (3) (7 week course)           |
| IAR 670 | Supervised Teaching (3) (14 week course)                      |
| IAR 680 | Thesis (3) (14 week course)                                   |
| IAR 681 | Thesis (3) (14 week course)                                   |
| BUS 515 | Statistical Research Methods for Business (3) (7 week course) |
| ENG 528 | Academic Writing (3) (7 week course)                          |

2 graduate level electives from any program (6)

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

Master of Science in Nursing (MSN)

The Chatham University Nursing Program offers a 36 credit Master of Science Degree in Nursing (MSN). The program prepares students to become world ready nurse educators, leaders, or informatics specialist. The Chatham University MSN program requires 21 credits of MSN Core courses and 15 credits in the Educator, Leadership, or Informatics tracks.

The MSN program at Chatham University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

#### Program Structure

The Chatham University MSN program is delivered as an online program. The program builds on the Bachelor of Science in Nursing foundation by preparing nurses to advance their practice as nurse educators, leaders, or informatics specialist in a variety of settings. Clinical experiences are completed at approved clinical sites with the guidance of an approved preceptor. A full-time cohort for each track is admitted each Fall.

#### Degree Requirements

36 credits

Core courses (21 credits)

|         |   |
|---------|---|
| NUR 501 | Scientific Underpinnings for Practice (3 credits)   |
| NUR 502 | Advanced Pathophysiology/Pharmacology (3 credits)   |
| NUR 503 | Informatics Foundation and Health Care Technology (3 credits)                                 |
| NUR 504 | Organizational Quality and Systems Leadership (3 credits)                                     |
| NUR 505 | Advanced Physical Assessment and Health Promotion (3 credits)                                 |
| NUR 506 | Professional Role: Communication and Collaboration for Improving Patient Outcomes (3 credits) |
| NUR 507 | Health Policy and Advocacy (3 credits)  |

#### Nursing Education Track (15 credits)

NUR 632 Curriculum Design and Evaluation in Nursing Education (3 credits)

NUR 642 Professional Role Responsibility of the Nurse Educator (3 credits)

NUR 652 Teaching Strategies and Information Technology for the Nurse Educators (3 credits)

NUR 662 Health Care Education Practicum (3 credits, including 125 clinical hours)

NUR 672 Health Care Education Capstone (3 credits, including 125 clinical hours)

#### Nursing Leadership/Management Track (15 credits)

NUR 630 Health Care Economics and Financial Management (3 credits)

NUR 650 Leadership and Health Care Operations (3 credits)

NUR 640 Leadership for Change (3 credits)

NUR 660 Health Care Leadership Practicum (3 credits, including 125 clinical hours)

NUR 670 Health Care Leadership Capstone (3 credits, including 125 clinical hours)

#### Nursing Informatics Track (15 credits)

NUR 631 Integrating Technology into a Health Care Environment (3 credits)

NUR 651 Database Management for Evidence-Based Decision Making (3 credits)

NUR 641 Promoting Healthier Lifestyles in the Community using Innovative technology (3 credits)

NUR 661 Health Care Informatics Practicum (3 credits, including 125 clinical hours)

NUR 671 Health Care Informatics Capstone (3 credits, including 125 clinical hours)

#### Clinical Requirements

The culminating learning experience of the MSN program includes a 125 hour practicum and 125 capstone in which students complete a project specific to the specialty track. A signed clinical affiliation agreement and an approved preceptor must be in place prior to engaging in any clinical experiences. It is the responsibility of the student to comply with agency requirements specific to physical examinations, immunizations, CRP certification, drug screening, criminal record background checks, and submit all associated documentation directly to the clinical agency.

#### Additional Clinical Hours

For those students wanting to pursue a DNP degree, they may choose to take NUR 697 Nursing Clinical Practicum (3 credits, including 250 clinical hours) in addition to their MSN required curriculum. This course is designed to ensure a total of 500 clinical hours needed for acceptance into a DNP program

### **Bachelor of Science in Nursing for RNs (RN-to-BSN)**

Chatham University's RN-to-BSN program is based on a strong liberal arts and science foundation preparing registered nurses with the knowledge, skills, and attitude to perform creatively, ethically, and effectively.

The BSN program at Chatham University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

### *Program Structure*

The RN-to-BSN program is an online degree completion program that requires completion of a total of 120 credit hours, including 180 clinical hours in college level courses. Clinical experiences are completed at approved clinical sites with the guidance of an approved preceptor. Cohorts are admitted each semester. Students can enroll in full-time or part-time studies. Students must maintain a cumulative 2.0 or better to be awarded the Bachelor of Science in Nursing degree.

### *Degree Requirements (Effective January 2013\*)*

26 credits

|         |  |
|---------|--|
| IND175  | Introduction to Nursing Resources (1 credit)   |
| NUR 402 | Health Policy and Ethics in Nursing (3 credits)  |
| NUR 403 | Issues in Women's Health Nursing (3 credits)   |
| NUR 404 | Community and Environmental Health Nursing (3 credits, including 45 clinical hours)                      |
| NUR 405 | Cross Cultural Nursing (3 credits)   |
| NUR 406 | Issues in Geriatric Nursing (3 credits)  |
| NUR 407 | Nursing Research (3 credits)   |
| NUR 408 | Nursing with Underserved Populations (3 credits, including 45 clinical hours)                            |
| NUR 499 | Contemporary Nursing Practicum: Preparing the World Ready Nurse (4 credits, including 90 clinical hours) |

All undergraduate students must satisfy the following General Education requirements either through articulation agreement or completion of additional coursework:

Composition (3)

Math/Logic (3)

Information Literacy/Critical Analysis (3)

Wellness (3)

Science (6)

Social Science (3)

Environment (3)

Global Understanding (3)

Women's Issues (3)

Diversity (3)

Ethics (3)

\* Students entering the program prior to January 2013 are not required to take IND175 and will take NUR499 for 5 credits. Beginning January 2014 those needing NUR499 will take the 4 credit course and IND175 (1 credit).

Liberal Arts courses to fulfill General Education requirements for RN-to-BSN students include the following: (Note: Requirements may vary based on articulation agreements)

ART 215 Painting Studio (3)

BIO 114 Basic Nutrition (3)

ENG 102 Expository Writing (3)

MTH 110 Elementary Statistics (3)

|         |                                    |
|---------|------------------------------------|
| PHI 121 | Logic (3)                          |
| PSY 101 | General Psychology (3)             |
| PSY 152 | Human Growth & Development (3)     |
| SUS 101 | Introduction to Sustainability (3) |
| SWK 164 | Diversity in Health & Illness (3)  |

### *Clinical Requirements*

To enable students to complete the necessary clinical experiences, Chatham University requires students to complete a self-directed clinical placement process with the guidance of the nursing clinical coordinator. This process must begin at least 2 weeks prior to the start of a clinical course and consists of the following steps: 1) Each student contacts the clinical coordinator to identify an appropriate clinical site and qualified preceptor; 2) Student contacts the preceptor to discuss an appropriate clinical experience and project; 3) The student develops a learning contract with learning goals and identified project; 4) A conference call occurs between the student, preceptor, and clinical coordinator to finalize the learning experience; and, 5) students must document clinical experiences and submit required evaluations and a copy of the final capstone project at the conclusion of the clinical experience. Approval of the preceptor, clinical site, and learning experiences must be secured prior to beginning any clinical experiences. A signed clinical affiliation agreement must be in place prior to engaging in any clinical experiences. It is the responsibility of the student to comply with agency requirements specific to physical examinations, immunizations, CRP certification, drug screening, and criminal record background checks, and submit all associated documentation directly to the clinical agency.

### *Transfer Credits*

Students may transfer up to 75 credit hours of college level courses into the program. All requests for transfer credit must be made prior to enrollment. A minimum of 45 credits, including the 26 credits of core requirements, must be taken at Chatham University. Registered nurses who are graduates of select nursing schools with established articulation agreements are subject to the criteria of the agreement.

## **Master of Education in Educational Leadership**

The online MEd program is for both experienced (certified and uncertified) teachers, as well for higher education and other field-related professionals. The program goal is to prepare leaders within their chosen concentration to succeed in a classroom, higher education, or field-related setting. Teachers will learn to develop and deepen their conceptual understanding and will strengthen their instructional practices through curriculum design and staff development courses. Higher education leadership professionals will gain the background and skills to design and implement instruction, and leadership skills necessary in a higher education setting.

### *Program Structure*

The Master of Education in Educational Leadership is a 30 credit degree program consisting of 12 core course credits 12 concentration credits, and 6 elective credits All classes are offered online and students can enroll in full-time or part-time studies.

### *Degree Requirements*

30 credits

|         |  |
|---------|--|
| HED 605 | Elective Leadership (3)                  |
| HED 601 | Designing Staff Development Programs (3) |
| COM 550 | Organizational Communication (3)         |
| HED 699 | Capstone Experience (3)                  |

### *Electives - choose 6 credits from:*

|         |   |
|---------|---|
| EDU 671 | Collaboration, Consultation, and Teamwork (3) |
| EDU 618 | Instructional Computer Integration (3)        |
| HED 608 | The Contemporary College Student (3)          |
| HED 683 | Special Topics in Higher Education (3)        |
| PWR 621 | Use of Media in Presentations (3)             |
| PWR 625 | Businesses and Organizational Writing (3)     |

Students will choose one of the following concentration areas (4 courses, 12 credits):

### *Educational Strategies– 12 credits required:*

|         |   |
|---------|---|
| EDU 629 | School Law (3)                            |
| EDU 634 | Inclusion: Issues and Strategies (3)      |
| EDU 607 | Child and Adolescent Development (3)      |
| HED 607 | Curriculum Development and Assessment (3) |

### *Higher Education Leadership – 12 credits required:*

|         |   |
|---------|---|
| HED 602 | Foundations of Higher Education (3)               |
| HED 603 | Law and Higher Education (3)                      |
| HED 604 | Finance and Higher Education (3)                  |
| HED 606 | Human Resource Management in Higher Education (3) |

## School of Sustainability and the Environment Degree Programs

### **Master of Sustainability (MSUS)**

From the local level to emerging global initiatives, sustainability principles are growing in importance and influence in all aspects of our society. Individuals and organizations are increasingly seeking to gain the knowledge and practical skills necessary to manage the complex challenges posed by sustainability. With the Master of Sustainability program, Chatham University is educating leaders to confront and address these challenges.

### *Program Structure*

The Master of Sustainability at Chatham University's School of Sustainability and the Environment (SSE) is a two-year, full-time cohort program offering an innovative and unique approach to the study of sustainability. By identifying and finding solutions to real-world sustainability challenges, our students

develop an academically sound, yet professionally-oriented understanding of how to simultaneously improve economic development, social justice, and the biophysical environment.

### *Degree Requirements*

The Master of Sustainability is a full-time, cohort-based program. Students are required to complete core coursework along with the cohort they join.

To fulfill the requirements for the Master of Sustainability degree program, students must successfully complete a minimum of 41 hours total credit hours, which include:

- 20 hours of core courses
- 21 hours of elective courses that constitute an area of specialization. The area of specialization may be one of several predetermined by the program, or may be designed by the student and approved by the students advisor and the dean.
  - students may take more electives
  - students are NOT limited to electives listed in SUS
  - up to six hours of -project and/or internship credit may count towards the area of specialization

All students are required to complete a 200-400 hour placement in a professional setting or field-based research setting. Ideally, students will fulfill this requirement by working or conducting research 20-40 hours/week over a 10 week period during the summer following the first two semesters in the program. A hybrid experience is also possible if a student wants to, for example, conduct research for an organization in a professional setting.

All students are also required to participate in co-curricular activities.

### **Core Courses**

|         |   |
|---------|---|
| SUS 502 | Sustainability and Systems (3)              |
| SUS 504 | Principles of Sustainability (3)            |
| SUS 590 | Careers in Sustainability (3)               |
| SUS 595 | Achieving Careers in Sustainability (3)     |
| SUS 601 | Science for Sustainability (2)              |
| SUS 602 | The Political Economy of Sustainability (2) |
| SUS 603 | Sustainability- Ethics, Equity, Justice (2) |
| SUS 690 | Methods (3)                                 |
| SUS 699 | Advanced Seminar in Sustainability (2)      |

### **Certificate in Sustainable Management (CSM)**

The Certificate in Sustainable Management (CSM) consists of 18 post-baccalaureate credits. Designed online with the needs of professionals in mind, the CSM can be completed within one year, but is not required. The certificate may be earned concurrently with another graduate degree, or can be a stand-alone program for individuals who have earned at least a bachelor's degree.

## Required Courses

|         |   |
|---------|---|
| SUS 501 | Fundamentals of Sustainability (3)                |
| SUS 502 | Sustainability and Systems (3)                    |
| SUS 503 | Understanding Knowledge Across Disciplines (3)    |
| SUS 610 | Communicating Sustainability (3)                  |
| BUS 609 | Business and Sustainability (2)                   |
| BUS 576 | Organizational Behavior (2)                       |
| BUS 640 | Sustainable Metrics, Assessment and Reporting (2) |

## Executive Master of Sustainability Leadership (EMSL)

Chatham University's Executive Master in Sustainability Leadership (EMSL) program provides business professionals the knowledge and experience necessary to drive sustainable practices within organizations. In our unique program, students engage sustainability leadership through collaboration, teamwork, and practical exercises. The program consists of 30 academic credits that can be completed in 16 months. Most courses are on-line; two require three weekends, and one involves a week-long residency.

|         |   |
|---------|---|
| SUS 501 | Fundamentals of Sustainability <i>3 credits</i>   |
| SUS 502 | Sustainability and Systems <i>3 credits</i><br>Format: 3 weekends (36 hours face time) plus on-line interactions and assignments. With MSUS cohort                                |
| SUS 610 | Communicating Sustainability. <i>3 credits</i><br>Format: 3 weekends (36 hours face time) plus on-line interactions and assignments. With MSUS, MBA, FST, COM, and other students |
| SUS 631 | Implementing Sustainability <i>3 credits</i><br>Repeated three times  |
| SUS 632 | Cases in Sustainability Leadership <i>6 credits</i><br>Format: 6 days / 5 nights at Eden Hall, followed by on-line interactions and assignments                                   |
| BUS 609 | Business and Sustainability <i>2 credits</i>  |
| BUS 646 | Social Entrepreneurship <i>2 credits</i>  |
| BUS 640 | Sustainable Metrics, Assessment and Reporting <i>2 credits</i>  |

## Master of Arts in Food Studies (MAFS)

The Masters of Arts in Food Studies emphasizes a holistic approach to food systems, from agriculture and food production to cuisines and consumption, providing intellectual and practical experience from field to table. Graduates gain analytical and experiential knowledge of global and local food systems. Academic courses provide a critical framework, emphasizing the ways people relate to food within a cultural and



historical context. Analyses of global, environmental, and gender issues are centralized in the study of the food system as a cultural, economic, and geographic entity. The 388-acre Eden Hall Campus, with its organic gardens, apiaries, orchards, kitchen and root cellar, provides a working environment for engagement with the practice and pedagogy of sustainable agriculture and culinary arts.

Food Studies is the interdisciplinary domain that includes agricultural and culinary history as well as sociological, cultural, political, economic, and geographic examinations of food production and consumption. At the heart of the curriculum model are a number of common preparatory, experiential, and core courses, which allow students to develop a shared knowledge base and community-based networks. The common preparatory courses provide all students with disciplinary training in both natural and social sciences, linking real world problems with ethics, theory, history, communication, research skills, and experiential learning. Internships and directed study in community settings are encouraged.

### **Degree Requirements**

The MAFS consists of 40 credits. Core (at least 12 credit hours); Applied Electives (at least 10 credit hours); Science Electives (at least 3 credit hours); and courses from a chosen Concentration (at least 12 credit hours).

#### **Core (5 courses, minimum of 12 credits)**

|         |  |
|---------|--|
| FST 508 | Food Systems (2) (required)                  |
| FST 509 | Food Access 2) (required)                    |
| FST 510 | Food, Culture, History (3) (required)        |
| FST 698 | Thesis/Project (1-2 credits)                 |
| FST 620 | Research in Food and Agriculture (2 credits) |

As well as -2 additional credits of methods including:

|         |   |
|---------|---|
| FST 522 | GIS for Food (3 credits)                        |
| FST 600 | Oral History Intensive (2 credits)              |
| SUS 682 | Visual Communication (2 credits)                |
| FST 613 | Community Research: Food and Health (2 credits) |

#### **Applied Electives (minimum of 10 credits)**

|          |                                  |
|----------|----------------------------------|
| FST 520  | Basic Agroecology (3)            |
| FST 520L | Growing Sustainably Lab (1)      |
| FST 524  | Greenhouse Production (3)        |
| FST 530  | Sustainable Culinary Basics (3)  |
| FST 531  | Sustainable Fermentation (3)     |
| FST 532  | Sustainable Meat Production (3)  |
| FST 533  | Sustainable Culinary: Grains (2) |
| FST 608  | Culture and Culinary Grains      |
| FST 614  | New Product Development          |
| FST 691  | Internship (1)*                  |
| FST 692  | Internship (2)*                  |
| FST 693  | Internship Practicum (3)*        |

\*Students must complete a total of at least 3 internship credits

#### **Science Electives (1 course, 3 credits)**

|         |                         |
|---------|-------------------------|
| FST 512 | Practical Nutrition (3) |
|---------|-------------------------|

LAR 534 Soil Science (3)  
FST 525 Weeds and Insects (3)  
FST 607 Sustainable Consumption  
LAR 518 Native Plant Botany

**Concentrations (12 credits. Course substitution must be arranged with permission of the Program Director.)**

*Food Politics*

FST 505 Food and Representations (3)  
FST 513 Writing about Food (3)  
FST 603 Food Journeys (3)  
FST 604 Food, Social Change, & Health (3)  
FST 605 Food and Climate Change (3)  
FST 606 The Politics of Grains (2)  
FST 607 Sustainable Consumption  
FST 608 Culture and Culinary Grains  
FST 609 Dairy: Pasture to Plate  
FST 610 Culture and Politics of Meat (3)  
FST 615 Labor, Food and Inequality  
FST 683 Special Topics: Pittsburgh Food Landscapes (3)  
COMM 515 Environmental Communications (3)  
FST 611 Religion, Community, Food (3)

*Food Markets and Marketing*

FST 505 Food and Representations (3)  
FST 515 Writing about Food (3)  
FST 518 Business of Food and Agriculture (3)  
FST 603 Food Journeys (3)  
FST 604 Food, Social Change & Health (3)  
FST 606 The Politics of Grains (2)  
FST 608 Culture and Culinary Grains  
FST 609 Dairy: Pasture to Plate  
FST 610 Culture and Politics of Meat (3)  
FST 614 New Product Development  
FST 615 Labor, Food and Inequality  
FST 683 Special Topics: Pittsburgh Food Landscapes (3)  
COMM 515 Environmental Communications (3)  
FST 607 Sustainable Consumption

*Communication and Writing*

FST 505 Food and Representations (3)  
FST 515 Writing about Food (3)  
FST 603 Food Journeys (3)  
FST 606 The Politics of Grains (2)  
FST 610 Culture and Politics of Meat (3)  
FST 615 Labor, Food and Inequality  
FST 683 Special Topics: Pittsburgh Food Landscapes (3)  
COMM 515 Environmental Communications (3)  
FST 611 Religion, Community, and Food

*Sustainable Agriculture*

- FST 518 Business of Food and Agriculture (3)
- FST 528 Greenhouse Production (3)
- FST 522: GIS: Food and Agriculture (3)
- FST 525 Weeds and Insects (3)
- FST 532 Sustainable Meat Production (3)
- FST 533 Sustainable Culinary: Grains (3)
- FST 605 Food and Climate Change (3)
- FST 607 Sustainable Consumption (3)
- FST 608 Culture and Culinary Grains
- FST 609 Dairy: Pasture to Plate
- FST 614 New Product Development
- FST 620 Research in Sustainable Agriculture (3)
- LAR 518 Native Plant Botany (3)
- LAR 534 Soil Science (3)

## Course Descriptions

### ACT 510 - Accounting Fundamentals (3)

This course is 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)

This course is 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 510 or approved equivalent.

### ACT 523 - Intermediate Accounting II (3)

The course continues from Intermediate Accounting I with the application of generally accepted accounting principles to liability and equity accounts including accounting for intangibles, bonds, debt and loans, partnerships, corporations, and analysis of working capital. Prerequisite(s): ACT 519 or approved equivalent.

### ACT 524 - Federal Tax Accounting (3)

The focus of the course is on developing knowledge of tax law and its application. 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). Prerequisite(s): ACT 510 or approved equivalent.

### 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 523 or approved equivalent.

### ACT 620 - Advanced Financial Accounting (3)

An introduction to many advanced financial accounting issues. Topics covered include the application of GAAP rules for consolidation of inter-corporate acquisitions and investments in other entities, multinational accounting issues involving foreign currency transactions and translation of foreign entity statements, accounting for partnerships, and segment and interim reporting requirements. Prerequisite(s): ACT 523 or approved equivalent.

### ACT 625 - Cost Analysis (3)

Cost Analysis introduces students to the role cost considerations play in management decision making. Topics include the classification and allocation of costs, job order and process costing, standard costs, budgeting and planning, cost-volume-profit analysis, and using costs as performance measurements. Prerequisite(s): ACT 510 or approved equivalent.

ACT 630 - Advanced Tax Accounting (3)

This course is designed to introduce students to advanced strategies in taxation. The course's focus is upon how tax research is performed and the basic concepts underlying strategic tax planning. Tax issues associated with new businesses, business operation, growth, expansion, terminations, and liquidations and estate planning are examined. Prerequisite(s): ACT 524 or approved equivalent.

ACT 635 - Forensic Accounting (3)

This is an introductory course to the field of forensic accounting, or fraud investigation. The focus is upon the impact of fraud on auditing and financial reporting. Topics include how organizations can detect, prevent, and investigate fraud, as well as proper procedures to follow to resolve allegations of fraud. Prerequisite(s): ACT 531 or approved equivalent.

ACT 640 - Government and Not-for-Profit Accounting (3)

This course's focus is upon the principles of fund accounting and the financial reporting, budgeting and auditing of both public and private not-for-profit organizations. Particular attention is given to accounting procedures for the activities of state and local governments, but the course also considers other not-for-profit entities.

Prerequisite(s): ACT 523 or approved equivalent.

ACT 645 - Accounting Theory (3)

This course encourages students to take a more conceptual view of accounting, urging them to get beyond the process and to grasp the reasoning behind accounting procedures. The focus is upon what it means for accounting to be a source of information and providing a framework for evaluating accounting alternatives. Prerequisite(s): ACT 523 or approved equivalent.

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): BUS 507 or ACT 510 or approved equivalent.

ACT 660 - Preparing for the CPA Exam (3)

This course will familiarize students with the structure and substance of the CPA exam. Students' current level of preparation for the CPA exam will be tested through use of sample CPA exams. Test results will be used to assist students in developing individualized exam preparation plans. Prerequisite(s): ACT 519, ACT 523, ACT 524, and ACT 531.

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 502L - Human Gross Anatomy Lab (0) Fall

Laboratory exercises to compliment lectures in BIO 502. Three hours of laboratory per week. Co-requisite: BIO502

BIO 503 - Human Anatomy (3) (For Occupational Therapy students only) Fall

This course provides a basic understanding of human anatomy, with an emphasis on the osteology and muscles of the upper and lower limbs, including the back. It uses a combination of systems-based and region-specific instruction. Lectures are complimented by laboratory exercises based upon the A.D.A.M. computer program. Three hours of class per week. Prerequisite(s): Permission of the instructor.

BIO 503L - Human Anatomy Lab (1) Fall

Laboratory exercises to compliment lectures in BIO 503. Two hours of laboratory per week. Co-requisite: BIO 503.

BIO 504 - Human Physiology (3) Fall

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.

BIO 506 - Principles of Neuroscience (3) 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. Three hours of class per week. Prerequisite(s): BIO 502 and BIO 503 or permission of instructor. Co-requisite: BIO 506L.

BIO506L - Principles of Neuroscience Laboratory (1) Spring

Laboratory experience includes human nervous system material, brain sections, and anatomical models. Two hours of laboratory per week. Co-requisite: BIO 506.

BIO 508 - Developmental Biology (3) Spring

A study of the embryonic and post-embryonic development of animals, with special emphasis on humans. The morphogenesis, growth and mechanisms of differentiation are stressed. Other topics include cancer, regeneration, cloning, hormones as mediators of development, and developmental genetics. Prerequisite(s): graduate standing or permission of instructor.

BIO 509 - Fundamentals of Neuroscience (3) Spring

This course is designed to examine the fundamental aspects of nervous system function, emphasizing the bases of excitability, synaptic transmission and neuron-target interactions. BIO 509 introduces students to the basics of integrative neural function, including sensory, motor, learning, memory, and limbic systems. Three hours of lecture per week.

BIO 509L - Fundamentals of Neuroscience Laboratory (1) Spring

Laboratory exercises to compliment lectures in BIO 509, including study of human nervous system material, brain sections and anatomical models. Two hours of laboratory per week.

#### BIO 511 - Seminar in Environmental Biology (3) Fall

An advanced survey of the basic concepts and theories of environmental biology, with particular emphasis on topics relevant to conservation biology. Includes discussion and evaluation of major scientific advances in the field based on primary literature in leading journals and symposia published in recent years. Prerequisite(s): graduate standing.

#### BIO 517 - Genetics (3)

A study of the modern concepts of the gene. Lectures stress theory and experimental evidence relating to the structure of the gene, heritability of characteristics, and the behavior of genes in populations.

#### BIO 518 - 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): Enrollment in MS Biology program or permission of instructor. Additional Fee(s): Laboratory fee.

#### BIO 519 - Immunology (3) Spring

This course covers fundamental principles of immunology with emphasis on molecular and cellular immunology, including antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, and the cellular basis for the immune response. Three hours of lecture per week.

#### 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, ANOVA for one and many variables, and linear and nonlinear regression. Three hours of class per week.

#### BIO 538 - Biochemistry I (3) Fall

This course offers the structure and function of proteins, polynucleic acids, and biological membranes. Enzymes and kinetics are also taught. Metabolic pathways, with emphasis on the thermodynamics of the equilibria and the storage and usage of energy are also discussed. Prerequisite(s): enrollment in MS Biology program or permission of instructor.

#### BIO 539 - Biochemistry II (3) Spring

This course offers the structure and function of proteins, polynucleic acids, and biological membranes. Enzymes and kinetics are also taught. Metabolic pathways, with emphasis on the thermodynamics of the equilibria and the storage and usage of energy are also discussed. Prerequisite(s): enrollment in MS Biology program or permission of instructor.

#### BIO 540 - Macromolecule Laboratory (2) Fall and 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. Three hours of laboratory each week.

#### 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 carry out analyses aimed at predicting the structure and evolution of macromolecules. Three hours of class per week.

#### 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.

#### 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 555 – Biomedical Ethics (3) Summer

Selected topics in medical ethics emphasizing methods of ethical reasoning about moral dilemmas and contributions of philosophical theories and principles to practical problems of medicine. Includes legal aspects of health care decisions.

#### BIO 558 - Histology (3) Fall

A microscopic analysis of human and animal tissue and organ function at the cellular level. Material comes from textbook, lecture, images and animations in addition to practical application and identification of histological specimens. Recommended for students planning to apply to professional schools of medicine, veterinary medicine, or dentistry.

#### 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 639 - Internship (3)

#### BIO 698 - Biology Thesis I (2)

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)

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.

### BIO 800 – Graduate Continuing Education (1) As Needed

This course is for MS Biology students who are continuing their research but are not registered for any other courses.

### BUS 506 - Statistics Essentials (2)

This course examines the fundamentals of research and quantitative methodology with emphasis on 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.

### BUS 507 - Accounting Essentials (2)

This course is a basic overview of accounting and financial management issues and techniques to provide insight into the financial performance of organizations. The course provides a survey of the preparation, interpretation, analysis, and use of accounting statements and financial information. In addition, managerial accounting issues such as employee performance, efficiency, product rates and customer satisfaction stats will be covered.

### BUS 508 - Marketing Essentials (2)

This course will introduce students to marketing concepts relevant in any sector of business. Topics will include market analysis, product strategy, the marketing mix, and managing the marketing program. Course material will be presented through online discussion, collaborative activities, assigned readings, and team creation of a comprehensive marketing plan.

### BUS 509 - Economics Essentials (2)

The goal of this course is to give students an understanding as to what constitutes good "economic thinking." This thought process is grounded in the construction and use of economic models. Drawing on issues in both microeconomics and macroeconomics, fundamental principles are applied to business decision-making.

### BUS 515 - Statistical Research Methods (3) *For MSIA students*

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 570 - International Business (2)

This course introduces students to the world of international business and management by studying cultural influences, government, and business structures in our global economy. Students also learn about trade relations, international finance and legal and labor agreements. Also covered, are topics on information needs, production systems, marketing and promotion, and career planning.

#### BUS 571 - Business Communication (2)

This course targets key aspects of business communication: persuasive presentation skills, writing skills and listening skills. Students will be more effective in "selling" ideas to others, developing a more effective and adaptable communication strategy, and aligning objectives with those of the audience

#### BUS 572 - Global Marketing (2)

This course explores the rapidly evolving realities of international marketing. Through class discussion, case study and project work, students learn to analyze macro-environments (alternative cultures, economic systems, financial markets, governments and legal issues). Students learn to develop marketing strategies and tactics to fit the unique aspects of targeted global markets. Prerequisite(s): BUS 508

#### BUS 573 - Entrepreneurship/Strategy (2)

This course provides an understanding of the entrepreneurial process and overall concepts concerning strategy development and implementation. It begins with a perspective of the entrepreneur and covers areas such as starting a venture, financing options, managing and growing the business and finally harvesting strategies. The student will integrate concepts in management, finance, law, and marketing, and develop an overall strategic outlook.

#### BUS 574 - 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, interpretation of data and recommendations, supply-chain management.

#### BUS 575 - Leadership & Management (2)

This course provides an introduction and overview to leadership, and corporate management issues. The course integrates theory with practice through readings and lectures. Assessment, practice, and development of leadership, managerial, and organizational skills will be accomplished through team exercises. Case studies in management and leadership provide a basis for in-depth discussion for various styles of effective leadership.

#### BUS 576 - Organizational Behavior (2)

This class will develop an understanding of the key issues managers need to master in order to manage the interface between people and organizations. The course begins with a focus on the individual within the organization, and then progresses to a broader focus on the organization as a whole and organizational culture.

#### BUS 577 - Information Technology (2)

This class focuses on the concept, definition and components of IT and Management Information systems (MIS). Upon completion of the course students will understand the terminology that exists throughout the industry as well as the wide variety of available information systems and how they work together. The course will also cover how those information systems affect us individually and in our work environment, and how choices in information systems can lead to profit or to failure.

#### BUS 578 - Negotiations/Persuasion (2)

The ability to negotiate successfully rests on a combination of analytical and interpersonal skills. This course presents a toolbox of analytical and process frameworks, strategies, and skills that can be used to better analyze negotiations, prepare more systematically and engage more strategically. Rhetoric, persuasion techniques and other interpersonal skills will be covered.

#### BUS 579 - Creativity/Innovative Thinking (2)

Students will be introduced to various models exploring creativity and the work place. Students will work with executives and engage in discussions on the issues of creative thinking, as well as interacting with artists both in class and at the studios to help understand how artistically creative people approach their art and craft. This course work will provide students with a much asked for component of management- the ability to think and utilize creativity in practical ways.

#### BUS 580 - Business Ethics and Corporate Responsibility (2)

This course provides an intellectual framework in which to consider the ways society and organizations affect an individual's and corporation's ethical decision making. Students apply ethical decision tools to the numerous moral challenges confronting them in their professional careers. The global context of ethical decision making is examined.

#### BUS 607 - Human Resource Management and Issues of Diversity (2)

In this course the student will develop conceptual, ethical, and practical skills for managing people through the understanding of, and effective use of HR systems including compensation packages, feedback loops, assessment measures, etc. In addition, ethical, legal and strategic issues concerning diversity, international HR challenges as well as domestic situations will be examined.

#### BUS 608 - Economics for Managers (2)

This course presents the fundamental ideas of microeconomics and macroeconomics and then integrates them from a managerial decision-making perspective. The class utilizes real-world examples to highlight relevant economic concepts and to apply them to the business environment. Emphasis is on developing the ability to understand market competition and changes in the overall economic environment in order to develop the best competitive strategies for their firms. Prerequisite(s): BUS 509 or permission of instructor.

#### BUS 609 - Business and Sustainability (2)

This course defines sustainability in business as balanced progress towards economic performance, social justice and environmental quality. Students will critically examine sustainability drivers, organizational conceptions of sustainability, strategic approaches to value creation and the challenges and opportunities of implementing a sustainability vision.

#### BUS 610 - Statistical Application to Business Efficiency (2)

This course is designed to expose students to the essential concepts and methodologies of business improvement techniques used to improve the effectiveness and efficiency of business operations, increase profitability, eliminate waste, and reduce costs. Quality management principles including continuous process improvement, Six Sigma, and lean manufacturing/service will be introduced. Prerequisite(s): BUS 506

#### BUS 611 - Healthcare Quality Measurement (2)

This course will address the quality of healthcare in the United States from the perspectives of health care systems, providers, patients and payers. Methods of Quality Control (including QA/QC, Deming and TQM) will be covered in detail. Strategies to improve the quality of patient care will be critiqued.

#### BUS 612 - Health Economics and Reimbursement (2)

This course applies microeconomic principles to analyze the drivers of healthcare behavior, the supply and demand for healthcare services, and the impact of insurance on the demand for healthcare services and the role of government in healthcare markets. Prerequisite(s): BUS 506, BUS 509

#### BUS 613 - Health Policy and History (2)

This course will provide an introduction to the history, structure and current issues in the United States' health care system. The interrelationships of the major stake holders in the system, including providers, patients and payors, will be examined in detail. Particular attention will be given to the influence of legislative bodies, lobbyists and regulatory agencies.

#### BUS 614 - Management Issues in Healthcare Institutions (2)

This course will examine common management themes from the perspective of the head of a health care institution. Topics will include financial management (margins, reimbursement, purchasing), marketing (competition and publicity), management for growth (mergers, alliances, horizontal and vertical integration), human resource issues (unionization, professional shortages), regulatory concerns and legal issues.

#### BUS 615 – Healthcare Management Capstone (3)

The Capstone project will focus on management issues and challenges confronting actual healthcare institutions or firms. Students will work in teams on a selected consulting project for a healthcare organization client. By the end of the semester, teams will present a project report to their client, instructor(s) and class. Prerequisite(s): BUS 573, BUS 575, BUS 579, and BUS 614 or permission of instructor.

### BUS 620 - Risk Management (2)

The goal of this course is to study the management of risks in a corporation; which is an especially important topic for the modern business world as academics and practitioners have recently renewed their focus on risk management as a corporate decision making process. Through this course the student will: learn a risk management process that can be applied to a variety of risks; develop an understanding of what risk is, how it can be measured and transferred, why individuals care about risk, and why corporations care about risk; and apply the risk management process to two major areas of concern for corporations, liability risk and financial risk, in some detail. By the end of the semester the student will have a good conceptual framework for analyzing risk and making decisions in a corporate setting.

Prerequisite(s): BUS 506 and BUS 509.

### BUS 621 - Gender and Diversity in Leadership (2)

This course is designed to provide students with ideas, information, and insights that pertain to women and diversity in leadership. Women have unique challenges as leaders and managers, and this course will provide tools for modern women executives to meet these challenges and succeed in the business world.

### BUS 622 - Advanced Topics in Leadership and Governance (2)

This course provides an advanced overview and theoretical understanding of the common elements and differences that shape leadership and public policy issues in the private, voluntary, and public sectors. Students will learn how institutions and processes of management and governance in each sector, shape the development of its leaders and their role.

### BUS 623 - Strategic Performance for Women Executives (2)

In this course, participating students learn the fundamentals of strategy, look at the ways gender plays out in strategy, assess their performance strengths and weaknesses, and learn how skills of advocacy and connection promote collaboration and problem solving.

### BUS 624 – Multidisciplinary Strategic Management (3)

This experiential course provides students hands-on experience working with local businesses as consultants to create business plans, actualize concepts and strategies, or develop opportunities. By the end of the course, students will have linked the various disciplines of business together into a unified and thorough business strategy and will have helped a local organization solve a real-world business problem.

Prerequisite(s): BUS 573, BUS 575, and BUS 579.

### BUS 640 – Sustainability Assessment and Reporting (2)

An in-depth study of how to measure, track, and report on sustainability issues in a business. This course will include a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability such as the GRI Standards. It will also teach students how to monitor and measure sustainability issues from within a business.

#### BUS 641 - Sustainability Supply Chain Management (2)

Understanding issues of supply chain management is essential to sustainability, both social and environmental. This course will provide students with an understanding of how supply chains work, how and where along the supply chain sustainability questions should be addressed/considered, and the impacts of those decisions on stakeholders further down the chain. Topics can include: packaging, transportation, energy use, and waste.

#### BUS 643 - International Field Experience (3)

It is important for MBA students to develop a firsthand understanding of the markets and corporate settings of foreign countries through supervised experience, observation, interaction and research/analysis. This course will provide that critical knowledge with a ten day study abroad field experience. While not required for graduation, BUS 643 is highly recommended for all students. Additional Fee(s): Travel fee.

#### BUS 646 - Social Entrepreneurship (2)

Provide students an understanding of the concept of using business for the social good using real world examples and studies of such initiatives. This course will focus on the issues and “softer” side of social entrepreneurship, and also the quantitative and quantifiable aspects of running a business for social good. Examples could include: the Grameen Foundation (micro-financing), Toms Shoes (donation), and Seventh Generation (environmentally friendly products as a distinguishing product and company factor). Prerequisite(s): open to graduate students only

#### BUS 649 - Sustainability Capstone (3)

Students will undertake a semester long study of a local business or nonprofit organization from a sustainability perspective. The project will involve identifying an area of improvement for the company or organization, implementing a plan or measuring system, and tracking the results. The final product will be a paper and presentation. This project will be done in groups of 4 students.

#### BUS 674 - Management Non-Profit Organizations (2)

This class will examine the unique issues and challenges around managing a non-profit organization. Topics can include: fundraising, governance, mission and visions, managing organizational change, and managing diverse workplaces.

#### CHM 543 - Advanced Environmental Chemistry (3)

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.

#### COM 510 - Health Communication (3)

This course provides an introduction to the essential concepts and theories of health communication. Students study how individuals understand health issues and how communication processes help shape and influence our acceptance of health-related messages. Topics include health literacy, media coverage of health issues, and health risk communications.

### COM 515 - Environmental Communications (3)

This course offers an overview of environmental communications providing an analysis of how individuals, institutions and corporations describe and portray our interactions with the environment. Discussion topics include environmental discourse, environmental conflicts, risk communication, environmental disasters, environmental social movements, and the nature-society relationship.

### COM 518 - Strategic Communications (3)

This course provides an overview of concepts, tactics and skills employed in strategic internal external communications. Students learn how to determine the communications objective(s), define the target audience(s) and stakeholders, and develop key messages to improve strategic communications.

### COM 525 - Communications Research and Theory (3)

This course provides an overview of the major theoretical and research developments in the communications discipline. The emphasis will be on the application of theory to practice and on applied research. Topics include quantitative and qualitative research methods, research ethics, and the history and development of communication theories.

### COM 528 - Risk and Crisis Communications (3)

Students acquire an understanding of crisis management and risk communication. Course topics include public opinion research, data collection and analysis, crisis and risk management theory, and communication tactics and strategies. Students develop case studies relating to their areas of professional interest.

### COM 550 - Organizational Communications (3)

This course covers current theory and research in the area of organizational communications. Includes formal and informal organizations and public and private organizations. Topics include organizational culture, employee information needs, decision making, leadership and power. Emphasis will be placed on developing the analytical tools to analyze and improve organizational communications.

### COM 583 - Special Topics in Communications (3)

Course highlights various special topics within the communications field.

### COM 610 - Media and Social Change (3)

This course focus is on the relationship between media and social change. It examines the way various entities have employed mass media, the Internet, mobile media, and social networks to prompt social change. Topics include social marketing, persuasion and influence, community engagement, strategic philanthropy, and corporate social responsibility.

### COM 625 - Health Communications Campaigns (3)

Students explore the use of communication campaigns to reduce health risks and promote public health and awareness. Course prepares students to develop, implement, and assess health campaigns. Drawing on health behavior theory and communication research and theory, students work on case studies and develop original campaigns employing multiple communication channels. Prerequisite(s): COM 525 and COM 510.

### COM 630 - Strategic Communications Campaigns (3)

This course provides the skills and knowledge to develop and assess all aspects of strategic communications campaigns. Topics covered include advertising, marketing, public relations, consumer research, relationship building, branding, budgeting, and assessment. Students will examine case studies and develop their own strategic communication campaign connected with their professional interests.

Prerequisite(s): COM 518.

### COM 675 - Communication Law & Ethics (3)

This course provides an examination of the legal and ethical dimensions of communications. The historical development of media law is covered, although emphasis is placed on contemporary legal issues. Students explore complex ethical challenges facing media practitioners through case studies, exercises and class discussions.

### COM 685 - Communications Project (3)

This is the capstone project for all students in the Master of Arts in Communication program. This applied learning experience builds upon previous coursework. Students develop a major project designed to meet their professional interests. The project will demonstrate mastery of the knowledge and skills gained throughout the program. Prerequisite(s): COM 525, COM 680, and all four courses in chosen track.

### EDU 422 – Pre-Student Teaching (3)

In this two-day/week field experience, the pre-service teacher gains experiences that will allow him/her to practice, develop, and demonstrate Pennsylvania Department of Education (PDE) Stage Three competencies through meaningful interactions with students and qualified mentors. Candidates are provided with frequent supervision in a collaborative school-university partnership with a local district. Prerequisites: Approved application to Pre-Student Teaching that includes designated number of credits, GPA, and appropriate clearances.

### EDU 502 - Perspectives on Education (3)

This course examines the influences that have resulted in the unique role of the teacher and school in our society. Current educational issues of culture, ethnicity, and socioeconomic status are explored in group projects and field experiences. Topics include needs of exceptional children, the role of technology in education, current research on best practices in teaching, and school-community relations.

### EDU 506 - 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 students and their parents.

### EDU 508 - Play and Movement (1)

A range of games and activities are explored in terms of functional movements and progression towards mature forms of selected physical skills. Games will be analyzed in terms of developmental appropriateness, participation strategies, and the involvement of certain muscle groups and skill requirements. Students design an 'original' game targeting the development of age-specific skills.



### EDU 510 - Differentiated Reading and Writing (3)

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing to students with disabilities. Strategies to develop conceptual understanding in the content areas are equally important for the beginning and more accomplished learner. This course explores effective teaching strategies to increase student understanding. Projects include developing lessons that differentiate instructional practice and assessment to help all students achieve.

### EDU 514 - Data Driven Decision Making (2)

The importance of making decisions based on actual data collected on students now plays a major role in all schools data review. The connection between curriculum and assessments needs to be viewed as a guide to effective educational decision making. Students entering the educational profession need a background in types of assessments and data collection that meet the needs of students in the context of the school curriculum. Pre-requisite(s): EDU 502 and EDU 607.

### 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: EDU 581.

### EDU 516 - 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 7-12 public classrooms. Students plan instructional situations that clearly express the reading-writing connection that exists in effective language arts programs. Co-Requisites: EDU 581.

### EDU 517 - Methods of Teaching Secondary Social Studies (2)

This course develops research-based strategies for teaching social studies. 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, and analyze data and information to construct meaning and understanding. Co-Requisites: EDU 581.

### EDU 518 - 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 581.

### EDU 519 - 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 assessment issues are addressed. Co-Requisites: EDU 581.

### EDU 523 - Family and Community Relationships

Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated that partnerships can have a positive impact. A number of studies highlight the positive associations between parent involvement in schools and their children's social and emotional development and academic achievement. This course explores the form and focus of several types of partnerships.

### EDU 527 - Designing Early Childhood Centers (3)

This course explores connections between curriculum and physical environment. Strategies and theories in early childhood curriculum are studied through cognitive, social and physical dimensions. Physical expression of early childhood learning theory is emphasized. Issues of health and safety, including state and federal regulations are examined.

### EDU 530 - Family and Community Relationship (3)

Advocates, educators, and parents call for better family – school partnerships for decades. Recently, a body of empirical evidence has indicated that partnerships can have a positive impact. A number of students highlight the position associations between parent involvement in schools and children's emotional development and academic achievement. This course explores the form and focus of several types of partnerships.

### EDU 531 - Assessment and Adaptation (3)

Students investigate the assessment of individuals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social responsibility of professionals to exercise fairness and accuracy in the assessment process.

### EDU 534 - Teaching Social Studies in the Elementary School (3)

This course is designed to provide students with the knowledge and tools needed to be effective elementary social studies teachers. Students learn strategies that allow for diverse learners to “experience” social studies, and to integrate social studies with all other subject areas. This course explores a “social curriculum” that starts with the social studies, includes all academic areas, and expands out into the halls, the playground, and into the world. Prerequisite(s): EDU 502 and EDU 607.

### EDU 535 - Methods of Teaching Elementary Mathematics (3)

This course explores recent developments of national reform efforts in teaching mathematics. Students approach the teaching and learning of mathematics within the context of child development and cognitive theory. Research-based curriculum projects promote deep conceptual understanding in mathematics. Review of specific topics in math to increase the student's own competencies is included. Prerequisite(s): EDU 502 and EDU 607.

### EDU 536 - Methods of Teaching Elementary Science (3)

This course explores recent developments of national reform efforts in teaching science based on developmental and learning theory. Students learn hands-on innovative classroom practices and review national and state standards for science education. Methods for increasing content knowledge related to science and technology are explored as well as applications to engineering. Prerequisite(s): EDU 502 and EDU 607.

EDU 537 - 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 for elementary children. This course contains an embedded field experience of 16 hours in an elementary art classroom. Prerequisite(s): EDU 502 and EDU 607. Additional fee(s): Field Placement fee.

EDU 547 - 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 as a means of exploring its relevance to humanity. This course contains an embedded field experience of 16 hours in a secondary art classroom. Prerequisite(s): EDU 502 and EDU 607. Additional fee(s): Field Placement fee.

EDU 581 - 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. Additional fee(s): Field Placement fee.

EDU 582 - Field Placement: Learning Support/Inclusion (1)

Students learn strategies for successfully including students in the general curriculum by working with special and general education teachers in developing accommodations and modification for the students, analyzing the general and special education environment and reviewing Individualized Educational Plans. Requirements include teaching one lesson with attention to the IEP. Additional fee(s): Field Placement fee.

EDU 583 - Field Placement: Emotional Support (1)

This field 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. Co-Requisite: EDU 664. Additional fee(s): Field Placement fee.

EDU 584 - Field Placement: Transition (1)

In this field experience, the student observes and participates in a variety of placements. Students choose 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. Co-Requisite: EDU 673. Additional fee(s): Field Placement fee.

EDU 585 - Field Placement: Multiple and Physical Exceptionalities (1)

This field experience familiarizes the student with instructional environments and strategies for addressing the needs of children with multiple disabilities and/or physical exceptionalities. Co-Requisite: EDU 652. Additional fee(s): Field Placement fee.

EDU 586 - 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. Co-Requisite: EDU 668. Additional fee(s): Field Placement fee.

EDU 607 - Child and Adolescent Development in the School Context (3)

Focusing on child development from prenatal to age 12, this course emphasizes current research on physical, cognitive, and social development. Students examine the nature of adolescent development, implications of cognitive and affective characteristics of adolescents in the selection of instructional methods and materials, and structural and organizational features of schools.

EDU 609 - Communication Skills (4)

The interrelationships among listening, speaking, writing, and reading are investigated with emphasis on the impact that classroom organization, patterns, materials, and approaches have on teacher effectiveness in teaching elementary and early childhood-aged students. Analysis of Children's Literature is part of the study of a balanced Reading curriculum. Students complete a major research paper or project demonstrating knowledge of teaching strategies reinforcing literacy skills. Prerequisite or Co-requisite: EDU 502 and 607.

EDU 618 - Instructional Computer Integration (3)

This course helps students develop competency integrating technology with the curriculum. It provides a practical introduction to using technology to help students learn. 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. Prerequisite(s): EDU 502.

EDU 627 - Methods of Teaching ESL (English as a Second Language) (3)

This course focuses on design and implementation of an ESL program to assist students in acquiring English and cognitive academic language skills: the study of various methods and teaching resources that address the educational needs of ESL students according to their language proficiency, native language development and literacy development. Prerequisite(s): Permission of the education program director.

EDU 629 - School Law (3)

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.

EDU 634 - Inclusion: Issues and Strategies (2)

This course surveys 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 field experiences throughout the course. Prerequisite(s): EDU 502.

EDU 639 - Integrating the Arts (2)

This interdisciplinary course provides the basic understanding of the use of art, music, movement, and creative dramatics in school settings. Students examine national and the PA Academic Standards for the Arts and Humanities in Art, Music, Theater and Dance; and learn how to integrate these standards into interdisciplinary lessons in literacy, mathematics, science and history.

EDU 648 - 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.

EDU 651 - 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.

EDU 652 - 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 individual students and possible medical, psychological and educational interventions are also investigated. Prerequisite(s): EDU 506. Co-requisite: EDU 585.

EDU 653 - 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.

EDU 654 - Multicultural Gifted Education: Diverse Populations (3)

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.

EDU 655 - 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(s): EDU 506.

EDU 656 - Dual Exceptionalities: Gifted Students with Disabilities (3)

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.

EDU 657 - English Language Learners (3)

This course explores language development for English Language Learners for whom English is a second language. Pre-service teachers acquire knowledge and skills required to meet the educational needs of ELLs in their future classrooms. The course also addresses the legal responsibilities to English Language Learners under Pennsylvania and federal laws and regulations.

EDU 661 - 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(s): EDU 506. Co-requisite: EDU 582.

EDU 664 - 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(s): EDU 506 or EDU 634. Co-requisite: EDU 583.

EDU 668 - 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(s): EDU 661. Co-requisite: EDU 586.

EDU 671 - 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(s): EDU 506 or EDU 634.

EDU 673 - Transition Planning and Adult Services (3)

This course focuses on the transition of students throughout their school programming. The course examines the following topics: parent's needs and methods of collaborating, Early Childhood Intervention, Inclusion, Sexuality and Transition to Adult Life. Prerequisite(s): EDU 506 and EDU 661. Co-requisite: EDU 584.

EDU 688 - Early Childhood Supervised Practicum (6)

EDU 690 - Practicum in Special Education (6)

This course is designed for students who hold a Pennsylvania certification and are seeking certification in special education. Students demonstrate their ability to plan for and deliver a minimum of 15 lessons to special needs students enrolled in regular education or resource rooms. Prerequisite(s): EDU 524, EDU 668, EDU 673 and permission of the education program director.

### EDU 696 - Student Teaching (9)

Student teachers will plan and implement lessons, and assume other appropriate instructional responsibilities under the guidance of an experienced teacher and a college supervisor. Students develop a portfolio based on the PDE Form 430 to document their competencies for certification. Prerequisite(s): Completion of all other program requirements. Additional fee(s): Student Teaching fee.

### ELI 501 - Graduate Academic Discourse (3) Fall

This course is an advanced level course designed to develop graduate students' abilities to comprehend lectures, participate successfully in classroom discussions, and to improve students' abilities to give oral presentations. The course also focuses on developing students' knowledge of U.S. classroom culture and improving their abilities to participate in a wide range of future academic interactions.

### ELI 503 - Graduate Writing (3) Fall

This course is an advanced level course designed to develop graduate students' writing skills. The course focuses on writing tasks that graduate students often encounter in their graduate programs. The course also aims at improving students' knowledge of writing conventions and writing styles in their individual fields. The course provides students with opportunities to analyze texts in their fields, improve academic vocabulary and expressions, develop their research skills and revise for accuracy, clarity and conciseness.

### ENG 515 - Writing about Food (3)

Students will develop techniques and skills for writing about food and culture by studying ethics; journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with FST 515.

### ENG 514 - Readings in the Pedagogy of Creative Writing (3)

This course is a prerequisite for ENG 515 (Teaching Creative Writing) and focuses on theoretical and pedagogical readings related to the teaching of creative writing.

### ENG 515 - Teaching Creative Writing (3)

Students explore the genres of poetry, fiction, drama, and nonfiction from the perspective of a teacher, producing lesson plans, as well as developing a final curricular creative writing unit. Aspects of lesson design, classroom environment/management, the writing process, writing workshops, assessment, publication, and performance will be emphasized. Prerequisite(s): ENG 514.

### ENG 516 - Latin American Literature in Translation (3)

This course focuses on Latin American authors of the 20th century. The readings pay particular attention to the historical and cultural background of modern Latin America, the development of national identities, and the roles of humor, popular culture, and gender difference in the works.

ENG 518 - The American Nature Tradition (3) This course explores the vital relationship between American literature, American culture, Nature, and environmental values, asking how changing literary interpretations of the land have influenced attitudes toward nonhuman nature.

### ENG 519 - Frontier Women (3)

A number of narratives, novels, diaries, and poems recording the responses of women to the American frontier have become available in recent years. By reading about these experiences, and examining differences in perception and conception based apparently on gender, students will better understand how the frontier functioned within American culture.

### ENG 522 - American Exploration (3)

This course focuses on American fiction that records physical as well as metaphysical journeys; writers' exploration of new territories such as the frontier West, Polynesian Isles, and South Pole; and their imaginative discovery of new truths about nature, society, and self. Includes works by Poe, Cooper, Melville, Simms, Kirkland, and Chopin.

### ENG 523 - The Craft of Creative Writing: Multi-genre (3)

A multi-genre craft course that includes poetry, fiction, creative nonfiction, children's writing, and hybrid genres. This course fulfills the craft requirement for all genres.

### ENG 525 - Bleak Houses: English Novels in Shifting Landscapes (3)

This course surveys the English novel from 1853 to 2001. Of particular interest will be how these novels depict their subjects' relationships with notions of Englishness, and with the radically changing landscape from estate-culture to an urban-industrialized and, ultimately, suburban one. Each novel will explore a new sense of Englishness rooted in the social-political and economic events of the era.

### ENG 526 - Writing About Environmental Science (3)

In this course, students will read, discuss, and practice a variety of methods of communicating about environmental science, from popular culture to news to government reports. By the end, students should be able to competently translate scientific results into conversational English, and should be able to evaluate scientific results from the news in terms of their accuracy and clarity.

### ENG 527 - Ethnicity and Place (3)

This course focuses on the connection between place and cultural identity. Ethnic, regional, and linguistic markers help define writers' distinctive voices. Dislocation from the place of origination can also result in a creative tension. Students will read a variety of texts that explore the borderlands between ethnicity and place.

### ENG 528 - Academic Writing (3)

Academic Writing fosters the development of skills necessary for graduate school success. This online course focuses on the academic writing style. Each student develops two versions of a research proposal, a detailed version for graduate committees and a succinct version for grant applications. Students become proficient in the APA style and learn time-management skills. Students have the opportunity to resolve grammar and structure problems through one-on-one consultation with the professor.

### 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 531 - Readings in Poetry (3)

This course is a graduate seminar focusing on the close reading of poetry drawn primarily from the modern and contemporary periods. Designed to complement the poetry workshop, this course is required of all MFA students specializing in poetry.

ENG 532 - Readings in Fiction (3)

This course is a graduate seminar focusing on the close reading of fiction drawn primarily from the modern and contemporary periods. Designed to complement the fiction workshop, this course is required of all MFA students specializing in fiction.

ENG 533 - Readings in Creative Nonfiction (3)

This course is a graduate seminar focusing on the close reading of creative nonfiction drawn primarily from the modern and contemporary periods. Designed to complement the creative nonfiction workshop, this course is required of all MFA students specializing in creative nonfiction.

ENG 535 - Writing Poetry: Form Workshop (3)

A poetry writing workshop focusing on form. Prerequisite(s): ENG 583.

ENG 537 - Writing Poetry: Literary Movements Workshop (3)

A poetry workshop focusing on readings from a particular poetic movement, and writing poetry that models or responds to that movement. Prerequisite(s): ENG 583.

ENG 539 - Writing Creative Nonfiction: Memoir (3)

A creative nonfiction workshop focusing on the memoir. Prerequisite(s): ENG 582.

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 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 544 - Writing Creative Nonfiction: The Lyric and Formally Adventurous Essay (3)

A Creative nonfiction workshop focused on lyric and experimental essay forms. Prerequisite(s): ENG 582.

ENG 545 - Writing Creative Nonfiction: Literary Journalism (3)

A creative nonfiction workshop focusing on literary journalism. Prerequisite(s): ENG 582.

ENG 546 - Wildness and Literature (3)

Students read poetry, nonfiction and fiction that explore the relationship between wildness and humans as well as the relationship between wildness and culture. This seminar will trace the idea of wildness in American literature through the twenty-first century.

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. Prerequisite(s): ENG 582.

ENG 549 - Exiles (3)

This course examines the 20th-century condition of exile in relation to its different configurations, from European émigrés to postcolonial subjects to experiences of exile in the United States, to the relation of exile to Diaspora (African, Indian, and Jewish).

ENG 550 - Writing Fiction: The Novel (3)

A fiction writing workshop focusing exclusively on the novel. Prerequisite(s): ENG 581.

ENG 551 - Writing Fiction: The Short Story (3)

A fiction writing workshop focusing exclusively on the short story. Prerequisite(s): ENG 581.

ENG 552 - Ecofeminist Literature (3)

This course brings together theoretical and creative approaches to the study of women and the environment. Students will examine how diverse eco-feminist writers problematize and reclaim the woman/nature paradigm. This course focuses particularly on how representations of women and can help students rethink and re-imagine their relationships to the Earth.

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. Prerequisite(s): ENG 583.

ENG 554 - Writing 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. Prerequisite(s): ENG 581.

ENG 555 - Shakespeare: Ecocriticism (3)

Students in this course study Shakespeare's sonnets and plays from a "green" perspective. This course looks at how Shakespeare's works engage deforestation, enclosure, the (ab)use of animals, stewardship, cultivation and the exploitation of natural resources.

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. Prerequisite(s): ENG 586.

ENG 557 - Writing Fiction: Story Collections/Novel-in-Stories (3)

A fiction workshop focusing on writing story collections or a novel in story. Prerequisite(s): ENG 581.

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.

ENG 559 - Writing for Children: Biography and Autobiography (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 586.

ENG 560 - Writing for Children: Mystery and Suspense (3)

This writing workshop requires students to compose and revise via in-class critiques. Students develop writing skills essential to suspenseful narrative, including the creation character, setting, atmosphere, critical details, and plot. Readings include high-quality mystery books and stories for young readers. Prerequisite(s): ENG 586.

ENG 561 - Writing for Children: Picture Book (3)

This course explores the pairing of words and images in creating literature for the young child. Students write and revise for children from infancy through the early elementary grades, aiming for lively, lyrical, spare texts that address a young child's growth, development, concerns, and abilities. Prerequisite(s): ENG 586.

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.

ENG565 - Writing for Children: History (3)

This course examines non-fiction and fiction writing for children based on history. Students examine the use of historical settings and events in high-quality books for young readers. As they prepare their own manuscripts, students develop active research strategies, which include the investigation, annotation, and development of primary and secondary sources. Prerequisite(s): ENG 586.

ENG 566 - Young Adult 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 focusing on young adult literature.

ENG 568 - Practicum: Fourth River 1 (3)

This course is a practicum in which graduate students publish the print edition of Chatham's national literary journal, The Fourth River. All phases of the publishing process are addressed, with a special emphasis on editorial acquisitions and copy editing.

ENG 569 - Practicum: Fourth River 2 (3)

This course is a practicum in which graduate students publish the print edition of Chatham's national literary journal, The Fourth River. All phases of the publishing process are addressed, with a special emphasis on design, production, proofreading, marketing, and distribution.

ENG 580 - August Wilson and Pittsburgh (3)

This course explores the dramatic work of August Wilson, paying particular attention to Wilson's ten-play cycle. We will perform close readings of the plays, examining themes such as urban migration, the blues and Black Nationalism, while simultaneously using Wilson's drama as a lens for reading the history of Pittsburgh.

ENG 581 - The Craft of Fiction (3)

This is a required course for MFA students specializing in fiction. Students will experiment with creating scene, sense of place, summary, dialogue, framing, flashbacks, and transitions. Students will be introduced to the workshop method and given instruction on sending work out for publication.

ENG 582 - The Craft of Creative Nonfiction (3)

This is a required course for MFA students specializing in creative nonfiction. Readings and writing will include scene construction, sense of place, point of view, character and narrator development. Students will be introduced to the workshop method and given instruction on sending work out for publication.

ENG 583 - The Craft of Poetry (3)

This is a required course for MFA students specializing in poetry. Reading and writing will center on the craft of poetry including music and rhythmic devices in traditional and experimental forms. Students will be introduced to the workshop method and given instruction on sending work out for publication.

ENG 584 - 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 - 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, required for all MFA students specializing in writing for children, examines the basic principles that guide writers for children and adolescents, beginning with concept and picture books and extending into full-length works of fiction and nonfiction. Students will explore multiple genres and audiences in this writing-intensive course.

ENG 589 - Creative Writing: Multi-Genre (3)

A multi-genre craft course that includes poetry, fiction, creative nonfiction, children's writing and hybrid genres. This course fulfills the workshop requirement for all genres. Prerequisite(s): ENG 589 or craft workshop in any genre.

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 605 - Fiction Thesis Seminar

ENG 606 - Creative Nonfiction Thesis Seminar

ENG 607 - Poetry Thesis Seminar

ENG 608 - Children's Writing Thesis Seminar

This course is a workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision, as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG 698 Final Manuscript.

ENG 674 - Field Seminar: International (3)

The field seminar is a traveling creative writing workshop designed to push students outside the realm of comfort and make them question their assumptions about themselves and their culture. Travel locations and specific topics will vary, but will always be outside the United States. May be repeated for credit. Additional fee(s): Field Seminar fee.

ENG 675 - Field Seminar: National (3).

Same as ENG 674 but destinations will be within the United States. May be repeated for credit. Additional fee(s): Field Seminar fee.

ENG 676 - The Pittsburgh Field Seminar (3)

Same as ENG 674 but destinations will be within Pittsburgh and Western Pennsylvania. Additional fee(s): Field Seminar fee

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ENG 678 - Field Placement (3)

During this course, taken in one of the final semesters of the MFA, students teach/study in a supervised field placement and practice the pedagogy of creative writing in a working classroom. Prerequisite(s): ENG 514 and ENG 515.

ENG 683 - Special Topics (3) Literature courses on differing topics, usually thematically based.

ENG 691 - Independent Study (1)

ENG 692 - Independent Study (2)

ENG 693 - Independent Study (3)

Independent study on topics of the student's choosing.

ENG 694 - Internship (3)

Internship with a publishing company, literary press or other writing organization. Must be approved by the director.

ENG 698 - Final Manuscript (3)

Independent work on the final creative thesis and critical introduction. Taken in the last year of the MFA. The Thesis Seminar (ENG 605, 606, 607, 608, or 609) is a prerequisite for this course.

ENG 612 - Mentorship I (6)

This course is designed for students of the Chatham Low-Residency MFA in Creative Writing Program as the first-year tutorial class. During the mentorship, a student works one-on-one with a faculty mentor who guides the student's study of literature and craft; the mentor provides written commentary on the student's work.

ENG 674 - Field Seminar (3)

The field seminar is a traveling creative workshop. This is a multi-genre course that is designed to push students outside the realm of comfort and make them question their assumptions about themselves and their culture. Travel locations and specific topics will vary. An additional fee applies to this course. May be repeated for credit.

ENG 710 – Residency I (3)

The ten-day intensive residency in Pittsburgh is required of all MFA students. The residency is composed of genre-specific craft sessions, workshops, lectures, readings and one-on-one conferences with mentors.

ENG 712 - Mentorship II (6)

This course is designed for students of the Chatham Low-Residency MFA in Creative Writing Program as the second-year tutorial class. This course is designed to expedite the development of the student's MFA thesis.

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 555 - Environmental Education (3)

The historical development of environmental education and the development of current standards in the environment and ecology, as well as a range of teaching methods for effectively presenting environmental challenges are explored. Course work includes observations and participation in environmental experiences within public school classrooms.

FDT 543 - The Media Production Industry (3)

Offered in the final semester of the program it is designed to enhance the ability of graduates to establish themselves in the media production industry.

FDT 550 - Media Project #1 – Digital Video Production (3)

Presents technical practices of digital video production: non-linear editing, foundations of alternative screenwriting, videography, sound production and other media-related processes. Additional Fee(s): Course Computing Fee.

FDT 563 - Media Contexts #1 – Media History (3)

Provides overview for incoming students of current rhetorical concerns related to independent media, film production, and histories.

FDT 571 - eMerging Media #1 – Interactive Strategies (3)

Maps ways web can be utilized for the production of alternative narratives. Enables students to analyze and create works online using web-cams, streaming media, and interactive web-based projects. Additional Fee(s): Course Computing Fee.

FDT 641 - The Craft of Screenwriting (3)

Provides a focus on the art and craft of screenwriting. Students will read and study contemporary screenwriting, and will be expected to generate creative work that illustrates a deep understanding of the tools available to filmmakers in this genre.

FDT 650 - Media Project #2 – Advanced Digital Video Production (3)

Introduces students to Avid non-linear editing system, the most widely used system within the industry. Students will have a chance to explore the ways in which the Avid DV Xpress can enhance traditional editing techniques. Additional Fee(s): Course Computing Fee.

FDT 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.

FDT 663 - Media Contexts #2 – Media Theory (3)

Analyzes the aesthetic conventions, narratives and formats of new media, as well as the impact digital technologies have had on existing media.

FDT 671 - eMerging Media #2 – Advanced Web Design (3)

Focuses on the technical through advanced study. Students will produce DVD, CD-ROM and other interactive projects. Additional Fee(s): Course Computing Fee.

FDT 675 - Media Project #3 -- Advanced Sound Recording and Editing (3)

Focuses on advanced sound recording, editing, and mixing technologies using Pro Tools digital audio workstation. Additional Fee(s): Course Computing Fee.

FDT 676 - Media Project #4 -- Visual Effects and Animation Modes (3)

Extends to visual effects, animation modes and compositing. Students will utilize this course to develop their master's thesis topic and begin pre-production processes. Additional Fee(s): Course Computing Fee.

FDT 677 - Media Project #5 -- Master's thesis studio (6 credits)

The mastery of written, oral and production components: a self-directed project with an approved thesis topic generated by individual student interest. The final project is completed under joint guidance of the class instructor and an outside advisor. Additional Fee(s): Course Computing Fee.

FDT 693 - Independent Study (3)

FST 505 - Food and Representations (3)

Focus on representations of food and eating in public contexts, from literature to policy, popular culture, marketing, and political rhetoric, but also including scientific, agricultural, and culinary discourses. Texts include advertising, research reports. This class examines the varying meanings assigned to agriculture, food, and eating.

FST 508 - Food Systems (3)

Examines philosophical, sociological, economic, and cultural issues related to the production and consumption of food. From Agrarianism to the Green Revolution, explores the transformations of industrialization, technology, and migration. Provides a foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers.



### FST 509 - Food Access (3)

If food is a basic human right, how do societies create universal access to food? In this course, we explore the moral and ethical basis for making citizens food secure despite global inequality. Major topics include the relationship between food access, culturally appropriateness, nutrition, sustainability, and justice.

### FST 510 - Food, Culture and History (3)

Provides an overview of food and diet in transnational history emphasizing cultural impact of modernity on food gathering, farming, plant biology, the body and consumption, health, taste, and cuisine. Topics include the development of agriculture, the causes of famine, the disruptions of colonialism, global exchange, industrialization, migration, and commercial economic dominance of the food system.

### FST 511 - Research Methods: Food (3)

Introduction to social science research methods applicable to the study of food and culture. Practicum includes ethnography, interviews, focus groups, survey research, oral history, textual analysis, cultural mapping, and visual methods. Applied approach to research: students will produce data for practical use in existing community projects or thesis preparation.

### FST 512 - Practical Nutrition (3)

Course provides an overview of nutrition as an evidence-based research field, focusing on groups and communities where research is conducted and then applied. Topics include science and politics of food categories; supplements and functional foods; weight and disordered eating, commercial, local, organic, and conventional foods; cuisine, culture, and diet.

### FST 513 - Food, Labor, and Inequality (3)

Course examines how food labors shape historical, political, and social contexts. From nomadic egalitarianism, agrarian politics, industrial stratification to global technological disparities, we explore the uneven compensation and status created in domestic settings, restaurants, factories, and farms. Research on contemporary food labor practices and relevant policies is emphasized.

### FST 514 - Fair Trade (3)

Exploring the role of global trade agreements, government policies, international labor standards, and social movements in determining global food production and distribution. Examines historical food exchanges, debates over genetic modification, and strategies of multinational corporations, environmental concerns, and development scenarios. Case studies include coffee, chocolate, green beans, and aquaculture.

### FST 515 - Writing about Food (3)

Students will develop techniques and skills for writing about food and culture by studying ethics; journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with ENG 513.

### FST 516 - Comparative Cuisines (3)

This course focuses on cuisine as a conceptual tool for understanding culture, geography, and environment. Explorations include: the development of cuisine, the relationship between nation-building and culinary doctrine, literacy and cultural preservation, colonialism, empire, and appropriation. Narratives explore migration, ethnic and racial identity, gender and traditionalism, peasant and elite foodways.

### FST 517 - Sustainable Systems (3)

Students work collectively to collaborate with one client on a real world problem to provide an analysis of a complex food-related public policy issue. Projects include business plan for food-based social enterprise; production/distribution models for urban farm operations; researching solutions for bringing fresh food into low-income, historically disadvantaged communities.

### FST 518 - Business of Food and Agriculture (3)

Course covers both history and current practices related to food and agriculture as economic enterprises in the United States and the world. Skills include ability to understand strategic management principles including identifying target markets, niche marketing. Students will be able to develop an agricultural project or food business plan including understanding barriers of entry, compiling demographic data, developing feasibility studies, long and short term business goals, define and calculate a breakeven point, and budget formulation.

### FST 520 - Basic Agroecology (3)

Using Chatham's Eden Hall Campus gardens as well as neighboring farms as a case study, students will integrate best practices for sustainable agriculture with theory and research analysis in the classroom. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.

### FST 520L - Growing Sustainably Lab (1)

Through working on Chatham's Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable agriculture in ongoing projects. Lab component will include work with the western regional office of Pennsylvania Association for Sustainable Agriculture, farm-to-table initiatives, ongoing regional vermiculture and composting, and garden market development and maintenance for a variety of community partners. Additional fee(s): Laboratory fee.

### FST 522 - GIS: Food and Agriculture (3)

This course will provide students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and will demonstrate its use in the public sectors. Skills learned in other courses can be brought to this course and built upon. Students will focus on their particular interests and projects. Additional fee(s): Course Computing fee

### FST 523 – Intro to Agroforestry (3)

Students will learn about sustainable agricultural practices that integrate trees and perennial cropping systems. Students will study the Eden Hall Campus in order to design an edible forest garden. They will visit local examples of perennial agriculture systems and complete hands on investigations of best practices for design, planting, and maintenance. Topics will include soil fertility, biodiversity, silvo-pasturing, plant/ fungal relationships, perennial cropping systems and strategies, and forest garden design.

### FST 524 – Greenhouse Production (3)

Students will explore alternative season extension practices used in cold season production and compare the opportunities available to local farmers who choose to adopt season extension practices. Through class lectures and assignments students will learn the essentials of healthy soil, pest and disease identification, planting, harvesting and marketing opportunities available to sustainable farmers. Through working on Chatham's Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable greenhouse growing with theory presented in class.

### FST 525 – Weeds and Insects (3)

Pest management is often considered the greatest challenge of agriculture. In this course, we will learn basic biology of weeds and insects, ecology of how weeds and insects affect cropping systems, and a collection of organic methods for managing these threats.

### FST 526 – Agriculture Systems and Practice (3)

Students explore alternative agriculture practices used in farm management and compare local alternatives such as “Certified Organic”, “Certified Naturally Grown”, “Permaculture” and “Biodynamic” practices. Through class lectures and assignments students will learn to fulfill requirements for organic certification. Exploration of the International Federation of Organic Agriculture Movements (IFOAM) will provide a cultural and historical focus for this course.

### FST 527 – Permaculture (3)

Course explores natural systems, aboriginal knowledge and best practices for designing human systems, which reflect care of the earth. It integrates findings of agriculture, horticulture, ecology, alternative energy, community design and green building. Students learn methods of growing and living sustainably, with local examples and applications of permaculture design for Eden Hall.

### FST 530 - Sustainable Culinary Basics (3)

Covers the fundamental concepts and skills of classical cookery focusing on local and sustainable practices. Topics include sourcing local ingredients, flavor profiles, cooking theories. Includes basics and terminology in stocks, soups, sauces, vegetables, starches, meat, and poultry from Eden Hall and field trips to local farms. Techniques include sautéing, roasting, poaching, braising and frying. Class runs 7 weeks and is offered twice. Additional fee(s): Materials fee

### FST 531 - Fermentation (3)

Through hands on production, tastings and lectures this course is designed to provide students with an understanding of winemaking principles and practices including a history of viticulture, wine production regions, wine types/styles, methods of winemaking, basics of fermentation, wine chemistry and winery operations. Active experience in the principles of sensory evaluation will be gained through weekly tastings. Students will produce root beer, beer, sake, local mead and vinegar to gain an understanding of various fermentation methods. An emphasis will be placed on sustainable viticulture practices and the globalization of wines. Additional fee(s): Materials fee

### FST 532 - Sustainable Meat Production (3)

As part of sustainable agriculture and culinary knowledge, understanding meat production outside the conventional large scale processing facilities is a critical skill for students who will work with restaurants, farm markets, and other distribution venues. Students will learn butchering, packaging, and cooking techniques at a grass-fed livestock farm and production facility. Additional fee(s): Materials fee

### FST 600 – Oral History Intensive (3)

This course is a practicum designed to allow students intensive experience conducting oral history. It presumes a basic knowledge of research methods and is meant to provide a platform for exploring voice, history, and experience as key issues in the study of food, agriculture, and society. Students will produce three oral history interviews and participate in on-line and in-person discussions of technique, theory, and function.

### FST 602 - Global Agriculture (2)

Examines how contemporary agricultural era is characterized by the simultaneous existence of radically different farming systems within the same region. Course explores prior examples historically and regionally. Focus is then on what makes the contemporary agricultural age different, including respect for ‘traditional’ approaches as viable ‘alternatives’; social and scientific research supporting alternatives; farmers/practitioner awareness of options; and consumer-citizens driven awareness and advocacy.

### FST 603 - Food Journeys (3)

From the Columbian Exchange to Eco-tourism, food travels the world and the traveler journeys through food. This course examines historical and contemporary writing on food and geographic movement. Topics include culinary adventuring, anti-colonialist eating, and the migrant food voice. Analysis of memoirs, cookbooks, and travelogues culminates in publishable food journeys.

### FST 604 - Food, Social Change and Health (3)

Food and health are inextricably intertwined in modern cultures. Course explores the historical relationship between physical well-being and consumption, from body weight to food fads. The course examines the history of food-related social movements, policy mandates and collective action. Global environmental concerns, gender politics and public health policies are key topics.

### FST 605 - Food and Climate Change (3)

This course covers the basics of the relationship between climate change and food systems. Using case studies and research projects coursework covers a comprehensive understanding of agriculture, food production and consumption in relation to environmental change, with close attention to the different ways that communities experience such change.

### FST 607 – Sustainable Consumption (3)

A sustainable food system supports both environmental and human health. In this course, students will explore the applied aspects and shared responsibilities of creating and procuring a regionally based diet that fulfills the food and nutrition needs of all eaters, regardless of income and resources.

### FST 608 - Culture and Culinary Grains (3)

This course uses grains such as wheat, oats, rice, and corn as a lens to explore how a wide range of factors including history, land use, crop development, human nutrition, food processing, sensory evaluation, and socio-economics shape how grains are grown, harvested and ultimately transformed into bread and other consumables. Includes culinary production and site visits.

### FST 609 – Dairy: From Pasture to Plate (3)

This multi-disciplinary graduate course examines a range of agro-ecological, philosophical, socio-economic, health, and political issues related to dairy production in the US. Key course themes include: dairy history; sustainable and conventional production; raw milk and consumption debates; livestock care; milking; cheese-making; dairy policy; international issues; and popular representation of dairy.

### FST 610 - Culture and Politics of Meat (3)

Meat is one of the most prized and problematic aspects of our food system. It is one of the key issues in environmental degradation through agriculture, but it is also the most celebrated component of new sustainable food initiatives. Large scale meat consumption can signal either a rise or decline in overall global health. This course will examine the culture, politics, history, and contemporary debates about the production and consumption of animals by humans.

### FST 611 – Religion Community and Food (3)

This course explores the ways in which sustainability and communal religious life have intersected in the U.S. from the 17th century to the present. Using lecture, readings, film, and independent research, we will study ethical farming practices, food sustainability, and moral food choices through the lens of American religious communities.

### FST 612 – Food, Commerce and Culture (3)

Combined with field experiences, this course explores food and culture in commercial and domestic settings in a specific global site, to be determined each summer. Classroom work and field experiences will explore historical, cultural, economic, and geopolitical aspects of food in that site. Topics include: food and national identity, food and globalization, food and economic sustainability.

### FST 613 – Community Research: Food and Health (3)

Research focused on community needs, health and wellness issues, and the relationship between food access, agriculture, and food production. Participation in a pre-selected research study that aims to address some component of health, food access, agriculture, and cooking. May include: engaging relevant community agencies; recruitment of subjects; screening subjects for risk; adhering to IRB regulations; data collection and data entry, aiding in teaching a risk reduction class, participating in the urban garden, and coordinating cooking demonstrations.

### FST 614 – New Product Development (3)

This course will explore the new product development process from ideation to market. Students will study the methodologies and practices of product development in a traditional Consumer Packaged Good firm and apply modified methods to manage the new product development process for a start-up local distiller. Over the course of an academic year, students will develop and bring to market a liqueur to be sold by Pittsburgh Distilling Co.

### FST 615 – Food, Labor and Inequality (3)

In this course, we will focus on theoretical and applied frameworks for thinking about the labor of growing food, transporting it, transforming it into comestibles, and finally, serving and cleaning related to food consumption. The course considers how global labor shapes the availability and appropriateness of food for different populations and therefore includes a substantial analysis of gender, race, and social class. Readings and discussion will touch on migrant labor, domestic cooking, waiting and serving, agriculture, cooks and chefs, and food professionals.

### FST 620 – Research in Food and Agriculture (2)

This course is a basic overview of research methods for food and agriculture and is required for new students (who will also take a 1 -3 credit “applied” methods class in future semesters). Different faculty, graduates, and practitioners will present information about their own research projects and how they chose methods to address research problems, how they handle multi-method problems, and what ethical and practical dilemmas one faces in each approach. Class time will be spent on examining and evaluating various approaches to research in food studies and sustainable agriculture.

### FST 625 – US Agriculture Policy (3)

This graduate multi-disciplinary course examines a range of philosophical, socio-economic, health and political issues related to agricultural policy in the US. It provides a foundation and introduction to U.S. farm policy as a means of exploring how political dynamics and choices impact the nature of food, agriculture, and communities at local, national and global scales.

### FST 630 – Sustainability and Spirituality (3)

Course explores the ways in which sustainability and spirituality have intersected in a variety of world religions. Through readings, lecture, film, the internet, and independent research we raise questions such as In what ways does is sustainability made religious by these groups (Jews, Christians, Muslims, Hindus, Buddhists, and New Age traditions)? What are the religiously moral and ethical implications of food production/consumption? Who is participating in these practices? How do religious worldviews lend themselves to environmental action/awareness?

### FST 640 – Sustainable Community Development (3)

This course explores how people can engage in creating more environmentally, socially and economically sustainable communities at multiple scales, from the local to the regional. The reading and assignments emphasize sustainable planning theory and practice as well as sustainable food systems perspectives. Students will engage in practice-based research and community projects.

### FST 683 - Special Topics: Pittsburgh Food Landscape (3)

Using theories of collective memory, methods of culinary and oral history, and techniques from cultural geography, this course examines components of the food universe of Allegheny County and Pittsburgh, focusing on the way its distinctive ethnic and class history resulting in specific traditions, culinary creations, and entrepreneurial endeavors related to selling and consuming food.

### FST 691, 692 - Internship (1) (2)

Internship placement will focus on local nonprofits, advocacy groups, community projects, food companies, farms, co-ops, food producers, and policy agencies. Directed experience can include developing products, community knowledge, food system data, or promotional materials (course requires instructor signature).

### FST 693 - Field Work Practicum (3)

Students in 3 credit internships will have regular meetings as a group and individually with the supervising academic professor in order to address ethical, logistical, and intellectual issues related to community-based work in Food Studies (course requires instructor signature).

### FST 698 - Thesis/Project (1)

Course provides supervision and research guidance for Master's thesis or projects in Food Studies. Students will have instruction in data analysis, writing for public presentation and publication, professional development workshops, and community development issues.

### FST 699 - Pro-Seminar (3)

Professional development seminar including workshops on negotiation, networking, public presentation, publication, and communication. Includes guest speakers and event management opportunities.

### IAR 502 - Theory of Interior Architecture Studio (3) Spring

This course cultivates the ability to use formal architectural ordering to develop creative abstract designs that translate into three-dimensional compositions of space and form. Architectural theories and manifestos are explored through process tools and applied utilizing design exercises including concept development, abstract ideation, physical embodiment, architectural composition and analytical review.

Prerequisite(s): IAR510, IAR519

### IAR 505 - Environment & Behavior (3) Fall

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 Studio (3) Fall

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 - Digital Drawing (3) Spring

Students learn the basic computer drafting and drawing skills associated with AutoCAD software.

Projects include creating new work and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Prerequisite(s): IAR 510 or permission from instructor.

Additional Fee(s): Course Computing Fee.

### IAR 518 - Building Codes (3) Summer

Students learn and apply relevant building codes as they relate to the health, safety and life safety of the occupant. This course addresses energy laws, the principles of Universal design and accessible code compliance..

### IAR 519 - Drawing & Model Making Studio (3) Fall

Students will develop the skills needed to generate design drawings using markers and colored pencils which communicate interior environments. One-point, two-point, isometric, and axonometric drawing methods will be covered. Students will explore three-dimensional model making techniques..

### IAR 520 - Interior Architecture I (3) Spring

This studio addresses problem identification and problem solving in the context of small-scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. Prerequisite(s): IAR 510, IAR 519, and IAR532.



#### IAR 525 - Interior Architecture II (3) Summer

This studio addresses problem identification and problem solving in the context of small scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. Prerequisite(s): IAR 502, IAR515, IAR520 and IAR 535. Additional Fee(s): Course Computing Fee.

#### IAR 530 - Interior Materials (3) Spring

This course is intended only for majors or potential majors and addresses architectural materials and finishes. Students learn to select, specify and apply architectural finishes. They create specifications, execute take-offs, and produce cost estimates for interior construction. Manufacturing processes, installation methods, maintenance requirements, code regulations, and testing standards are covered.

#### IAR 532 - Color & Textiles (3) Fall

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 - Construction Methods (3) Spring

Intended for interior architecture majors, this course provides an overview of architectural building systems including exterior and interior construction methods and terminology.

#### IAR 557 - 20th- and 21st-Century Architecture (3) 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.

#### IAR 559 - History of Interior Architecture: Prehistory to the 19th Century (3) Fall

This survey course examines world architecture from prehistoric times through the 19th century, including the built environment of Europe, the Middle East, Asia, and the Americas. Emphasis is placed on the role of interior spaces, furnishings, and art within architecture.

#### IAR 610 - Advanced Computer Applications in Interior Architecture (3) Summer

This advanced course focuses on Building Information Modeling (BIM) that integrates and synchronizes three-dimensional building modeling for use in all phases of the design process. Students are introduced to Revit and Sketch-up. Graphic rendering skills are also developed to help students communicate interior spaces. Prerequisite(s): IAR 515. Additional Fee(s): Course Computing Fee.

#### IAR 615 - Construction Documents Studio (3) Fall

Construction techniques are studied through the production of a set of construction documents. Issues addressed include the selection and assembly of materials, construction methods, detailing of interior finish systems and cabinetry, building codes, and accessibility. Prerequisite(s): IAR 525, IAR610, taken concurrently with IAR 620. Additional Fee(s): Course Computing Fee.

#### IAR 616 - Visual Communications Studio (3) Spring

This course explores color theories, typography, branding, graphic organization and compositional layout relative to interior design presentation, communication and development. Prerequisite(s): IAR 620. Additional Fee(s): Course Computing Fee.

#### IAR 620 - Interior Architecture III (3) Fall

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 525, IAR 635, IAR 610, IAR 518, and taken concurrently with IAR 630 and IAR615. Additional Fee(s): Course Computing Fee.

#### IAR 630 - Building Systems (3) Fall

This course provides an overview of environmental control systems, including HVAC, plumbing, fire protection, power distribution, security, and data/voice telecommunication. Emphasis is placed on energy consumption and conservation, human comfort, and health and safety.

#### IAR 631 - Green & Sustainable Design (3) Fall

Global issues of energy use, resource depletion, and indoor air quality have prompted design professionals to re-evaluate design and construction processes. This course provides students with the knowledge of the US Green Building Council (USGBC) and Leadership in Energy and Environmental Design (LEED) certification system to promote environmentally responsible design.

#### IAR 635 - Lighting & Acoustics Studio (3) Summer

This course is an introduction to lighting and acoustics. Emphasis is placed on the psychology of lighting, visual comfort criteria, measurement and calculations, available technologies in lighting design, the selection of fixtures, and the application of computer aided lighting simulation tools. Principles of acoustics, acoustic properties of materials and building systems in relation to building structures, sound transmission between rooms, and design methods in room and building acoustics are also addressed. Prerequisite(s): IAR 502, IAR 515 and IAR520. Additional Fee(s): Course Computing Fee.

#### 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. Prerequisite(s): IAR 525.

#### IAR 645 - Professional Practice (3) Spring

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) Spring

This course stresses evidence-based design. Students create a program for a project selected by the instructor using the latest research and literature available. The program serves as a foundation for the investigation of a design problem from concept generation through design development and detailing.

Prerequisite(s): IAR 615, IAR620, IAR630, IAR631, and IAR655. Additional Fee(s): Course Computing Fee.

#### IAR 655 - Graduate Research Methods (3) Fall

This graduate seminar is a review and analysis of published research in interior design and architecture. Students are introduced to various methods for gathering information and conducting research with emphasis placed on the selection and utilization of data collection strategies and tools, culminating in the development of a research proposal.

#### IAR 661 - Interior Architecture Inquiry (3)

This course will introduce students to architectural theory through specific readings that will enable them to establish basic critical reasoning skills utilizing theoretical works. The course will focus on reading and discussing seminal texts while understanding their historical importance to architecture and interior design.

#### IAR 662 - Issues in Interior Architecture (3)

Students are introduced to current writings and discussion related to sustainability and globalization, which are then analyzed for their relevance to the decisions made by interior architects. An awareness of current issues and how the student may impact them provides a framework as students engage in research for their thesis.

#### 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. Prerequisite(s): IAR655, ENG528, IAR661, IAR662

### 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. Prerequisite(s): IAR680

### LAR 508 - Media I: Landscape Graphic Communication (3)

This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of landscape architectural designs. Students are introduced to a number of techniques used by landscape architects for completing plan, section, and perspective drawings. Both mechanical drafting and freehand sketching methods are covered to teach drawing, color rendering, lettering, and presentation methods.

### LAR 512 - Media II: Digital Illustrative Graphics (3)

This course is an introduction to digital representation and the principles of graphic design and composition. Digital software, techniques and products appropriate for presenting conceptual illustrative graphics during the initial stages of the design process will be reviewed and applied. Additional fee(s): Course Computing fee.

### LAR 514 - Landscape Ecology (3)

In this course students will examine the role of ecology in landscape architecture and land use planning. The course will begin with an overview of general ecological principles and then move into the study of landscape ecology. Finally, students will use ecological principles to develop a conservation-based regional plan.

### LAR 515 - Geographic Information Systems (3)

Geographic Information Systems (GIS) are computerized systems designed for the storage, retrieval and analysis of geographically referenced data. GIS uses advanced analytical tools to explore at a scientific level the spatial relationships, patterns, and processes of cultural, biological, demographic, economic, geographic, and physical phenomena. The technical focus of the course includes computer lab tutorials and case studies using ArcGIS desktop GIS software from Environmental Systems Research Institute, Inc. (ESRI.) Application areas covered in this course include city and regional planning, community planning, economic development, education, election, and environmental studies, housing and property evaluation, transit and transportation issues, land use, historic studies, crime analysis and policing, emergency management, public works utilities, census population and demographic studies, health, and business applications, including marketing, advertising, and site selection. Additional fee(s): Course Computing fee.

### LAR 516 - Plant Identification: Trees and Shrubs (3)

This course introduces students to the skills needed to identify woody landscape plants. Emphasis is placed on natives and cultivators of native plants, focusing on their uses in the landscape with sustainable site design. This source predominantly uses field work with limited classroom lecture. Students successfully completing the course will: be able to correctly identify 160 woody landscape plants and be familiar with their site requirements, acquire a practical knowledge of plant nomenclature, plant morphology, and taxonomic terminology; use proper scientific and common names for plants studied, learn to identify plants by their physical characteristics, and learn site requirements for plants covered in course.

### LAR 518 - Native Plants (3)

Native Plants focuses on herbaceous flora of Northeastern US, with an emphasis on plant communities and the cultural conditions which give rise to them. Each major ecosystem of the area will be discussed, with emphasis on recreating these in the landscape. Field trips to typical habitat locations will reinforce these concepts.

### LAR 519 - Community Planning & Management (3)

This course is an introduction to planning and management issues with emphasis on environmentally and socially sustainable development. The course provides an overview of the planning process and the methods and techniques associated with its application. It also highlights the major concerns of the emerging field of landscape planning including: land use planning; cultural and visual resources management, and the preservation, conservation, and development of natural resources within regional settings.

### LAR 521 - Planting Design (3)

This course introduces students to the craft of designing space in landscapes with plant materials. This is explored through the examination of the experience of spaces that people observe and occupy and through the experimentation with the characteristics of the plants used to create those experiences.

### LAR 522 - History of Landscape Architecture (3)

This core course introduces students to historically significant designed landscapes of key world cultures with the aim of placing the contemporary profession of Landscape Architecture within the continuum of man's place making activities. The course will consist of a brief overview of ancient civilizations and their lasting influences on modern cultures followed by topics covering the major Western and Eastern landscape design movements and/or styles which have impacted and continue to impact design today. The second half of the course will address the evolution of the field in the U.S. continuing up to today's current global practices in Landscape Architecture.

### LAR 526 - Topics in 20th Century Landscape Architecture (3)

This course will begin with an investigation of early 20th century strivings of landscape architects towards both modernist and conservationist approaches within the profession. These threads will be followed to discover and appreciate the context of the modern profession's main avenues of work. The class focus will be on establishing criteria for categorizing major activity areas within the profession ranging from the outrageously artistic to the courageously scientific and placing a representative sampling of specific works and practitioners within the context of the typologies defined. The many venues for practicing environmentally proactive design will be at the forefront of readings and individual research.

### LAR 527 - Historic Landscape Preservation (3)

This course focuses on the fundamentals of the Cultural Landscape Report (CLR), the primary method of documenting, analyzing and treating a cultural or historic landscape and HALS documentation.

Realization of historic landscape treatment as a sustainable factor is key.

### LAR 532 - Ornamental Horticulture (3)

This course introduces the student to the many facets of ornamental along with a basic knowledge of plants, plant biology, plant physiology, plant reproduction, and plant maintenance. The course also covers the challenges of using environmentally healthy horticultural practices.

### 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; the management of soils for growth of terrestrial vegetation; the role of soils in buffering watersheds and aquifers from environmental pollutants; and the role of soils in natural and managed landscape and aquifer water budgets. The role of soils and associated vegetation in global carbon budgets will also be discussed. Emphasis is placed on soil as an influential factor in urbanized and disturbed settings.

### 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 diagnosis and learn environmentally friendly management options.

### LAR 541 - Design I: Fundamentals (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 and theoretical principles of the design process, with oral, written and graphic project presentations relative to the natural environment. This studio includes a sketchbook and models for the development of three-dimensional spatial concepts in form, sequence, relationships, scale, color, textures, and values within the context of sustainable landscape architecture.

Additional Fee(s): Course Computing Fee.

### LAR 542 - Design II: Site Design Process (3)

In this studio, students learn to analyze, synthesize, and assimilate contextual, site-specific diagramming into the development and presentation of creative and sustainable design solutions for specific landscape architecture projects. These projects lead to an understanding of design problem definition, program development, as well as a spatial appreciation of scale, site analysis and inventory as essential elements of the environmentally focused design process. Emphasis is placed on site analysis and conceptual diagramming. Model building is a component of this course. Prerequisite(s): LAR 541. Additional Fee(s):

Course Computing Fee.

### LAR 570 - Principles of Sustainability (3)

This course explores the fundamentals of sustainability theory and practice. Students develop skills and fluency in evaluating the interrelationships between the human actions in the built and natural environment. Focus is placed on core philosophies of sustainable thought and decision-making approaches that satisfy environmental, economic, and social criteria. Practical alternatives are analyzed for more sustainable design, construction, landscape, and maintenance of the built environment. An experiential learning approach is used to develop facilities for assessing sustainability issues. Cross-listed as ENV 443.

### 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. Initially there will be a series of lectures to study ecological concepts, with extensive reading and discussion from the primary literature. The students will gain the understanding of how the physical environment, global cycles and climate influence the biogeographical distribution of global and regional ecosystems and local microhabitats. Lectures will focus on the physical environment, plant and animal adaptations, population ecology and community dynamics. One-half of the classes will consist of field trips to observe flora and fauna, practice plant and animal data collection techniques using standard field methods, and to study human ecology and the impacts of population growth and resource consumption.

### LAR 578 - Wetlands Ecology (3)

This course increases general knowledge of wetland systems - the physical and biological processes that influence the formation, development and distribution of wetlands in the landscape. Focus on the physical and biotic characteristics of wetlands through a series of lectures and discussions based on extensive readings of primary literature along with study of the principles of hydrogeomorphology, biogeochemistry, energy flow, population dynamics and community structure wetlands assessment. This course will review the life histories of keystone wetland species and threatened and endangered species endemic to regional wetland habitats. Field trips to local and regional wetlands will include inland wetlands of bogs, swamps, freshwater marshes and riparian habitat complexes with their characteristic flora and fauna.

### LAR 591 - Independent Study (1)

### LAR 592 - Independent Study (2)

### LAR 593 - Independent Study (3)

### LAR 630 – Design V: Design Methods Studio (3)

This course is an introduction to the various design methods, techniques, and strategies that are commonly used in landscape architecture. The emphasis will be on the problem-solving processes, including incremental adaptation, pattern language, modular division, and optimization. Design exercises will examine the assumptions made in the construction of conceptual designs. Additional fee(s): Course Computing Fee.

LAR 643 - Design III: Urban Design Studio (4)

This course examines the emerging field of urban design. It introduces a critical analysis of various city planning factors and human systems with special emphasis on the three pillars of sustainable design – ecologic, social and economics. Actual sites located in Western Pennsylvania are utilized with emphasis on attaining civic improvements and quality of the city’s aesthetic environment. Prerequisite(s): LAR 512, LAR 515 and LAR 542. Additional Fee(s): Course Computing Fee.

LAR 644 - Design IV: Landscape Master Planning (4)

The focus on this studio is on land use planning, urban development, and community design of the regional landscapes with incorporation of environmental, social and economic factors into the solution of the projects. Prerequisite(s): LAR 512, LAR 515 and LAR 643. Additional Fee(s): Course Computing Fee.

LAR 646 - Design VI: Special Topics (3)

This course allows the student to explore design topics and projects that are not covered in other design studios. Each student should collaborate with a faculty advisor in writing a proposal that outlines the specifics of the proposed site, users, and program.

LAR 650 - Construction I: Site Engineering (3)

This course is the first in a series of construction courses that begin to look at the technical aspects of site design. This course specifically looks at landform as a design element. Landform is the base physical element for all landscape architectural designs. It can be utilized to accomplish both artistic and functional goals, such as managing storm water, establishing privacy, or providing accessibility in the landscape. Prerequisite(s): LAR 508. Additional Fee(s): Course Computing Fee.

LAR 651 - Construction II: Landscape Construction Materials (3)

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 may be included. Prerequisite(s): LAR 508. Additional Fee(s): Course Computing Fee.

LAR 652 - Construction III: Landscape Construction Documents (4)

Students incorporate a design project into final design and construction documents. This project will allow the students to produce a complete set of construction documents appropriate for bidding. Sustainable site design, land use, and construction will be incorporated through layout, grading, construction detailing, planting plans, and general ecosystem management. Prerequisite(s): LAR 650 and LAR 651. Additional Fee(s): Course Computing Fee.



#### LAR 654 - Construction IV: Road Design & Sustainable Transportation (3)

This course introduces the student to the basic elements of roadway design and explores how these elements can be combined with context sensitive solutions to result in sustainable transportation. The course begins with an introduction to the concept of environmental stewardship and how this obligation can be married with functional feasibility to produce sustainable and enduring transportation solutions. Technical and procedural elements of roadway design such as project planning and development, environmental clearance, traffic operation, geometric layout, drainage, structural design, traffic maintenance during construction, and benefit/cost analysis are introduced and discussed. Additional issues such as traffic calming, pedestrian usage, bicycle usages, and inter-modal transit facilities are also discussed. The final project will require the students to prepare and present a conceptual design for an urban corridor that meets its functional needs as a roadway and incorporates context sensitive solutions.

#### LAR 655 - Water in Natural Systems & Urban Environments (3)

This seminar course focuses on stormwater management using natural methods for water runoff through wetlands, bioswales, permeable paving, stormwater detention and sustainable water management systems. Pennsylvania Stormwater Best Management Practices (BMP) will be studied as well as innovative stormwater design.

#### LAR 656 – Community Fieldwork (1)

#### LAR 657 – Community Fieldwork (2)

#### LAR 658 – Community Fieldwork (3)

#### LAR 660 - Professional Practice in Landscape Architecture (1)

This course outlines many of the non-design skills needed for a successful career as a landscape architect. Topics include professional and environmental ethics; legal aspects of the profession; project management; and the professional's relationship to the client and society. Introduction of the key aspects of the construction implementation process and procedures include contracts, cost estimates and specifications. Finally the course will clarify of the current procedures for licensure in landscape architecture, including a session specifically discussing the Landscape Architecture Review Examination (LARE).

#### LAR 661 - Seminar I (1)

This course is an introduction to the interdisciplinary field of landscape architecture exploring its historical evolution, highlighting its interaction with arts and science, and examining its contemporary leaders.

#### LAR 662 - Seminar II (1)

Critical readings, discussion and writing assignments on a range of disciplinary and interdisciplinary issues of professional practice related to the field of landscape architecture.

#### LAR 663 - Seminar III: Scholarship Preparation (1)

This course is an overview of the methods and techniques used in preparing a research thesis or a terminal landscape design and/or landscape planning project. Prerequisite(s): LAR 680.

#### LAR 664 - LEED Principles and Strategies (3)

This course provides essential knowledge of sustainable building concepts fundamental to all LEED rating systems. Defines "sustainable" as it relates to green building, describes structure of LEED rating system and certification process; describes key green building concepts and goals and strategies and measurements for achieving those goals; describes case studies that represent LEED best practices and prepares students for LEED Green Associate Exam.

#### LAR 665 - Media III: Digital Implementation Graphics (3)

This course builds on the techniques and practices covered in both Media I and Media II courses with 3D modeling, digital drafting and computerized rendering techniques. In addition to developing advanced technical skills, this course instills a critical attitude toward using digital visualization in practice and development of implementation graphics. Additional fee(s): Course Computing fee.

#### LAR 670 - Portfolio (3)

This course provides students with essential marketing principles and advanced desktop publishing skills to complete individual design portfolios. Analysis of professional portfolios and research of target firm's requirements are completed to establish a deliverable format. Using advanced tools in Adobe InDesign and other design applications, students learn how to implement their portfolios as both print and interactive formats. Topics such as selective content, innovative graphics, consistent layout, stylized copy, and creative packaging are covered. The portfolios created in this course are used to market individual talents to any sector of the design profession. Additional Fee(s): Course Computing Fee.

#### LAR 671 - Study Abroad (1)

#### LAR 672 - Study Abroad (2)

#### LAR 673 - Study Abroad (3)

#### 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. Emphasis is placed on the selection and utilization of data collection strategies and tools in the development of a research proposal.

#### LAR 681 - Internship (1)

The student will have the opportunity to work in an office environment to better understand the duties and responsibilities involved with sustainable landscape architectural design. A total of 40 hours is required for 1 credit.

#### LAR 682 - Internship (2)

The student will have the opportunity to work in an office environment to better understand the duties and responsibilities involved with sustainable landscape architectural design. A total of 80 hours is required for 2 credits.

### LAR 683 - Internship (3)

The student will have the opportunity to work in an office environment to better understand the duties and responsibilities involved with sustainable landscape architectural design. A total of 120 hours is required for 3 credits.

### LAR 690 - Capstone Studio (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): LAR 663.

### LAR 695 - MLA Thesis (1-9)

The master's thesis is scholarly option undertaken by MLA students, and is conducted under the guidance of a faculty committee. A thesis proposal, sponsored by a faculty advisor and approved by the program director, is a prerequisite for registration in this course. Two thesis options are offered: research thesis and applied study. In a research thesis, the student produces new knowledge or scholarly work, while in an applied thesis the student produces a comprehensive project that demonstrates professional standards. This course offers flexible credits that may be taken in increments from 1 to 9 credits. A minimum of 6 credits is required for the MLA thesis option. A minimum GPA of 3.5 is required to register for this course.

### 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 fertilizer, and management systems that create an environmentally healthy horticultural practice. Maintenance topics include pruning, trimming, and transplantation.

### LNS 601 - Landscape Operations and Management (3)

This course develops literacy in the field of landscape contracting. It introduces the methods and techniques used in the landscape construction industry during the implementation and the maintenance stages. Technical skills used in bidding and managing landscape projects are introduced, including: estimating costs, bidding procedures, preparing contract documents, managing projects, and scheduling field activities. Prerequisite(s): LAR 651 & LAR 516

### LNS 695 - Collaboration Studio in Landscape Design & Development (4)

This course is the capstone studio that provides an opportunity for the MLD students to synthesize and apply the knowledge and skills that they acquire during their course of study into a comprehensive project. The final project is selected to address the three MLD tracks and synthesize the steps of the typical landscape development process, i.e. commission, inventory, analysis, design, construction, and operation.

#### NUR 501: Scientific Underpinnings for Practice (3)

This course examines principles and processes of evidence-based practice as a strategy to guide clinical decision-making, initiate practice change and improve nursing practice, including translating, evaluating and disseminating the evidence. The development of an inquiring attitude towards their practice will be encouraged. Course elements include gaining knowledge of research design, statistical concepts and search strategies. The integration of nursing theory and theories from other disciplines will be emphasized.

#### NUR 502: Advanced Pathophysiology/ Pharmacology (3)

This course focuses on normal, acute, and chronic human physiological processes across the lifespan. Attention will be given to genetic/genomic content that may alter or result in an acute or chronic disease. Information gained in this course may assist the student in performing a physical health assessment based the symptomatology of various acute and chronic illnesses. In addition, the course will focus on pharmacological medications for the treatment of acute and chronic diseases. The essentials of drug actions will be reviewed. Genetic/genomic and pharmacogenomic topics will be reviewed in relation to the use of pharmacological medications.

#### NUR 503: Informatics Foundation & Health Care Technology (3)

This course will assist healthcare professionals within a graduate program to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various health settings. Students will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction. Key to this foundation of knowledge will be the graduate's ability to communicate, coordinate, and analyze change that results from the utilization of technology at point of care.

#### NUR 504: Organizational, Quality, & Systems Leadership (3)

The course content includes theories, research, and applications that focus on managing organizational behavior, quality improvement, and systems leadership within and across all aspects of an integrated health care delivery system. This course provides an overview of these topics with an emphasis on leadership decision making. Course content is presented so that students can comprehend how patient care systems are structured, processes developed, and outcomes affected by the actions of health systems leaders and employees.

#### NUR 505: Advanced Physical Assessment and Health Promotion (3)

This course focuses on health assessment of the adult, child, and infant. Concentration is focused on physical assessment techniques and taking a thorough health history in order to improve and ensure quality patient care. Genetic/genomic content will be reviewed accordingly with each physical system assessed as well as use of a pedigree for the family history portion of a health history. Content will also encompass clinical prevention and health population strategies that are culturally appropriate and evidence-based.

**NUR 506: Professional Role: Communication & Collaboration for Improving Patient Outcomes (3)**

This course will assist nurses in graduate programs to develop, analyze and apply skills in collaboration and communication, including the Inter-professional Education Collaborative's core competencies, effective communication strategies based on complexity and transformational leadership theory, and skills of presentation and publication to improve patient care and advance the discipline of nursing.

**NUR 507: Health Policy & Advocacy (3)**

In this course students analyze and synthesize innovative approaches to complex issues in health care delivery at the local, state, and federal levels. Concepts such as politics, policy, market forces, and advocacy are used to assess how system approaches can affect health care delivery. Introduces students to the influence nursing leaders have on transforming the nation's health care delivery at the individual, local, state, national, and global levels. Transformational leadership for political and policy activism are emphasized, while exploring emerging regional, national, and global health issues and trends.

**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.

**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.

**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.

**NUR 630: Health Care Economics and Financial Management (3)**

This course focuses on examination and understanding of health care financing and reimbursement concepts preparing a world-ready nurse leader to function in a variety of health care delivery settings. Course content focuses on concepts of budget and management, leadership management developing skill sets and competencies for scarce health care resources, influencing policy makers, decision-making and critical thinking, and linking patient care outcomes to resource management.

**NUR631: Integrating Technology into a Healthcare Environment (3)**

This course will introduce graduate students to key factors that must be considered when integrating new technology within a healthcare environment. Understanding how to successfully create change, define current processes, design future processes and complete a gap analysis will be critical when using the four stages of a systems life cycle to successfully integrate or change technology at point of care. Pre or co-requisite: NUR503.

**NUR 632: Curriculum Design and Evaluation in Nursing Education (3)**

This course focuses on the processes of curriculum development and evaluation that are critical responsibilities of nurse educators in schools of nursing, patient education programs, or staff development. Course goals include how the curriculum provides guidelines for program delivery and methods for evaluating program effectiveness. Major theories and concepts that relate to curriculum development are discussed in relationship to the mission and philosophy of specific educational programs.

**NUR 640: Leadership for Change (3)**

This course focuses on the needs of health care leaders to take health care delivery into the future through creative, innovative design initiatives focusing on a consumer-driven health care delivery system. Content includes: variables impacting health care delivery systems; reimbursement and funding for design change; managing competition; creating the health care delivery system of the future; and managing human and financial resources in years to come. Pre-requisite: NUR504 Organization, Quality and Systems Leadership.

**NUR 641: Promoting Healthier Lifestyles in the Community using Innovative Technology (3)**

This course is designed to assist health professionals in understanding the impact technology has on patients/consumers living within the community. Students will be encouraged to develop creative strategies to understand how technology can be used to further extend healthcare services within the surrounding community through the internet and web-based platforms to promote a healthier lifestyle. Pre or co-requisites: NUR503, NUR631.

**NUR 642 Professional Role and Responsibility of the Nurse Educator (3)**

The professional role and responsibility of the nurse educator course focuses on diverse roles and practice environments experienced by nurse educators. The course will provide novice and experienced nurse educators with guidelines for practice in classroom, clinical, staff development, and various educational settings. Academic and institutional policies, protocols, and legal aspects of education will be explored. Pre or co-requisites: NUR632, NUR652, NUR662.

**NUR 650: Leadership and Health Care Operations (3)**

This course provides an overview of three distinct and necessary areas of leadership knowledge with an emphasis on managerial decision-making: legal aspects of health care, human resource management, and health policy. Learning activities will focus on the identification of legal, ethical, and political issues related to nursing management roles within health care organizations and systems. Pre-requisites: NUR504, NUR630, NUR640, NUR660.

NUR 651: Database Management for Evidence-based Decision making (3)

This course is designed to assist the graduate student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. Understanding the various database systems and how information is interfaced for viewing purposes is critical to how data can be collected for analysis. Pre or co-requisites: NUR503, NUR631, NUR641, NUR661.

NUR 652: Teaching Strategies and Information Technology for the Nurse Educator (3)

This course will focus on strategies to develop knowledge and skill sets in pedagogy, teaching-learning theories, testing and measurement, and various educational technologies. An in-depth introduction to information technology that supports practice and improves patient care and outcomes will be explored. Pre or co-requisites: NUR632.

NUR 660: Healthcare Leadership Practicum (3)

The practicum/capstone course focuses on the role of the professional nurse in the healthcare environment. Students will work closely with healthcare professionals who are directly involved in improving care quality, organizational processes, or safety engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptor-ship with clinical leaders, which is individualized to align with the student's field of interest. Clinical settings vary according to student interest, goals, and overall career objectives. This course includes 125 clinical hours. Additional fee(s): Clinical fee.

NUR 661: Healthcare Informatics Practicum (3)

The practicum focuses on the role of the healthcare informatics professional within a healthcare environment. Students will work closely with healthcare professionals who are directly involved in improving quality of care, organizational processes, or safety, engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptorship which is individualized to align with the student's field of interest. Practicum settings vary according to student interest, goals and overall career objectives. This course includes 125 clinical hours. Pre or Co-requisites NUR503, NUR661. Additional fee(s): Clinical fee.

NUR 662: Healthcare Education Practicum (3)

The course focuses on the role of the professional nurse in the healthcare environment. Students will work closely with healthcare professionals who are directly involved in improving care quality, organizational processes, or safety engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptor-ship, which is individualized to align with the student's field of interest. Practicum settings vary according to student interest, goals, and overall career objectives. This course includes 125 clinical hours. Pre or co-requisite NUR632. Additional fee(s): Clinical fee.

NUR 670: Healthcare Leadership Capstone (3)

This course focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of a practice change project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare professionals who are directly or indirectly involved with their project. The course provides the student with the experience needed to transition into a professional role as a MSN. This course includes 125 clinical hours. Pre or co-requisites NUR504, NUR630, NUR640, NUR660. Additional fee(s): Clinical fee.

NUR 671: Healthcare Informatics Capstone (3)

This course focuses on the expanded role of the healthcare informatics professional in the healthcare environment. The student will facilitate the implementation of their practice change project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare professionals who are directly or indirectly involved with their project. The course provides the student with the experience needed to transition into the role of a healthcare informatics professional with a Master's degree. This course includes 125 clinical hours. Pre or co-requisites NUR503, NUR631, NUR641, NUR661. Additional fee(s): Clinical fee.

NUR 672: Healthcare Education Capstone (3)

This course focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of a practice change project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare professionals who are directly or indirectly involved with their project. The course provides the student with the experience needed to transition into a professional role as a MSN. This course includes 125 clinical hours. Pre or co-requisites NUR632, NUR652, NUR662. Additional fee(s): Clinical fee.

NUR 697: Nursing Clinical Practicum (3)

The Nursing Clinical Practicum experience provides an opportunity for students to gain clinical experience related to a clinical area of interest, leading to advanced knowledge and experience. The student will select clinical areas matching their areas of interest, working under the guidance of a faculty or clinical coordinator and a preceptor. This course is designed for those planning admission to a DNP program to gain the 250 hours necessary for admission to the program. Additional fee(s): Clinical fee.

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. This is a precepted experience with a qualified preceptor in an area in which the student plans to work after completing the MSN. This course includes 90 clinical hours.

NUR 699 - Nursing Education Capstone Practicum (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. This is a precepted experience with a qualified preceptor in an area in which the student plans to work after completing the MSN. This course includes 90 clinical hours.



NUR 700 - Structure and Application of Contemporary Nursing Knowledge (3)

This course introduces the advanced practice nurse to the world of contemporary nursing knowledge, as formalized in conceptual models of nursing and nursing theories applied to clinical practice. There is emphasis on the metaparadigm, philosophies, conceptual models, theories, and empirical indicators linking them to clinical practice, inclusive of informatics tools.

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 consists of 125 clinical hours and is the foundation for the culminating Capstone project focusing on improving practice. Additional fee(s): Clinical fee.

NUR 703 - Ethics and Public Policy in Healthcare Delivery (3)

This course focuses on ethical issues and public policy in healthcare. Students develop strategies to manage ethical dilemmas and analyze health policy to educate, advocate and provide leadership in shaping health care policy.

NUR 704 - Quality Improvement in Health Care (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. This clinical course consists of 125 clinical hours and is the foundation for the culminating Capstone project focusing on improving practice. Additional fee(s): Clinical fee.

NUR 705 - Clinical Scholarship and Evidence-Based Practice (3)

This course provides a foundation for evidence based practice integrating scientific research and advancing nursing leadership.

NUR 706 - Professional Communication for Nurse Executives (3)

This course focuses on 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.

NUR799 - Capstone Experience (6)

This course provides an opportunity for the student to implement and evaluate a planned evidence-based practice change project. This project lays the groundwork for future scholarship. This course culminates in a tangible and deliverable academic product derived from the practice immersion experience. A total of 250 clinical hours are included in the course. Additional fee(s): Clinical fee.

### OTD 740 - Occupational Science (3)

Professional students examine landmark occupational science literature and apply learned concepts of human nature and meaningful occupation to observation exercises within their practice focus.

### OTD 741 - Evidence-Based Practice (3)

This course is designed to provide the experienced therapist with a systematic method to critically evaluate and integrate the results of current scientific literature into the clinical decision making process. Students will participate in discussions and practical exercises to articulate clinical questions that can be answered through sources of scientific evidence. Strategies for searching relevant data bases, appraising and evaluating sources of evidence will be presented.

### OTD 742 - Advanced Practice Concepts and Skills (3)

Students apply The Occupational Therapy Practice Framework: Domain and Process (AJOT, 2008) and conceptual models most relevant for their practice focus to evaluation and intervention processes. Additionally, students redesign facility forms to reflect The OT Practice Framework's language and concepts.

### OTD 750 - Occupational Therapist as Entrepreneur (3)

This course provides the professional student with the knowledge and skills necessary to market and manage an occupational therapy practice in either traditional or emerging healthcare systems. Students develop business plans and marketing strategies and research potential financing through grants or loans. Legal and ethical issues impacting practice are also examined.

### OTD 751 - Applied Evidence-Based Practice (3)

Students continue to develop their ability to critically evaluate scientific evidence within their practice focus. Through a critical review of the literature, the professional student generates an evidence-based plan of assessment or intervention, and develops an IRB proposal. This is linked to subsequent capstone courses OTD 770 and OTD 771.

### OTD 752 - Education Theory and Technology (3)

This course, through an examination of learning theories, provides the therapist with strategies to develop optimal learning experiences for their students, clients, caregivers, or employers. Coursework is applied directly in the professional student's educational and/or clinical setting. Students gain skills in current technological tools used in the teaching-learning environment.

### OTD 760 - Leadership and Professionalism (3)

This course examines the meaning of leadership from both a personal and organizational perspective. Students explore leadership theories and styles and the meaning of professionalism through narratives of leaders and related literature. Through group discussion of leadership and professional issues, students reflect and on their own leadership strengths, as well as strategies for applying this knowledge in their professional lives. Additional fee(s): Residency fee.

OTD 766 - Methods of Evaluation (3)

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 practice setting.

OTD 771 - Capstone II: Evaluation and Presentation (3)

Students evaluate the efficacy of implemented programs and present their findings. Presentations are conducted on the Chatham University campus to the Master of Occupational Therapy Program's faculty, students, and area clinicians. Additionally, the professional student writes a report for professional publication or grant application. Additional fee(s): Residency fee.

OTH 601 - Foundations of Occupational and Occupational Therapy (3)

Students explore the role of occupation as the foundation of the profession and the relationship between occupation and health. Standards of practice, OT roles, history, current practice and future trends are discussed. Methods of evaluation and documentation are introduced and practiced. Occupations throughout the lifespan and implications for intervention are examined.

OTH 603 - Introduction to OT Assessment and Intervention Skills (4)

Students learn to identify and assess the influence of client factors, performance skills and patterns, activity demands, and context on occupational performance from a physical disabilities perspective. Experiential learning opportunities enable students to gain proficiency in administering and interpreting assessments and practicing intervention strategies related to multiple areas of occupation.

OTH 605 - Mental Health and Occupational Performance (3)

Students learn and apply the occupational therapy process for clients with mental health disorders. Occupational performance assessment and intervention planning and implementation are emphasized. Societal and personal attitudes towards persons with mental health disorders are explored. The social, economic, political and demographic factors influencing mental health service provision are addressed.

OTH 610 - Advanced Topics in Occupational Therapy (2)

This course expands the OT student's understanding and application of treatment skills and clinical reasoning. The students practice these skills to enhance technical abilities and gain confidence in the selection and use of procedures. Objectives are achieved through visiting lecturers, case studies, class discussion, active participation, and dialogue.

#### OTH 612 - Evidence Based Practice I (2)

This course introduces the role of evidence in occupational therapy clinical reasoning and practice. Students develop research consumer skills, including database search techniques, and critical analysis skills. Students are instructed within lecture and lab formats and with written and oral assignments that develop understanding of evidence based practice.

#### OTH 622 - Occupational Performance in Children and Adolescents (4)

Students explore occupational development of children and adolescents, and the interrelationship between the child/adolescent, occupation, and environment on participation. Students learn about common pediatric diagnoses, practice models, and intervention sites and apply this knowledge to occupational therapy evaluation and intervention. Influence of the family, environment, and socio-cultural factors is explored.

#### OTH 623 - Occupational Performance in the Aging Population (4)

This course examines the normal aging process and age-related diseases with emphasis on functional performance, activity limitation, and performance restrictions of individuals from adulthood through the lifespan. Students review the assessment and treatment of clients, including prevention, remediation, and maintenance of wellness. Various practice settings for the aged population are discussed.

#### OTH 624 - Biomechanics and Occupational Performance (4)

Students integrate knowledge of occupational performance with anatomy, neurology and body factors to learn how impairments can lead to disability or role loss. Assessments and interventions are taught with a holistic approach to the person. Instruction is in both lecture and lab formats and with written and oral assignments.

#### OTH 626 - Occupational Therapy Conceptual Models of Practice (2)

Theoretical practice models that guide occupational therapy evaluation and intervention are introduced and explored. Engagement in active learning opportunities enables students to describe and implement the occupational therapy process using selected models. Students analyze and relate pertinent occupational therapy literature and case studies to models of practice.

#### OTH 628 - Evidence Based Practice II (3)

This course develops and applies the students evidence based practice skills. Emphasis is placed on writing focused clinical questions, systematic database searches and critical appraisals of research papers. Students work in small groups with a faculty advisor and individually to analyze and articulate evidence through written and oral assignments.

#### OTH 632 - Environmental Interventions (3)

Students learn principles of assistive technology practice and the occupational therapist's role on the assistive technology team. Students explore and critique technology resources, assess environments, and apply information to evaluation and treatment. The impact of environmental interventions on the consumer's ability to engage in meaningful occupations is discussed and analyzed.

#### OTH 633 - Global Health perspectives (2)

This course is intended to provide an opportunity for occupational therapy students to study and experience global health issues by participating in an international fieldwork experience. This experience is intended to give students the opportunity to 1) understand the culture and contemporary health care issues of the visited country 2) illustrate the role or potential role of occupational therapy in contributing to the health and wellbeing of the population and 3) reflect on their personal growth and on the sustainability of their service. Additional fee(s): Travel fee.

#### OTH 635 - Pediatric Fieldwork I-A and Seminar (1)

This course provides students the opportunity to visit sites where occupational therapy services are provided to infants, children, and/or adolescents. Guided assignments and small group discussion are used to bridge the didactic classroom knowledge with the occupational therapy process and practices observed in pediatric settings in clinical settings.

#### OTH 636 - Adult Fieldwork I-B and Seminar (1)

This course provides students the opportunity to visit sites where occupational therapy services are provided to adults and older adults. Guided assignments and small group discussion are used to bridge the didactic classroom knowledge with the occupational therapy process and practices observed in adult settings.

#### OTH 637 - Functional Neuroscience (4)

This course applies content learned concurrently in Biology 509 to the occupational therapy process. Students broaden their understanding of neurological disorders 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 to develop assessment and intervention plans.

#### OTH 641 - Neurological Conditions and Occupational Performance (4)

This course emphasizes preparatory, purposeful, and occupation-based intervention commonly used in neurologically based occupational therapy practice. Students learn, apply, practice, compare and contrast evaluative and intervention methods for dysfunction related to neurological conditions. Students practice hands-on techniques, analyze cases, and superimpose purposeful and occupation-based treatment after incorporating various neuro-physiologically based techniques.

#### OTH 643 - Evidence Based Practice III (2)

This course further develops evidence based practice skills by synthesizing the evidence analyzed in OTH 628 to prepare for writing a critical appraisal of topic. Students continue to work in small groups with a faculty advisor and produce a large format poster to report their findings via a poster presentation.

#### OTH 644 - Community Based Fieldwork I-C and Seminar (2)

This community-based fieldwork experience emphasizes higher level management skills, including advocacy, consultation and program planning. Students learn about community agencies, population and organizational needs, and the roles of occupational therapists in community-based settings. Students complete an organizational analysis, needs assessment, and a program plan which is implemented and evaluated.

OTH 645 - Professional Leadership and Management (3)

Students explore the meaning of professional leadership/service through self-assessment and engagement in a variety of projects throughout the course. Managerial roles, including communicating, marketing, budgeting, planning and evaluating programs are discussed within the broader context of an evolving health care system. Ethical issues related to occupational therapy are explored and analyzed.

OTH 646 - Evidence Based Practice Capstone Project (3)

In this course students prepare a critical appraisal of topic using evidence gathered and analyzed in OTH 612, OTH 628 and OTH 643. Students develop a scholarly agenda and learn how to collect and analyze data in preparation for entry level evidence based practice. Objectives are achieved through written and oral assignments.

OTH 660 - Fieldwork II Seminar (1)

This seminar course enables students to synthesize information and strategies in preparation for Level II fieldwork. Students analyze topics related to effective communication and supervision. Job search skills, résumé writing and interviewing techniques, are integrated. Students develop organizational skills to fulfill national occupational therapy certification examination and state licensure applications.

OTH 662 - Fieldwork Level II-A (12)

In this first 12 week full-time fieldwork experience, students engage in the evaluation and provision of occupational therapy services with clients in a practice setting under the supervision of an occupational therapist. Students apply previously learned knowledge and skills and gain additional proficiencies that will support their growth as entry-level practitioners.

OTH 665 - Fieldwork Level II-B (12)

In this second 12 week full-time fieldwork experience, students engage in the evaluation and provision of occupational therapy services with clients in a new practice setting under the supervision of an occupational therapist. Students continue to apply previously learned knowledge and skills and gain additional proficiencies that will support their growth as entry-level practitioners.

OTH 682 - Special Topics (2)

OTH 683 Special Topics (3)

OTH 690 - Evidence Based Practice (3)

Students learn to search data bases for peer-reviewed occupational therapy literature. The quality of this evidence is analyzed with a basic understanding of research and statistical methodology. Students develop basic skills in writing research questions, identifying and selecting professional literature through on-line databases, and applying best available evidence to practice.

OTH 695 - Models of Practice in Occupational Therapy (3)

This course presents occupation based models that guide the practice of occupational therapy. Students analyze and compare selected models via assigned readings and group discussions. Assessment tools and techniques, intervention strategies, and documentation formats associated with the models are presented. Students apply selected models to their professional practice.

PAS 600A, PAS 600B & PAS 600C - Essentials for the Physician Assistant I (9)

Essentials for the Physician Assistant I is a problem-oriented approach to primary and specialty care medicine. This course incorporates medical diagnosis and treatment; pharmacotherapeutics; psychosocial assessment and management; patient education; management of patients with chronic illness; clinical decision making; and prevention of disability and disease through detection, education, and prevention. The course is divided into three segments. Audit grades will be given to PAS 600A & PAS 600B. The final grade will be given for the course in PAS600C. Prerequisite: PAS 616

PAS 601A, PAS 601B & PAS 601C - Essentials for the Physician Assistant II (9)

Essentials for the Physician Assistant II is a problem-oriented approach to primary and specialty care medicine. This course incorporates medical diagnosis and treatment; pharmacotherapeutics; psychosocial assessment and management; patient education; management of patients with chronic illness; clinical decision making; and prevention of disability and disease through detection, education, and prevention. The course is divided into three segments. Audit grades will be given to PAS 601A & PAS 601B. The final grade will be given for the course in PAS601C. Prerequisite: PAS 600C

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 the Essentials for the Physician

Assistant courses. Instruction will involve basic sciences with an emphasis on the clinical application of the material, utilizing a systems approach.

PAS 603 - Clinical Application of Basic Sciences II (4)

This course is a continuation of PAS 602. An in-depth study of topics in gross human anatomy, physiology, and pathophysiology, supporting the instruction in the Essentials for the Physician Assistant courses. Instruction will involve basic sciences with an emphasis on the clinical application of the material, utilizing a systems approach.

Prerequisite: PAS 602

PAS 604 - Critical Reading of the Literature I (1)

Students critically evaluate medical literature and resources used in the Essentials for the Physician Assistant courses, including research design, data collection, and statistical analysis.

PAS 605 - Critical Reading of the Literature II (1)

This course is a continuation of PAS 604. Students critically evaluate medical literature and resources used in the Essentials for the Physician Assistant courses, including research design, data collection, and statistical analysis.

Prerequisite: PAS 604

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 the Essentials for the Physician Assistant courses.

PAS 607 - Clinical Pharmacology II (2)

This course is a continuation of PAS 606. This clinically oriented course provides students with knowledge required for the safe and effective use of pharmaceutical agents in the diagnosis, prevention, and treatment of diseases through an understanding of pharmacokinetics and pharmacodynamics. Topics selected will support the body systems covered in the Essentials for the Physician Assistant courses.

Prerequisite: PAS 606

PAS 610 - Introduction to Clinical Experiences I (1)

This course will introduce the student to various types of medical documentation and medical terminology. It will address HIPPA and OSHA regulations, as well as Universal Precautions. Professional comportment while on rotations will also be introduced.

PAS 611 - Introduction to Clinical Experiences II (1)

This is a continuation of PAS 610. Students will continue to explore various types of medical documentation, and issues surrounding cultural sensitivity in medicine. Professional comportment and communication skills will be addressed. Students will be introduced to billing and coding. Policies and procedures for clinical rotations will also be introduced. Prerequisite: PAS 610

PAS 612 - Introduction to the PA Profession (1)

This course introduces the students to the physician assistant profession and their role in the American healthcare system. Topics of discussion include history of the profession, national and state organizations, federal and state laws affecting practice, education, and the future of the profession.

PAS 614 - Medical Ethics (1)

Contemporary professional medical ethics issues are discussed and debated. Instruction is provided through classroom discussions, guest lectures, and small group problem-based learning.

PAS 616 - History & Physical Examination (4)

Lecture and practical laboratory course covering theory and application of interviewing skills, history and physical examination skills and elicitation of patient data. Students demonstrate competence through practical evaluations and oral presentations.

PAS 617 - Clinical Procedures (2)

Laboratory course covering theory and application of common clinical procedures that a physician assistant will encounter during practice. Students demonstrate competence through practical evaluations.



PAS 625 - Clinical Decision Making I (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. These courses run concurrently with the clinical experiences I-IX.

PAS 626 - Clinical Decision Making II (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. 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)

Drawing on skills acquired in PAS 625, 626 & 627, as well as knowledge that has been acquired throughout the curriculum, students develop problem oriented cases which include history, physical examination, diagnostics, treatment and patient education, based on specific disease entities. These cases are presented in a grand rounds format. Additionally, students complete summative program evaluations related to medical knowledge base and clinical assessment skills.

PAS 630 - Topics in Clinical Medicine (3)

An intensive review in preparation for entering practice as a physician assistant. A series of special seminars and presentations that provides the student with a topical approach to medicine.

PAS 633 - Physical Diagnosis I (3)

Practical laboratory course covering application of interviewing, history taking and physical examination skills, as well as elicitation and documentation of patient data. Students demonstrate competence through practical evaluations and written documentation. Students perform system based and problem-focused physical examinations for both primary care and specialty complaints that support the coinciding information that students will cover in PAS 600 Essentials for the Physician Assistant I. Prerequisite: PAS 616

PAS 634 - Physical Diagnosis II (3)

This course is a continuation of PAS 633. Practical laboratory course covering application of interviewing, history taking and physical exam skills, as well as elicitation and documentation of patient data. Students perform problem-based physical examinations for problem based Primary Care complaints that coincide with the patients they encounter in Essentials for the Physician Assistant as well as non-problem focused male and female genitourinary examinations, and a comprehensive examination including all body systems. Prerequisite: PAS 633

#### PAS 635 - Healthcare Policy (1)

Students explore relevant health-care law and policy issues that impact the Physician Assistant profession and health-care delivery systems. Instruction is provided through classroom discussions, guest lectures, and small group problem-based learning.

#### PAS 636 - Program to Practice (1)

Assist students with the transition of becoming a clinically practicing physician assistant. The course will provide information on how to prepare for the new career, including obtaining certification, licensure, malpractice insurance, and many other essential items needed before they begin practicing.

#### PAS 640 through PAS 648 - Clinical Experiences I through IX (3 each)

Clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.

#### PSY 501 - Foundations of Counseling Psychology (3)

The course focuses on historical, theoretical, ethical, and practical aspects of the counseling psychology field. Students will write a research paper, using the American Psychological Association Publication Manual and library resources commonly used by counseling psychologists. The course will also introduce students to the theory and practice of basic counseling skills.

#### PSY 503 - Applied Biological Psychology (3)

The course addresses biological aspects of human psychology, including the biological basis of neurological deficits and mental disorders, and the use psychotropic medications for treating mental illnesses. Topics also include stress and health, mental disorders such as depression, anxiety, and schizophrenia, and contemporary issues in biological psychology.

#### PSY 506 - 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.

#### PSY 509 - Infant Development (3)

This course will provide in-depth examination of infant development from conception to age 3. Participants will gain an understanding of the bio-psychosocial aspects of brain development, attachment theory, temperament, and the potential consequences of trauma and loss. The development of specific development milestones across key skills will be reviewed.

#### PSY 510 - Infant Assessment (3)

This course will provide students with an introduction and hands on experience completing developmental assessment of infants from a multidisciplinary perspective. Participants will learn to assess infant development of milestones in cognitive, social-emotional, communication, adaptive skills as well as sensory integration.

Prerequisite(s): PSY 506 and PSY 509.

PSY 512 - Practice and Principles of Infant Mental Health Intervention (3)

This course introduces specific prevention and intervention approaches for promoting attachment relationships and social-emotional development in children aged 0 to 3 emphasizing evidence-based practice. Participants will gain valuable skills for assisting parents, caregivers, educators and children in the promotion of positive social, emotional and behavioral development. Prerequisite(s): PSY 506 and PSY 509.

PSY 513 - Learning and Behavior (3)

The course addresses concepts of instrumental and classical conditioning. Topics include concepts relevant to behavior formation and maintenance, application of conditioning techniques to counseling sessions, research data on learning techniques, and effective and cognitive elements of learning theories. The course also emphasizes ways to improve clients' self-change abilities.

PSY 514 - Infant Attachment: A Dual Relationship (3)

This course will explore parent-infant interactions with specific emphasis on early attachment relationships between parents and child, problems in the attachments process, family systems, and interventions to improve the quality of parent-infant relationships. Opportunities to observe and assess attachment relationships and parent-infant interactions within different at-risk populations will be provided. Prerequisite(s): PSY 506, PSY 509, and PSY 510.

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 516 - The NICU Experience (3)

This course reviews medical, developmental, psychological and social risk factors associated with neonatal intensive care unit (NICU) hospitalization for infants and families. The impact of NICU placement on parent-infant attachment, developmental milestone acquisition, and parent mental health will be explored. Mental health interventions in the NICU will be examined. Prerequisite(s): PSY 506 and PSY 509.

PSY 518 - Family Interactions (3)

This course will provide students with in depth instruction and observation of parent-infant interactions, an understanding of family systems, and approaches to assessment and intervention within this relationship. Prerequisite(s): PSY 506 and PSY 509.

PSY 530 - Introduction to Sport & Exercise Psychology (3)

This course is designed to introduce students to the basic concepts and intervention techniques of sport and exercise psychology. Topics covered will include motivation theory applied to sport, team dynamics, an introduction to psychological skills training, the psychology of sport injury, and issues pertinent to exercise adoption, adherence, and drop-out.

PSY 555 - Statistics and Research Methods (3)

The course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods in counseling psychology. Students will become proficient in computer analysis of data sets, designing and evaluating research designs and techniques, and understanding primary research in counseling literature.

PSY 599 - Tutorial for Integrated Degree Students (3)

The two course sequence satisfies the undergraduate tutorial requirement, and is available only to students accepted into the MSCP Integrated Degree program. During PSY 598, students will complete the research or project proposal. During PSY 599, students will conduct the research or project, and present the final results to their tutorial board (this is only for undergraduate students who take the AGP route). Prerequisite(s): Acceptance into the MSCP Integrated Degree Program.

PSY 602 - Sport & Exercise Psychology Interventions (3)

Students in this course will become competent in the understanding and application of the core mental skills of sport and exercise psychology across settings and across the lifespan.

PSY 610 - Advanced Seminar in Sport & Exercise Psychology (3)

This course focuses on research and professional practice in an athletic or exercise setting. Issues of credentialing, certification, and licensure will be presented. Further, pertinent ethical issues will be examined. Students will develop a research project that involves conceptualizing a problem statement and designing a study to address the question.

PSY 617 - Psychology of Culture and Identity (3)

The course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop effective skills to work with diverse populations in counseling.

PSY 621 - Advanced Seminar in Diversity Issues (3)

The course further develops the multicultural competency of counselors in relation to specific selected topics related to diversity and counseling. This is an elective course.

PSY 627 - Vocational/Career Counseling (3)

The course addresses the issues involved in the lifelong process of vocational development, through exploration of theories and assessment approaches in career counseling. Additional topics addressed include self-awareness, career awareness and assessment, career decision making and planning, and career implementation.

PSY 629 - Human Development Across the Life Span (3)

The course explores cognitive, social, emotional and physiological development throughout the life span. While including concentration on the major theoretical approaches to life span development, an equally significant focus will be on practical application of material.

PSY 635 - Concepts of Mental Health and Illness (3)

The course provides an overview of concepts of mental health and its development, and of the etiologies of psychopathology, from a culturally sensitive perspective. Students learn to recognize the complex biological and environmental contributors to mental illness, and to evaluate effective treatment approaches for mental illness.

PSY 642 - Assessment (3)

The course covers the basics of psychological assessment. The importance of integrating information from various sources when formulating hypotheses and diagnostic impressions and when developing treatment plans is emphasized. Other topics include interviewing, mental status examinations, psychophysiological strategies, psychological tests related to various diagnostic groupings, and program evaluation.

### PSY 645 – Environmental Psychology (3)

Students will explore concepts, research, and practice related to the interface between environment and psychology. The course emphasizes the effects that environmental and climate change issues have on human health and well-being.

### PSY 655 - Reflective Consultation I (3)

Students will use observations and experiences at field placement sites to develop and/or strengthen their ability to use reflective practice principles to conceptualize, support and, for students in the LPC programs, counsel from the Infant Mental Health perspective. The course provides a reflective group consultation experience for students. A treatment team approach will be taken to assist students in developing skills for case observation, conceptualization, treatment planning, use of therapeutic interventions, and clinical decision making skills. Topics such as development, gender, ethnicity and ethics will be included in classroom discussions on a regular and as-needed basis. Prerequisite(s): PSY 506, PSY 509 PSY 510, and PSY 512.

### PSY 656 - Reflective Consultation II (3)

Students will use observations and experiences at field placement sites to develop and/or strengthen their ability to use reflective practice principles to conceptualize, support and, for students in the LPC programs, counsel from the Infant Mental Health perspective. The course provides a reflective group consultation experience for students. A treatment team approach will be taken to assist students in developing skills for case observation, conceptualization, treatment planning, use of therapeutic interventions, and clinical decision making skills. Topics such as development, gender, ethnicity and ethics will be included in classroom discussions on a regular and as-needed basis. Prerequisite(s): PSY 506, PSY 509 PSY 510, and PSY 512.

### PSY660 – Counseling Theories and Techniques I (3)

The course presents the following approaches to counseling: behavioral, cognitive, cognitive-behavioral, reality, mindfulness-informed therapies, person-centered, humanistic, existential, and integrative. The course includes both theory and opportunities to develop and practice skills related to the theories.

### PSY661 – Counseling Theories and Techniques II (3)

The course presents the following approaches to counseling: psychoanalytic, psychodynamic, Adlerian, interpersonal process, Gestalt, postmodern, and feminist. The course includes both theory and opportunities to develop and practice skills related to the theories.

### PSY 663 - Foundations of Health Psychology (3)

Students will explore how psychological processes influence physical health. Further, the psychological sequelae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.

### PSY 665 - Addictions Counseling (3)

The course addresses a variety of addiction topics, including chemical dependency, eating disorders, sexual addiction, the chemically dependent offender, and women's issues in addiction. Several treatment models are explored, with emphases on effectiveness of treatment approaches and on multicultural sensitivity.

PSY 668 – Crisis, Trauma and Recovery (3)

The course is an introduction to the field of psychological trauma, examining the historical development of trauma as a clinical entity and an overview of theories and strategies for treating trauma. Students will learn to identify and work with their own reactions to clients who present trauma issues

PSY 669 - Foundations of Expressive Art Therapy (3)

This class explores the use of various expressive art modalities and theoretical approaches, including Eastern traditions, Jungian psychology, and other sources. The student will participate in experiential exercises to further understanding of the expressive arts theories and applications.

PSY 671 - Mindfulness Counseling (3)

This course explores mindfulness and acceptance based approaches to counseling and discusses the integration of art and science when utilizing these approaches. Students will examine current research about efficacy of such approaches, and also develop beginning skills in these approaches.

PSY 672 - Group Counseling (3)

The course explores the theory and practice of group experience from the perspectives of a member and observer. Topics include basic elements of group dynamics, interpersonal styles as they affect or hinder group functioning, role identity, leadership style, and application of group skills in organizations.

PSY 673 - Couples Counseling (3)

This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories. Prerequisite(s): PSY662 and PSY674

PSY 674 - Foundations of Family Therapy (3)

The course focuses on the evaluation and treatment of psychological symptoms from the perspective of the family and systems theory. The history and evolution of the family movement will be presented and multiple family therapy modalities introduced, with an emphasis on selected theories and applications. Prerequisite(s): PSY662

PSY 676 - Counseling Children and Adolescents (3)

The course focuses on issues and concepts related to counseling children and adolescents with social and/or emotional problems. Topics include significant differences between children/adolescents and adults; theories of normal child development and temperament; and conceptualization and effective treatment of problems.

PSY 677 - Grief Counseling (3)

The course introduces students to the techniques, strategies, and treatment modalities counselors use to work with adults, children, and families dealing with bereavement. The class focuses on psychological, somatic, cultural, and spiritual aspects of grief and loss. Other topics included are interventions, community resources, and diverse religious and cultural practices.

PSY 678 - Risk and Resilience in Childhood (3)

The course covers child/adolescent psychopathology and psychological assessment of children and adolescents. Specific topics include diagnostic and assessment issues specific to children and adolescents; psychological and developmental disorders specific to children and adolescents; and related social and cultural issues.

PSY 681 - Professional Integration Seminar (3)

The course explores ethical conceptualization, analysis, and practices of applied and counseling psychologists. Topics include the ethical standards of the American Psychological Association and the American Counseling Association, the history of applied psychology, and the developing mental health counseling movement. Certification, licensure, and regulatory practices are also discussed.

PSY 682 - Practicum (3)

The course is an entry-level fieldwork course in which students obtain supervised counseling experience. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats. Additional fee(s): Clinical fee.

PSY 685 - Supervised Internship I (3)

The course is a supervised field placement experience focusing on integration of theory and practice. The course requires attendance at a weekly seminar on campus, which involves presentations focusing predominantly on assessment, diagnosis, and case conceptualization. Prerequisite(s): PSY 682. Additional fee(s): Clinical fee.

PSY 686 - Supervised Internship II (3)

The course enhances students' abilities to effectively offer mental health treatment and services to clients. Activities include discussion of issues in contemporary counseling psychology and treatment planning, formal case presentations, and completion of the graduate portfolio. Prerequisite(s): PSY 682. Additional fee(s): Clinical fee.

PSY 687 - Advanced Internship I (3)

The course provides an advanced field placement opportunity for students who want to further develop counseling skills with a particular population and/or develop new skills with a population different from the ones worked with in prior field placements.

PSY 706 - History of Psychology (3)

This course focuses on contemporary perspectives and historical and philosophical foundations of counseling psychology. The course emphasizes modern theories and practices of counseling psychology as a social science and profession, particularly as related to sustainable health and well-being for individuals, families, and communities.

PSY 707 - Social Psychology (3)

This course provides an overview of historical and current trends in social psychology. Major theories and research findings relating to group dynamics, attitude change, prejudice, and others are presented. Contemporary critiques of the field and the relevance of social psychology to social change and the helping professions are discussed.

PSY 708 - Cognitive and Affective Bases of Behavior (3)

The course addresses empirically supported theories of Cognition and Affect and their influence on human behavior. Cognitive understanding of how humans learn, process and retain information and its role in human activities will be examined. Affect will be examined through review of early attachment relationships, emotional regulation, and social-emotional processes.

PSY 709 - Intellectual Assessment (3)

The course prepares students to administer tests of cognitive functions. Students will examine theory and clinical assessment of cognitive functioning including basic psychometric principles. Practical experiences are offered in test administration, scoring, interpretation, and professional report writing.

**PSY 711 - Multicultural and Diversity Issues in Counseling Psychology (3)**

The course provides an in-depth exploration of cultural differences as they impact the counseling relationship. Identity development theory will be examined, as will multicultural research methods and findings. Finally, the significance of both between-group and within-group differences will be explored for their relative influence on the process of therapeutic change.

**PSY 712 - Advanced Research Design (4)**

This course reviews essential concepts in research design and statistics, with an emphasis on ensuring that students are capable of critically evaluating research studies and drawing reasonable conclusions from those studies. Students will have a strong foundation in research design and proficiency in statistics after having completed this course.

**PSY 714 - Personality Theory and Assessment (3)**

The course covers theories of personality and prepares students to administer, score, interpret, and write reports about commonly used instruments for the assessment of personality. Approaches and instruments included will be interviewing techniques, personality inventories, projective tests.

**PSY 715 - Ethical Issues in Counseling Psychology (3)**

This course will focus on providing students with the knowledge, skills, and experiences necessary to perform ethical practice with clients across the full dimension of human experience, using the APA Ethics Guidelines as a foundation.

**PSY 716 - Psychometrics (2)**

The course offers theories and techniques related to the design, administration, and interpretation of quantitative tests measuring psychological variables such as intelligence, aptitude, and personality traits. It does not involve actual test design, administration and interpretation, but does explore theories and techniques related to these activities.

**PSY 718 – Psychology and Sustainability (3)**

The course presents the interface between environment and sustainability issues and the discipline of counseling psychology. Students review psychological literature about the relationship between environmental problems/solutions and human health and well-being, as well as implications of this for psychologists' work with individuals, families, and communities.

**PSY 741 - Pre-Practicum (3)**

This course prepares students, and is a pre-requisite, for field placements in settings that provide psychological services. The course reviews the Diagnostic & Statistical Manual and emphasizes integration of basic assessment and intervention activities, as well as ethical and professional issues in psychology.

**PSY 744 - Practicum I (1)**

This course is a field placement in which students obtain training in psychological service provision. In the one-credit option, students work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats, for 75-149 hours per term in addition to participating in the weekly group supervision class.



#### PSY 748 - Practicum I (2)

This course is a field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours per term in the two credit option in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 746 - Practicum I (3)

This course is a field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours on site in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 750 - Practicum II (1)

This course is the second field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 749 - Practicum II (2)

This course is the second field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 747 - Practicum II (3)

This course is the second field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 801 - Family-Focused Systemic Interventions (3)

The class focuses on theories and interventions related to conceptualization and improvement of interactions within family systems. A framework of family science and evidence-informed approaches is emphasized. Students will examine general systems theory, family systems interventions, trans-generational theory, modern and post-modern adaptations of family intervention, and multi-systemic approaches.

#### PSY 804 - Vocational Issues in Counseling Psychology (3)

Theories of vocational choice as well as career decision making, planning and lifelong career development will be addressed. Current issues in field of vocational counseling will be integrated with well-established theories and methods of vocational assessment.

#### PSY 805 - Group Processes and Interventions (3)

In this class, research on group process and dynamics will be examined from diverse perspectives such as psychodynamic, systemic, social learning, and existential, as applied in group psychotherapy. The specific applications of different types of therapeutic groups will be emphasized. This class will include an experience of group supervision for participants.

#### PSY 806 - Supervision and Leadership (3)

This course introduces students to theories, research, roles and activities of supervision, consultation, and leadership in counseling psychology. The course is both didactic and experiential. For all activities, issues of diversity, ethics, and professional practice will be discussed.

#### PSY 807 - Biopsychology (3)

This course focuses on the development of the brain and nervous system, interconnections between the human body's biological systems, and types of mechanisms of psychopharmacological interventions for psychological disorders.

#### PSY 809 - Advanced Developmental Psychology (3)

In this course, students critically review classic and contemporary theories and research in developmental psychology. Students describe how the theories and research apply to psychology practice, develop additional research questions to further knowledge in the field, and become familiar with ethical and cultural issues related to developmental psychology.

#### PSY 810 - Advanced Data Analysis (4)

This course introduces advanced concepts in data analysis, with an emphasis on ensuring that students are capable of designing research studies and selecting and implementing appropriate methods of data analysis. Students will work on their dissertation proposals in this course. Prerequisite(s): PSY712

#### PSY 814 - Psychopathology, Resilience, and Evidence-Based Practice (3)

The course addresses theories and research related to psychopathology, as well as the strength-based perspective in counseling psychology. Major approaches to understanding adaptive and maladaptive behavior of individuals, such as psychoanalytic, humanistic, social constructivist, systemic, and social learning, will be discussed.

#### PSY 815 - Organizations, Communities, and Consultation (3)

This course will address theories and research related to functioning of organizations and communities. The counseling psychologist as consultant will be discussed, along with major principles and strategies for conducting system level assessments, and planning, implementation and evaluation of consultative interventions.

#### PSY 816 - Health Psychology Practice (3)

The course focuses on the interface between psychology and medicine, preparing students to use psychology interventions in the treatment and management of illness and to understand the role of psychologist in the interdisciplinary healthcare team. Theory, research, and practice of health psychology will be presented.

#### PSY 831 - Independent Study (1)

Two needs may be met by this course: 1) a doctoral student may wish to develop an independent study in addition to completing the dissertation; 2) a doctoral student may have a required course waived based on previous study, but still need to earn credits to complete the doctoral degree. This is a one credit option.

#### PSY 832 - Independent Study (2)

Two needs may be met by this course: 1) a doctoral student may wish to develop an independent study in addition to completing the dissertation; 2) a doctoral student may have a required course waived based on previous study, but still need to earn credits to complete the doctoral degree. This is a two credit option.

#### PSY 833 - Independent Study (3)

Two needs may be met by this course: 1) a doctoral student may wish to develop an independent study in addition to completing the dissertation; 2) a doctoral student may have a required course waived based on previous study, but still need to earn credits to complete the doctoral degree. This is a three credit option.

#### PSY 840 - Practicum III (1)

This course is the third field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 843 - Practicum III (2)

This course is the third field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 846 - Practicum III (3)

This course is the third field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY841 – Practicum IV (1)

This course is the fourth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 844 - Practicum IV (2)

This course is the fourth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

#### PSY 847 Practicum IV (3)

This course is the fourth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

PSY 842 - Practicum V (1) (optional elective)

This course is an optional fifth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

PSY 845 - Practicum V (2) (optional elective)

This course is an optional fifth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 150 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

PSY 848 - Practicum V (3) (optional elective)

This course is an optional fifth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.

PSY 851 – Supervised Field Experience (1) (optional elective)

The course provides doctoral students the opportunity to obtain experience providing services in community settings. The course is reserved for those settings in which supervision is provided by professionals who are not licensed psychologists, but represent other professions (social work, psychiatry, counselors, etc.).

PSY 852 – Supervised Field Experience (2) (optional elective)

The course provides doctoral students the opportunity to obtain experience providing services in community settings. The course is reserved for those settings in which supervision is provided by professionals who are not licensed psychologists, but represent other professions (social work, psychiatry, counselors, etc.).

PSY 853 – Supervised Field Experience (3) (optional elective)

The course provides doctoral students the opportunity to obtain experience providing services in community settings. The course is reserved for those settings in which supervision is provided by professionals who are not licensed psychologists, but represent other professions (social work, psychiatry, counselors, etc.).

PSY 862 - Dissertation I

PSY 863 - Dissertation II

These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.

PSY 871 - Pre-Doctoral Internship I (1-6)

#### 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. Prerequisite(s): BIO 502 and BIO 504.

#### PTH 702 - Foundations of Movement Science II (2)

This course includes advanced study and application of current theories of motor control, motor learning, and motor development, including basic premises, clinical implications, and limitations of each model. The use of this information to guide the examination of children and adults with neuromuscular dysfunction is explored. Prerequisite(s): BIO 506 and PTH 701.

#### PTH 703 - Management of Musculoskeletal Systems Dysfunction (11)

This course will provide in-depth preparation required to perform the examination, evaluation, and management of musculoskeletal conditions commonly encountered in physical therapy practice. The course includes the physical therapy diagnostic process, including differential diagnosis and development of evidence-based physical therapy plans of care. Prerequisite(s): PTH 700, PTH 701, BIO 502 and BIO 504.

#### PTH 704 - Fundamentals of Exercise Physiology (2)

Students will learn the basic principles of exercise physiology utilizing a firm understanding of both anatomy and physiology. These principles stem from how the human body's normal structure and physiological functioning alters with physical activity. Understanding these adaptations is critical to the understanding of the physiological demands of rehabilitation programs.

#### PTH 707 - Management of Cardiovascular & Pulmonary Dysfunction (7)

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. Prerequisite(s): PTH 700, PTH 701, and PTH 703.

#### PTH 708 - Management of Pediatric Neuro-musculo-skeletal System Dysfunction (4)

This problem-based course will provide in-depth information on the examination, evaluation, and management of pediatric neuro-musculo-skeletal system dysfunction from birth through adolescence and young adulthood. Students will build upon concepts of normal development, motor control, and motor learning to develop a theoretical framework for addressing the physical therapy needs of children. Prerequisite(s): PTH 702 and PTH 707.

#### PTH 709 - Management of Neuromuscular System Dysfunction (9)

This problem-based course explores the prevention, evaluation and management of neuromuscular system dysfunction throughout the adult life span. Students will build upon concepts from all previous courses to gain a comprehensive understanding of the multiple complex problems seen in patients with neurologic diagnoses. Prerequisite(s): PTH 702, PTH 703, and PTH 707.

#### PTH 713 - Management of Multi-System Dysfunction (3)

This problem-based learning course emphasizes the physical therapy management of complex patients across the lifespan who present with pathology affecting multiple body systems. Students utilize advanced clinical decision-making skills 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, PTH 701, PTH 702, PTH 703, PTH 709, PTH 737, PTH 741, and PTH 742.

#### PTH 724 - Research II (2)

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 and the application of research to the practice of physical therapy. . Prerequisite(s): PTH 722.

#### PTH 730 - Clinical Experience I-A (3)

The first part of 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 731 - Clinical Experience I-B (4)

The second part of 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 (7)

A 10-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 (12)**

A 16-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. An alternative to this course is the combination of PTH746 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 BIO 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-requisites: BIO 506 and PTH 701.

**PTH 741 - Principles of Practice I: Introduction to Physical Therapy Practice (3)**

This course introduces the novice professional student to the roles of the physical therapist as: a professional; a communicator; and as a scholar. There is a heavy emphasis on patient-practitioner communication skills, especially during the patient interview. Fundamentals of evidence-based practice help students embrace the role of scholarly clinician.

**PTH 742 - Principles of Practice II: Communication and Ethics**

Communication and Ethics enhances basic concepts learned in PTh 741 related to evidence-based practice, ethics and communication while introducing new concepts of health behavior and the current healthcare environment for application throughout the physical therapy curriculum. Prerequisite(s): PTH 741.

**PTH 743 - Principles of Practice III: 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. Students preliminarily explore the integration of social responsibility and professionalism via community-based learning.

**PTH 744 - Principles of Practice IV: Service Learning (1)**

This course is an integrated synthesis of material learned during previous POP courses. This course, guided by faculty and community service advisors, primarily evaluates the service learning project as it evolves over the past year. The evaluation will review the benefits of and obstacles to a meaningful learning experience. Students will discuss their contribution to the community agency and the population it serves, and will disseminate this to the Chatham physical therapy community through a group oral presentation. Pre-requisites: PTh 741, 742, 743.

**PTH 745 - Principles of Practice V: Health Care Delivery, Management, and Policy (3)**

Principles of Practice V integrates the principles of health care delivery, management, policy and leadership within the physical therapy profession. Prerequisite(s): PTH 741, PTH 742, PTH 743, and PTH 744.

#### PTH 746 - Clinical Experience IV (6)

An eight-week, full-time experience in combination with PTH 747 Clinical Experience V (eight weeks) completed at the conclusion of all clinical didactic and laboratory course work. 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 (16 weeks). Prerequisite(s): Satisfactory completion of all previous academic requirements.

#### PTH 747 - Clinical Experience V (6)

An eight-week, full-time experience in combination with PTH 746 Clinical Experience IV completed at the conclusion of all clinical didactic and laboratory course work. 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 (16 weeks). Prerequisite(s): Satisfactory completion of all previous academic requirements.

#### PTH 748 - Principles of Practice VI: 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, evidence analysis and implementation of evidence into clinical practice. Prerequisite(s): PTH 745.

#### 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 616 - Technical Writing (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 620 - Political Writing (3)

This course is designed to give students a working knowledge of the practice of reporting and writing for newspapers, magazines and online venues. Through comprehensive writing projects and student prepared news blogs, students practice with the leading edge techniques and tools required for writing.



### PWR 621 - Use of Media in Presentations (3)

This course seeks to give students the skills and confidence to create interesting and informative digital presentations based on simple presentation design and delivery options.

### PWR 625 - Business and Organizational Writing (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. 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 and Environmental 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 (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 662 - Writing for Digital Media (3)

This class prepares students to enter media 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 670 - Principles of Information Architecture (3)

In this course students will learn about the evolution of the discipline and the underlying principles and fundamentals, including task analysis, scenario development, taxonomy creation, and findability design. Students build on these basics with practical and contemporary applications and tools.

### 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 675 - Visual and Interface Design (3)

Students will use audience analysis to help develop wireframes and storyboards, progress to full interface design, as well as gain an appreciation for the basic elements of design and how content is an integral part of design. Students will focus on interactions and behaviors.

#### PWR 694 - Client Project (3)

This required course for the Web Content Development concentration includes working on a client project for a real business customer. Students learn to develop statements of work, client agreements, and gain experience with direct application of web content development principles.

#### 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.

#### SDE 118 - Wellness Event Symposium (1)

Collection of designated activities focused on career development and service related events as well as events correlated to Chatham University's missions of Environmental Responsibility, Women's Leadership and Global Understanding. By attending fourteen Chatham sponsored events throughout the semester, students gain exposure to critical areas of development.

#### SDE 121 - Portfolio Development (2)

This course will provide instruction in the development of a portfolio, documenting prior learning. The focus of this course will be on defining goals, determining learning outcomes as specified in targeted courses, compiling documentation that supports the learning of the stated outcomes, and the preparation of a portfolio for faculty evaluation and possible award of credit.

#### SDE 136 - Well ness for Gateway Students (1)

Gateway students will interact in teams as they become acclimated to Chatham University's Gateway program and become better prepared to reach their individual educational goals while parallelly addressing intellectual, financial, physical and social wellness. Pre-requisite: Gateway student status

SUS 501 Fundamentals of Sustainability (3 cr) Students experience and investigate the linkages among society, economics, and the environment, including positive and negative feedbacks. They explore different approaches to and definitions of sustainability and evaluate the appropriateness of those approaches and definitions through experimentation, case studies, discussions, reflections, and the occasional lecture.

### SUS 502 - Sustainability and Systems (3)

In this course, students will develop skills necessary to understand, describe, and communicate complex systems. Working from examples, exercise and interactive discussions, students will learn to identify key drivers and leverage points for change. Students will learn to solicit useful information, model, and enact change using a various systems-based tools.

### SUS 504 - Principles of Sustainability (3)

This course provides students the skills to understand, communicate, and critique the fundamentals of sustainability at multiple scales and across disciplines and cultures. It explores sustainability's origins and foundations, application, and assessment. We evaluate the inter-relationships among environmental, societal, and economic well-being and the implications on individual and social decision-making.

### SUS 505 – The Art of Nature (3)

This course examines art works and periods that reveal our changing attitudes towards nature. Works span botanical illustration and landscape painting to projects that restore and regenerate living systems. The Scientific and Industrial Revolutions, the environmental movement, and sustainability are considered. Hands-on creative projects illuminate the course concepts.

### SUS 550- Eden Hall Experience (3)

This course provides an opportunity for students to engage Chatham faculty and staff, community members, and contractors and designers on topics related to the development and maintenance of the Eden Hall campus. It allows students an inside look at the first sustainable campus built in the United States from the ground-up. This is a unique opportunity for students to be involved in understanding and contributing to the process of building and maintaining a sustainable campus.

### SUS 590 - Careers in Sustainability (3)

Students will develop identify sustainability career opportunities through a series of professional development activities, guest speakers and events. They will identify key sustainability challenges, and will gain experience in appropriate methods for addressing these challenges.

### SUS 595 – Achieving careers in Sustainability (3)

Students will advance their efforts for a sustainability career through a series of professional development activities, guest speakers, and co-curricular activities. They will strengthen their sustainability challenges, and will develop experienced in appropriate methods for addressing these challenges. Students will also utilize this course to meet MSUS program expectations.

### SUS 601 - Science for Sustainability (2)

The overall goal of this course is to examine the role that science contributes to sustainability. Students will critically assess process, evidence, uncertainty, application, and communication for traditional and alternative scientific methods through focused issues of sustainability (i.e., climate change, energy consumption, water pollution, urban ecosystems, children's environmental health, agroecosystems).

### SUS 602 - The Political Economy of Sustainability (2)

This course will examine the economic dimensions of environmental change through the frameworks of political ecology, political economy, development studies, and sustainability. Through case studies and current theory, we will investigate the costs, benefits, and sustainability of environmental governance.

### SUS 603— Sustainability- Ethics, Equity, Justice (2)

This course focuses on the role of the “social” as one of the three pillars of sustainability. It explores historic and contemporary notions of ethics, social equity and social justice. It examines how these concepts can be applied to sustainability by studying local and global case studies.

### SUS 610 - Communicating Sustainability (3)

This course will focus on the development and application of skills for communicating the principles, evidence, complexity and stories of sustainability. Students will be introduced to the major revolutions in communication technologies, various communication strategies (risk, health, environmental, science, green marketing), and best practices in technical, web, and visual communication.

### SUS 621 - Ecotoxicology and Environmental Health (3)

Human health is intimately connected to environmental conditions and ecosystem integrity. Introducing concepts and measures of ecosystem and human health, this course will cover the principles and practice of contributing fields including ecotoxicology, epidemiology, environmental health and risk assessment. Students will be led from inquiry to action for key issues.

### SUS 622 - Engaging Animals (3)

This course considers human-other animal engagements and how these affect sustainability. We first make sense of what “engaging animals” means, focusing on human-animal relations at different scales and levels cross-culturally, and then consider the impact on sustainability. We end with a student-led symposium on a specific human-animal relationship in relation to sustainability.

### SUS 623 Applied Ecology Seminar (1)

Current findings of ecological science have implications for many fields of practice including water management, landscape architecture, sustainable agriculture, urban planning, conservation, and sustainable development. This seminar will focus on understanding and applying primary literature from a range of subfields within ecology.

### SUS 631 Implementing Sustainability (3 ) (repeatable, up to 9 credits)

In this course, students work in teams with fellow students to create and put into place sustainability strategies to implement sustainability across diverse organizations. This can include developing financing opportunities, grant writing, sustainability assessment, making the business case for sustainability, implementing sustainability policy, engaging stakeholders, and developing communication strategies. Student teams will change each semester, with a goal of developing strategies for a range of settings with a variety of colleagues.

SUS 632 Cases in Sustainability Leadership (6)

This course engages students in sustainability leadership through a series of case studies. Working in teams, participants develop strategies to engage diverse constituents, including making the business case, communicating to multiple audiences, and working in novel and unexpected environments. 6 days in residence at Chatham University, followed by an on-line component.

SUS 635 Water Policy and Governance (3)

This course addresses water policy and governance. We will consider water resources with specific attention to the challenges that come with managing a resource that crosses a range of boundaries and scales. The course will explore debates around topics such as Pittsburgh's urban water management, justice, climate change, and scarcity.

SUS 699 - Advanced Seminar in Sustainability (3)

Description forthcoming—seminar revisits fundamentals of sustainability in context of the students' coursework, experiences, and projects.

## English Language Program

### 1. ELP MISSION AND FUNCTIONS

#### Mission statement:

The mission of Chatham English Language Program is to provide high quality instruction and services in English as a Second Language to Chatham undergraduate and graduate students and individuals who wish to improve their English proficiency for academic, professional, and social purposes.

#### Functions:

- provide intensive ESL instruction to non-native speakers of English
- provide customized language and cultural programs and professional English language programs to overseas and local institutions, businesses, and communities
- offer credit courses in English for Academic Purposes and other ESL services including one-on-one tutoring, a conversation partner program, a conversation hours program, and placement testing for non-native English speaking students at Chatham university
- advise the University on English as a Second Language – related issues

### 2. PROGRAM OVERVIEW

The English Language Program offers the following programs:

#### INTENSIVE ENGLISH LANGUAGE PROGRAM

| <b>Levels</b>                  | <b>Classes</b>  | <b>Credits</b>                                     |
|--------------------------------|---|--|
| Basic                          | Basic Reading<br>Basic Listening/ Speaking<br>Basic Grammar<br>Basic Writing  | 18 hours/ week<br>14 weeks<br>Fall, Spring, Summer |
| Low Intermediate               | Listening/ Speaking I<br>Reading I<br>Writing I<br>Grammar I  | 18 hours/ week<br>14 weeks<br>Fall, Spring, Summer |
| Intermediate                   | Listening/ Speaking II<br>Reading II<br>Writing II<br>Grammar II  | 18 hours/ week<br>14 weeks<br>Fall, Spring, Summer |
| Advanced 1<br>(semi-intensive) | Classroom Interaction<br>Academic Reading<br>Academic Writing<br>U.S. Culture 1<br>1 academic class (optional)  | 15 hours/ week<br>14 weeks<br>Fall                 |
| Advanced 2<br>(semi-intensive) | Academic Communication Skills<br>Advanced College Readings<br>Academic Composition<br>Readings in Language and Culture<br>1 academic class (optional) | 15 hours/ week<br>14 weeks<br>Spring, Summer       |

#### BRIDGE PROGRAM

Nonnative English speaking undergraduate and graduate students may take a combination of English for Academic Purposes (EAP) courses in the Bridge Program and academic courses in the first year. Courses in the Bridge Program allow undergraduate students to earn credits towards their degree and meet General Education requirements at Chatham. New students take a placement test and are advised to take some of

the Bridge Program courses during their first year. Students who would like to get an early start for their academic year in the Fall may enroll in the Summer Intensive English Program offered by the English Language Program (ELP) at Chatham.

### **PART-TIME PROGRAM**

Part-time students take up to 11 credits a semester at different levels from Basic to Advanced.

### **OTHER CUSTOM PROGRAMS**

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

## **3. COURSE INFORMATION**

### **BASIC LEVEL**

#### **ELI031 Basic Reading (3) Fall, Spring, and Summer**

This basic level course focuses on developing learners' abilities to read short and simple texts and correspondences on topics of the most immediate relevance.

#### **ELI032 Basic Grammar (3) Fall, Spring, and Summer**

This basic level course provides explicit instruction and practice of basic grammatical elements and structures, such as tenses, articles, parts of speech, and negation.

#### **ELI033 Basic Listening/ Speaking (3) Fall, Spring, and Summer**

This basic level course focuses on developing learners' abilities to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and describe in very simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.

#### **ELI034 Basic Writing (3) Fall, Spring, and Summer**

This basic level writing course focuses on developing learners' abilities to write sentences and series of sentences about topics of immediate relevance linked with simple connectors like *and*, *but*, and *because*.

### **LOW INTERMEDIATE**

#### **ELI083 Grammar I (3) Fall, Spring, and Summer**

Grammar I is a low intermediate-level course, which develops learners' ability to notice and understand the meaning and use of new grammatical forms in simple listening and reading texts; use new grammatical forms in speaking and writing with improved accuracy; and plan, monitor, and assess their spoken and written output. Grammatical forms in this course include the present tenses, the past tenses, nouns and determiners, and adjectives and adverbs.

#### **ELI085 Reading I (3) Fall, Spring, and Summer**

This course is a low intermediate level reading course designed to develop students' skills in reading simple factual and/ or literary texts. The focus is on developing students' abilities to identify the main ideas and supporting details of the reading texts and use the information in responses to readings, presentations, and

discussions. The course also focuses on broadening students' repertoire of high frequency and academic vocabulary and sentence structures.

### **ELI081 Listening/ Speaking I (3) Fall, Spring, and Summer**

This course is a low intermediate level course designed to develop students' knowledge and skills in dealing with most situations likely to arise in everyday life matters on campus and in the community and participating in discussions, interviews, and presentations in the classroom context. Students will participate in different classroom-based and community-based activities to develop their communication skills. The course also focuses on developing students' listening comprehension skills and strategies, and every day and academic vocabulary as well as improving students' cohesion, coherence, and clarity of speech.

### **ELI086 Writing I (3) Fall, Spring, and Summer**

This course is a low intermediate writing course designed to develop students' abilities to write well-developed, well-organized, and cohesive texts on topics that are familiar and/ or of personal interest. The class focuses on developing students' abilities to write different types of paragraphs including descriptive, process, definition, narrative, and opinion paragraphs. The course introduces different strategies in the writing process and expands students' knowledge and use of vocabulary, sentence structures, and paragraph structures.

## **INTERMEDIATE LEVEL**

### **ELI084 Grammar II (3) Fall, Spring, and Summer**

Grammar II is an intermediate-level course, which develops learners' ability to notice and understand the meaning and use of new grammatical forms in intermediate-level listening and reading texts; use new grammatical forms in speaking and writing with improved accuracy; and plan, monitor, and assess their spoken and written output. Grammatical forms in this course include the future tenses, modal verbs and modal-like expressions, phrasal verbs, and comparatives, superlatives, and basic sentence structures.

### **ELI087 Reading II (3) Fall, Spring, and Summer**

This course is an intermediate level course designed to develop students' skills in reading factual and/ or literary texts and clearly signaled argumentative texts. The course also aims at raising their awareness of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices. The focus is on developing students' abilities to identify the main ideas and supporting details of the reading texts and use the information in summaries, responses to the readings, presentations, and discussions. The course also focuses on broadening students' repertoire of academic vocabulary and sentence structures.

### **ELI082 Listening/ Speaking II (3) Fall, Spring, and Summer**

This course is an intermediate level course designed to develop students' knowledge and skills in dealing with most situations likely to arise in everyday life matters on campus and in the community and participating in discussions, interviews, and presentations in the classroom context. Students will participate in different classroom-based and community-based activities to develop their communication skills. The course also focuses on developing students' listening comprehension skills and strategies, and every day and academic vocabulary as well as improving students' cohesion, coherence, and clarity of speech.

### **ELI088 Writing II (3) Fall, Spring, and Summer**

This course is an intermediate writing course designed to develop students' abilities to write well-developed, well-organized and cohesive texts on topics that are familiar and/ or of personal interest. The class focuses on developing students' abilities to write different types of essays including informative, descriptive, narrative, comparison and contrast, and persuasive essays. The course introduces different



strategies in the writing process and expands students' knowledge and use of vocabulary, sentence structures, and rhetorical patterns.

### **ADVANCED 1/ BRIDGE PROGRAM**

#### **ELI101 Academic Reading (3) Fall**

This course is an advanced level course designed to develop students' skills in reading college level texts; improve their understanding of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices; start to develop students' critical thinking skills; and connect reading skills with writing skills. The course also focuses on improving students' repertoire of academic vocabulary and sentence structures.

#### **ELI102 Academic Writing (3) Fall**

This course is an advanced level course designed to develop students' knowledge and skills in writing academic texts including summaries, syntheses and research papers. The course trains students in different strategies in the writing process, improves students' understanding of rhetorical moves in various text types, and develops their repertoire of linguistic resources to be used in maintaining clarity, cohesion, and coherence in their writing. The course also focuses on developing students' research skills.

#### **ELI106 Classroom Interaction (3) Fall**

This course is an advanced level course is designed to develop students' abilities to comprehend and participate in lectures and different institutional interactions. The course provides students with opportunities to listen to authentic lectures and institutional interactions, and analyze the lectures and interactions to improve their knowledge of structure, rhetorical patterns, language use in those contexts as well as develops students' listening strategies. This course also focuses on developing students' knowledge of the classroom culture in the U.S. and improving their abilities to participate in different academic interactions with different agents on campus.

#### **ELI191 US Culture I (3) Fall**

This course offers an introduction to "American" culture in the United States through an analysis of contemporary literature, history, and news media. By the end of the course, students will gain better understanding of U.S. traditions, values and culture and improve their language and academic skills including reading, writing, group and class discussion and oral presentation.

### **ADVANCED 2/ BRIDGE PROGRAM**

#### **ELI107 Advanced College Readings (3) Spring and Summer**

This advanced course reinforces students' skills in reading college level texts; improves their understanding of the relationships among purpose, context, audience, rhetorical strategies and linguistic choices; develops students' critical thinking skills; and connects reading skills with writing skills. The course also focuses on improving students' repertoire of academic vocabulary and sentence structures.

#### **ELI104 Academic Composition (3) Spring and Summer**

This advanced course reinforces students' knowledge and skills in writing academic texts including summaries, syntheses and research papers. The course trains students in different strategies in the writing process, improves students' understanding of rhetorical moves in various text types and develops their repertoire of linguistic resources to be used in maintaining clarity, cohesion and coherence in their writing. The course also focuses on developing students' research skills.

### **ELI108 Academic Communication Skills (3) Spring and Summer**

This advanced course is designed to develop students' abilities to actively and productively participate in group discussions, class discussions and panel discussions, as well as improve their presentation skills. The course provides students opportunities to engage in different forms of discussion and give multiple presentations throughout the semester. The focus is also on improving students' knowledge of the U.S. classroom culture, language use, comprehensibility and discussion and presentation strategies in academic speaking tasks.

### **ELI192 Readings in Language and Culture (3) Spring and Summer**

Readings in Language and Culture is a course of study which introduces students to various topics in language and culture including language and gender, language and identity, language and power, linguistic variation, intercultural communication, and intercultural competence.

## **CUSTOMIZED PROGRAMS (KOBE AND KYOTO 6-MONTH PROGRAM)**

### **ELI093 US Culture – Pittsburgh (3)**

US Culture – Pittsburgh is a course of study which will acquaint each student with historical and cultural information about City of Pittsburgh. It will also allow students to participate in and enjoy cultural experiences which are uniquely “Pittsburgh.”

### **ELI090 American Culture and Cinema (3)**

American Culture and Cinema is a course of study which allows the students to reflect on the cultural history of American film and primarily reflect on topics and issues rather than of “what happened when.” It presents basic concepts in such a way as to encourage discussion of films in general and successfully applies the methods and discoveries of the new film history while exploring American cinema. Detailed discussion of six genres (Melodrama, Comedy, The Musical, The War Film, Film Noir, and The Western) focuses on the point at which each had the greatest impact on the industry, film aesthetics, and the broader American culture.

### **ELI092 Communication for Success (3)**

This is an intermediate level listening and speaking course designed to develop students' confidence and abilities in both academic and social interactions. The course focuses on the use of metaphors, idioms and cultural references in conversational English as well as different strategies used in group discussions, class discussions and oral presentations. Students also have various opportunities to listen to “authentic” conversations in movies and TV shows, perform in role-play activities, participate in group projects, and give oral presentations.

### **ELI094 Writing for Success (3)**

This course is an intermediate writing course designed to develop various elements of writing including the expansion of sentences; use of articles; use of strong verbs; identifying and using adjective and adverbs; different essay structures; writing processes; thesis statements; and introductory, body, and conclusion paragraphs. The writing work will center on academic writing with a strong leaning towards creative non-fiction and fiction writing.

### **ELI096 Reading for Success (3)**

This is an intermediate reading course designed to develop students' reading strategies and cultural awareness in preparation for the academic work they will encounter in the upcoming fall semester. Students will develop their reading fluency and critical thinking skills by studying authentic texts such as newspaper and magazine articles and novels. Course objectives will be achieved through a variety of methods

including in-class reading tasks, group discussions, pair work, journals, oral presentations, reading assignments, written exercises, and tests/quizzes.

### **ELI091 US Culture I (3)**

This course offers an introduction to “American” culture in the United States through an analysis of contemporary literature, history, and new media. By the end of the course, students will gain better understanding of U.S. traditions, values and culture and improve their language and academic skills including reading, writing, group and class discussion and oral presentation.

## **4. ENGLISH LANGUAGE PROGRAM SERVICES**

### **Tutoring services**

If you would like assistance with writing, reading or even speaking and listening, the ELP runs a tutoring center for students to meet with a tutor for 30 or 60 minute sessions. Tutors can assist students with any ESL difficulties related to speaking, listening, reading, writing, or grammar and most often assist students when they are writing papers. Our tutors have usually lived and taught English in other countries so they are knowledgeable, understanding, and helpful. Tutoring appointments can be made through email to [elptutoringcenter@chatham.edu](mailto:elptutoringcenter@chatham.edu) or in person in Coolidge 313C.

### **Supplemental Instruction in Writing**

Apart from tutoring services, the ELP offers one-on-one supplemental instruction in writing. Students enrolled in this one-credit course meet with the ELP tutors/ instructors one hour a week to work on the writing assignments for undergraduate or graduate courses they are taking. The instructors will also use systematic intervention to help the students become better language learners and writers in their disciplines. If you would like to register for this course, please contact the ELP Coordinator for more information.

### **Conversation Partner Program**

The ELP program understands that students who use the English language skills learn faster and better. In order to help students improve their speaking skills, the ELP has developed a Conversation Partner Program, where students may practice their language skills with other students each semester. For further information, please contact the ELP Coordinator.

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Esther L. Barazzone, President

B.A., New College; M.A., Ph.D., Columbia University

Sean Coleman, Assistant Vice President for Planning and Executive Assistant to the President

B.A., Brown University; J.D., University of Pittsburgh School of Law; M.F.A., University of Southern California School of Cinema-Television

Jean Kociela, Executive Secretary

B.S., Indiana University of Pennsylvania

Christine Simmons, Secretary

Robert Zhang, Director of Institutional Research

### **Office of Academic Affairs**

Wenying Xu, Vice President for Academic Affairs

B.A., Hebei University; Ph.D., University of Pittsburgh

Jenna Templeton, Assistant Vice President for Academic Affairs/ Acting Dean College of Graduate Studies

B.A., Psychology; M.Ed. Counselor Education, The Pennsylvania State University;  
Ed.D., Organizational Leadership, Nova Southeastern University

Ann Starkey, Executive Secretary

Kristin Ross, Secretary

### **Office of International Affairs**

Ida Mansourian, AVP International Affairs

B.S., Arizona State University, M.Ed., Northern Arizona State University

Karin Chipman, Study Abroad Coordinator

B.A., University of Virginia, M.A., Point Park University

Linh Thuy Phung, ELP Coordinator

B.A. Vietnam National University; M.A., Penn State University

Jean-Jacques Sène, Global Focus Coordinator

B.A., M.A., Université Cheikh Anta Diop; M.A., Duquesne University; Ph.D., Université de  
Rennes II Haute Bretagne

Vivian Yamoah, International Student Services Coordinator

B.A., University of Virginia; M.A., University of Newcastle-Upon-Tyne

### **Jennie King Mellon Library**

Jill Ausel, Director

B.A., Juniata College; M.S.L.S., Clarion University; M.A., University of Massachusetts/Amherst

Dan Nolting, Head Technical Services

M.F.A., M.S.L.I.S., Pratt Institute; B.F.A., University of Northern Iowa

Dana Mastroianni, Reference and Web Librarian

B.A., West Virginia Wesleyan College; M.L.I.S., University of Pittsburgh

Rachel Grove Rohrbaugh, Archivist and Public Services Librarian

B.A., University of Delaware; M.L.I.S., University of Pittsburgh

Amy Lee Heinlen, Access Services Librarian

B.A. Ohio State University; M.L.I.S. University of Pittsburgh

Kate Wenger, Reference Librarian

B.A., Muskingum College; M.L.I.S. Kent State University

### **PACE Center**

Janet K. James, Assistant Dean/Disability Support Services Coordinator

B.A., M.A., Chatham University

Cynthia Kerr, Tutoring Coordinator/ Disability Services Assistant

B.S., Clarion University; MBA Chatham University

Kathleen Perrone, Writing Specialist and Adjunct in English

B.A., Chatham University; M.A. Duquesne University

Barbara Sahlaney, PACE Counselor

B.A. Duquesne University, M.S.W., University of Pittsburgh

J. Matthew Kessler, Academic and Research Counselor

B.A., University of Nebraska; M.A. Ball State University; Ph.D. Virginia Polytechnic Institute

### **Career Development**

Chris Miller, Director of Career Development

B.A., University of Michigan; J.D., William Mitchell College of Law

Monica Ritter, Associate Director of Career Development

B.A, M.A.T., University of Pittsburgh

Pam Turner, Associate Director of Career Development

B.S.W., Edinboro; M.S. in Instructional Leadership, Robert Morris University

Crystal Vietmeier, Assistant Director of Internships & Experiential Learning

B.S., Waynesburg University; M.S., California University of Pennsylvania

### **Pennsylvania Center for Women and Politics**

Dana Brown, Executive Director

B.A., Allegheny College; M.A. Rutgers University

Annie Guadagnino, Program Coordinator

B.A., University of Michigan

### **Support Staff**

Denise Devlin, Secretary, Clinical Coordinator Office, Physician Assistant Studies  
A.S., Community College of Allegheny County; B.S., M.P.A.S., Duquesne University

Michele Gregorich, Biology Lab Instructor and Safety Manager  
B.S., Chatham University; M.S., Chatham University

Ginger Polozoff, Program Assistant, Department of Business and Entrepreneurship

Deborah Juran, Program Assistant, Occupational Therapy  
A.S., Robert Morris University

Ellen Marziale, Program Assistant, I Doctor of Physical Therapy

Cheryl Pinto, Administrative Assistant, Physician Assistant Studies

Sheila Rodgers, Secretary, Counseling Psychology and Social Work  
B.A., Chatham University

Pauline Rovkah, Director of Piano Program  
M.A., Institute of the Arts, Ukraine

Anne Flynn Schlicht, Assistant Director for the Center for Women's Entrepreneurship  
M.B.S., University of Limerick, Ireland

Kristen R.L. Shaeffer, Broadcast Studio Manager  
B.A., Allegheny College; M.F.A., Chatham University

Mary Whitney, University Sustainability Coordinator  
B.A., Chatham University; M.P.P.M, University of Pittsburgh

Colleen Witkowski, Biology Lab Manager  
B.S., Pennsylvania State University

### **Chatham College for Women**

Karol Dean, Dean, Chatham College for Women  
B.A., Boston University; Ph.D., University of California, Los Angeles

Jean Hopkins, Secretary  
B.S., The Pennsylvania State University

Deborah Prise, Director of Academic Support and Prior Learning Assessment  
M.B.A., Chatham University

### **College of Graduate and College of Continuing and Professional Studies**

Timothy J. Bass, Dean, College of Continuing and Professional Studies  
B.S., Marketing, Indiana University of Pennsylvania  
M.B.A., Management, Robert Morris College

Joseph Cummings, Instructional Support Specialist  
B.A., M.A., Slippery Rock University

Alicia Danenberg, Program Development Coordinator  
B.M., Mercyhurst University

Jeri Hale, Secretary

Deb Ryder, Academic Advisor  
B.S., Penn State University

Conreda Sowinski, Secretary

David Vey, Admissions Support Specialist  
B.A., Edinboro University of Pennsylvania; M.S.Ed., Duquesne University

### **School of Sustainability and the Environment**

David Hassenzahl, Dean

B.A., University of California at Berkeley; Ph.D., Princeton University

Jessica Mooney, Assistant to the Dean

B.A., University of Pittsburgh; M.S., Heinz School of Public Policy

Miriam (Mim) Seidel, Community Based Education and Internship Coordinator

B.S., Penn State University; M.S., Boston University

Allen Matthews, Director and Instructor of Sustainable Agriculture

Hallie Jensen, Secretary

B.S., Kent State University

### **Office of Student Affairs**

Hallie Arena, Assistant Director of Student Affairs

B.A., Chatham University; M.Ed., University of Pittsburgh

Sean McGreevey, Assistant Dean of Students

Ph.D., University of South Carolina

Zauyah Waite, Vice President for Student Affairs & Dean of Students

Ph.D., University of Missouri, Kansas City

### **Department of Athletics**

Marc Eberle, Head Volleyball Coach

B.A., St. Vincent College

Jason Evans, Head Ice Hockey Coach

B.S.B.A., Robert Morris University

David Hodge, Head Cross Country/Track & Field Coach and Sports Information Director

B.A., Grove City College; M.S., Slippery Rock University

Kelsey Knapp, Head Softball Coach

B.A., University of Delaware

Terlynn Olds, Director of Athletics

B.A., Saint Leo University; M.S., United States Sports Academy

Danielle Pais, Athletic & Fitness Center Coordinator

B.A., Chatham University

Sandra Rectenwald, Head Basketball Coach

B.S., Carnegie Mellon University; M.A. Education, University of Pennsylvania

Christina Sheets, Head Swimming & Diving Coach and SWA

B.S., Clarion University; M.A., Ball State University

Brett D. Slezak, Head Tennis Coach

B.S., Slippery Rock University

Betsy Warren, Head Soccer Coach

B.S., Radford University; M.Ed., Ashland University

### **Residential Life**

Heather Black, Director of Student Affairs & Residence Life

B.A., University of Missouri-Kansas City; M.Ed., The University of Toledo

Kate Pieratt, Assistant Director of Residence Life

B.A., Centre College; M.S., University of Kentucky

Kimberlee Small, Coordinator of Residence Life

B.A., Mary Baldwin College; M.A., Shepherd University

## **Student Activities**

Ruben Henao, Associate Director of Student Affairs and Residence Life

B.A. & M.A., Fairleigh Dickinson University; M.A., Indiana University of Pennsylvania

Stephanie Reynolds, Coordinator of Student Affairs

B.S., Walsh University

## **Student Health and Wellness**

Elsa M. Arce, Director of Counseling Services

Licensed Psychologist, Commonwealth of Pennsylvania; B.A., Pontificia Universidad Catolica del Peru; Ph.D., University of Pittsburgh

Ron Giles, Director of Student Health and Wellness

B.A., D.C., Logan College of Chiropractic

Perry G. Henschke

Licensed Psychologist, Commonwealth of Pennsylvania; B.A., Kalamazoo College; M.A. and Ph.D., Duquesne University

Jenny Knight, Administrative Assistant

A.A.S., City University of New York

Valerie Martincek, Medical Secretary

Community College Associates Degree attended Median School of Allied Health Careers, Trained Medical Assistant

Nicole J. Marinacci, Counselor/Case-Manager

Licensed Social Worker, Commonwealth of Pennsylvania; B.A., M.S.W., University of Pittsburgh

Danielle Pais, Athletics and Fitness Center Coordinator

B.A. Chatham University

## **Division of Enrollment Management**

### **Office of Undergraduate and Graduate Admission**

Bill Campbell, Vice President of Admissions

B.A., University of Illinois

Ashlee Bartko, Campus Experience Manager

B.S., University of Pittsburgh; M.B.A, Chatham University

Brittani Uberti, Assistant Director of Undergraduate Admission

B.A., Chatham University

Sandra Casciato, Database Analyst

A.S, Community College of Allegheny County

Kirstian Jacobs, Marketing and Communications Manager

B.A., M.B.A., Chatham University

Sherri Krofchik, Database Administrator

B.A, M.A., Chatham University

Athena Birckbichler, Graduate Program Recruiter

B.F.A., Chatham University

Lisa Meyers, Undergraduate Counselor

B.S., West Virginia University; M.S.Ed., Chatham University

Maureen Stokan, Assistant Director of Graduate Admission

B.S., Indiana University of PA  
Marylyn Scott, Director of Undergraduate Admission  
B.A., Pennsylvania State University; M.Ed., University of Florida  
Elana DiPietro, Undergraduate Counselor  
B.A., Shippensburg University  
Gabrielle Matich, Undergraduate Counselor  
B.S., St. Vincent College  
Katie Noel, Assistant Director of Graduate Admission  
B.S.B.A., M.B.A., Waynesburg University  
Patricia Golla, Assistant Director of Graduate Admission  
B.A., Penn State University; J.D., Duquesne University  
Amy Newland, Database Administrator  
B.A., University of Pittsburgh; M.A.T., Chatham University  
David A. Vey, Assistant Director of Online Admission  
B.A., Edinboro University; M.S.Ed., Duquesne University  
Dianne Lacock, Executive Secretary to the Vice President for Enrollment Management  
A.S., Robert Morris University  
Mary Schmidt, Admission Receptionist

#### **Office of Finance and Administration**

Walter Fowler, Vice President of Finance and Administration  
B.A., Washington and Jefferson University; M.B.A., University of Pittsburgh  
Jennifer Lundy, CPA, Assistant Vice President of Finance and Administration  
B.S., University of Pittsburgh; M.B.A., Chatham University  
Adey Yilma, Program Coordinator  
B.A., Grove City College  
Mary Whitney, University Sustainability Coordinator

#### **Business Office**

Robin Welding, Director of Accounting  
A.S., DuBois Business College; B.S. Robert Morris University  
Alexa Kostelnik, Staff Accountant II  
A.S., Community College of Allegheny County  
Kristine Godovchik, Staff Accountant II – Accounts Payable  
Gail Stebbins, Senior Accountant

#### **Student Services**

Jennifer Burns, Director of Financial Aid  
B.S., Clarion University; M.B.A., Robert Morris University; Ed.D., University of Pittsburgh  
Jennifer Bronson, Registrar  
B.A., Bucknell University  
Julie Ann Bechtold, Assistant Director of Financial Aid  
B.A., St. Vincent College  
Sarah Fink, Financial Aid Coordinator  
B.A., University of Colorado; M.S., Heinz College  
Sharon Lewis, Director of Student Accounts



B. A., Seton Hill University; M.B.A, Chatham University  
Tawnya Krumenacker, Student Accounts Coordinator  
B.S., Pennsylvania State University  
Kathleen Jodzis, Student Accounts Coordinator  
B.A., La Roche College  
Patricia Enright, Academic Records Coordinator  
B.A., Carlow University  
Nicky Snyder, Associate Registrar  
B.A., Denison University; Art Education Certification, Carlow University

### **Human Resources**

Frank M. Greco, Director of Human Resources  
B.A., Westminster College; M.A., St. Francis University  
Marsha Melzer, Secretary

### **Facilities Management**

Robert R. DuBray, Director of Facilities and Public Safety  
B.S., M.A., Westfield State College  
Amanda Mosley, Gate House Coordinator  
B.A., M.B.A., Chatham University  
Dawn Roerink, Manager of Facilities Services  
B.S., LaRoche College  
Stacey Enck, Facilities Manager, Eden Hall Campus  
B.S., Goucher College  
Kevin Pilarski, Facilities Manager, Eastside Campus  
Donald J. Aubrecht, Chief of Police and Assistant Director of Transportation  
Allegheny County Police Academy, United State Federal Marshal's Training Academy, Pennsylvania  
Chiefs of Police Command Institute  
Lisa Zezza, Public Safety and Facilities Coordinator

### **Information Technology**

Paul Steinhaus, CIO  
B.S., Indiana University; M.B.A., Chatham University  
Michael Bouillé, Manager, Systems and Network  
B.S., California University of Pennsylvania  
Jennifer Catullo, Systems and Network Specialist  
B.A., Chatham University  
Elaine Ellison, User Services Specialist  
B.A., Chatham University  
James Ferguson, Manager, Administrative Systems, DBA  
Jenna Godfrey, Administrative Systems Analyst  
B.A., Chatham University  
Christopher Grove, Systems & Network Specialist  
Steven Lowe, Helpdesk Manager  
James Malloy, User Services Specialist  
Hana Morris, Manager, Internet Services  
B.S., M.I.S.M., Carnegie Mellon University

Lauren Panton, Manager, Instructional Technology & Media Services  
B.S., M.A., Ohio State University  
JoHanna Parish, Administrative Systems/Web Specialist  
B.S., La Roche College  
Brian Cottingham, Instructional Technologist  
B.A., Robert Morris University; M.F.A, Chatham University  
Stacy Schermann, User Services Specialist  
B.S., Slippery Rock University; B.M., Duquesne University  
Robert Walls, User Services Specialist  
A.S., Mercyhurst College

### **Food Services**

Leslie Ekstrand, General Manager  
B.A., Tufts University; A.O.S., Culinary Institute of America  
Daniel Dooley, Executive Chef  
A.O.S., Westmoreland Community College  
Michael Kelly, Associate Food Service Director, Eastside Café  
B.S., West Virginia University  
Ryan Lacey, Director of Catering  
B.S., Indiana University of Pennsylvania  
Josh Debogovich, Catering Supervisor  
A.O.S., International Culinary Academy  
Stacey Brown, Sous Chef, Eastside Café  
A.O.S, Pennsylvania Culinary Academy  
Giosue Talotta, Pastry Chef  
A.O.S., B.S., Johnson and Wales University  
Audrey Rhodes, Dining Services Supervisor  
Julian Gancarz, Service Supervisor  
Lynn Elwell, Retail Supervisor  
Sharen Logesky, Retail Supervisor  
A.O.S., Westmoreland Community College  
John Maloy, First Cook  
A.O.S., Culinary Institute of America  
Keith Reimink, First Cook  
B.F.A., New York University  
Raymond Acuna, Bravo Cook  
A.O.S., The Art Institute  
Jessica Tudek, Office Manager  
B.A., Chatham University; M.A., Duquesne University

### **Office of University Advancement**

Ann Boyd-Stewart, Vice President for University Advancement  
M.A., Indiana University  
Angie Jasper, Assistant Director of Advancement Special Events  
M.B.A., Point Park University  
Cori Begg, Director of Alumni Relations  
M.P.W., Chatham University; B.A., West Virginia University  
Donna Holmes, Director of Annual Giving  
B.A., Oberlin College  
Emily Peters, Director of Gift Planning

J.D., Case Western Reserve University School of Law  
Erin Longchari, Director of Major Gifts  
B.A., University of New England-New South Wales, Australia  
Felisha Guy, Executive Secretary  
Jan Kurth, Assistant Director of Corp, Fdn. & Gov. Relations  
M.A., University of New York at Buffalo  
Jennifer Thoma, Major Gift Officer  
Judy Schieck, Director of Advancement Studies  
B.S., Duquesne University  
Karen Lautanen, Director of Stewardship and Donor Relations  
B.A., Boston University  
Leah Picker, Prospect Researcher  
M.S., University of Pittsburgh; B.A., Vassar College  
Monica Cooney, Assistant Director of Alumni Relations  
M.Ed. University of Pittsburgh  
Patricia Maurer, Associate VP for University Advancement  
M.Ed., Duquesne University; B.A., University of Pittsburgh

**Office of University Communications**

Bill Campbell, Vice President of Marketing & Communications  
B.A., University of Illinois  
Amanda Leff Ritchie, Senior Public Relations Specialist  
B.S., Ohio University  
Brett Smith, Digital and Web Communications Specialist  
B.A., Penn State University; M.S., University of Illinois at Urbana-Champaign  
Krista Terpack, Senior Graphic Designer  
B.F.A., Washington University in St. Louis; M.B.A., Chatham University

# 2013-2014 Academic Calendar

|   |                           |
|---|---------------------------|
| Fall 2013 Semester                                      |                           |
| <b>14-week session</b>                                  |                           |
| Opening Convocation                                     | Sunday, August 25         |
| First day of classes                                    | Monday, August 26         |
| Labor Day – no classes                                  | Monday, September 2       |
| Add/drop period ends                                    | Wednesday, September 4    |
| Long Weekend (no Long Weekend break for 7-week courses) | Mon-Tues, October 14-15   |
| Family & Friends Weekend                                | Fri-Sun, November 1-3     |
| Last day to withdraw                                    | Monday, November 4        |
| Thanksgiving break – no classes                         | Wed-Sun, Nov 27-Dec 1     |
| Last day of classes                                     | Monday, December 9        |
| Reading Day   | Tuesday, December 10      |
| Final Exams   | Wed-Sat, December 11-14   |
| Commencement  | Monday, December 16, 2013 |
| Grades due, 5:00pm                                      | Monday, December 16       |
|   |                           |
| <b>1<sup>st</sup> 7-week session</b>                    |                           |
| Opening Convocation                                     | Sunday, August 25         |
| First day of classes                                    | Monday, August 26         |
| Labor Day – no classes                                  | Monday, September 2       |
| Add/drop period ends                                    | Wednesday, September 4    |
| Last day to withdraw                                    | Monday, September 30      |
| Last day of classes                                     | Monday, October 14        |
|   |                           |
| <b>2<sup>nd</sup> 7-week session</b>                    |                           |
| First day of classes                                    | Wednesday, October 16     |
| Add/drop period ends                                    | Wednesday, October 23     |
| Last day to withdraw                                    | Tuesday, November 19      |
| Thanksgiving break – no classes                         | Wed-Sun, Nov 27-Dec 1     |
| Last day of classes                                     | Saturday, December 7      |
|   |                           |

|  |                      |
|--|----------------------|
| <b>Spring 2014 Semester</b>                                    |                      |
| <b>14-week session</b>   |                      |
| First day of classes   | Monday, January 6    |
| Add/drop period ends   | Monday, January 13   |
| Martin Luther King Day – no classes                            | Monday, January 20   |
| Spring Break (Saturday classes meet 3/15)                      | Sun-Fri, March 9-14  |
| Last day to withdraw   | Monday, March 24     |
| University Day and Buckets & Blossoms (classes are in session) | Tuesday, April 15    |
| Easter weekend – no Saturday classes                           | Saturday, April 19   |
| Last day of classes  | Monday, April 21     |
| Reading Day  | Tuesday, April 22    |
| Final Exams  | Wed-Sat, April 23-26 |
| <b>1<sup>st</sup> 7-week session</b>                           |                      |
| First day of classes   | Monday, January 6    |
| Add/drop period ends   | Monday, January 13   |
| Martin Luther King Day – no classes                            | Monday, January 20   |
| Last day to withdraw   | Monday, February 10  |
| Last day of classes  | Monday, February 24  |
| <b>2<sup>nd</sup> 7-week session</b>                           |                      |
| First day of classes   | Tuesday, February 25 |
| Add/drop period ends   | Tuesday, March 4     |
| Spring Break (Saturday classes meet 3/15)                      | Sun-Fri, March 9-14  |
| Last day to withdraw   | Monday, April 7      |
| Easter weekend – no Saturday classes                           | Saturday, April 19   |
| Last day of classes  | Monday, April 21     |
| <b>Maymester</b>   |                      |
| First day of classes   | Monday, April 28     |
| Add/drop period ends   | Friday, May 2        |
| Last day to withdraw   | Friday, May 9        |
| Last day of classes  | Friday, May 16       |
| Commencement   | Monday, May 19       |
|  |                      |

|                                       |                   |
|---------------------------------------|-------------------|
| Summer 2014 Semester                  |                   |
| <b>14-week session*</b>               |                   |
| First day of classes                  | Monday, May 5     |
| Memorial Day – no classes             | Monday, May 26    |
| Fourth of July holiday – no classes   | Friday, July 4    |
| Last day of classes                   | Monday, August 11 |
|                                       |                   |
| <b>1<sup>st</sup> 7-week session</b>  |                   |
| First day of classes                  | Monday, May 5     |
| Memorial Day – no classes             | Monday, May 26    |
| Last day of classes                   | Monday, June 23   |
|                                       |                   |
| <b>2<sup>nd</sup> 7-week session*</b> |                   |
| First day of classes                  | Tuesday, June 24  |
| Fourth of July holiday – no classes   | Friday, July 4    |
| Last day of classes                   | Monday, August 11 |
|                                       |                   |
| <b>12-week session*</b>               |                   |
| First day of classes                  | Monday, May 19    |
| Memorial Day – no classes             | Monday, May 26    |
| Fourth of July holiday – no classes   | Friday, July 4    |
| Last day of classes                   | Monday, August 11 |
|                                       |                   |
| <b>1<sup>st</sup> 6-week session</b>  |                   |
| First day of classes                  | Monday, May 19    |
| Memorial Day – no classes             | Monday, May 26    |
| Last day of classes                   | Monday, June 30   |
|                                       |                   |
| <b>2<sup>nd</sup> 6-week session*</b> |                   |
| First day of classes                  | Tuesday, July 1   |
| Last day of classes                   | Monday, August 11 |
|                                       |                   |
| <b>8-week session*</b>                |                   |
| First day of classes                  | Monday, June 16   |
| Fourth of July holiday – no classes   | Friday, July 4    |
| Last day of classes                   | Friday, August 8  |
|                                       |                   |