2018-2019 Chatham University Course Catalog

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OFFICE OF STUDENT AFFAIRS

- Mission and Vision

VARSITY ATHLETICS http://gochathamcougars.com/

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ARTS

- Master in Interdisciplinary Design Degree (MA and MFA)
- Interior Architecture (BIA)
- Master of Interior Architecture (MIA)

- Master of Science in Interior Architecture (MSIA)
- Immersive Media (BA)
- Media Arts: Film and Digital Technology (BA)
- Media Arts: Graphic Design (BA)
- Media Arts: Photography (BA)
- Master of Fine Arts in Film and Digital Technology (MFA)
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- English (BA)
- Master of Fine Arts in Creative Writing (MFA)
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BUSINESS

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- Applied Data Science Analytics (BS)
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- Healthcare and Business Management (BA)
- International Business (BA)
- Management (BA)
- Management Information Systems (BA)
- Marketing (BA)
- Master of Accounting (MAcc)
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- Dual Master of Arts in Food Studies and Master of Business Administration (MAFS/MBA)
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SCHOOL OF HEALTH SCIENCES

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PHYSICIAN ASSISTANT STUDIES

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PSYCHOLOGY

- Master of Science in Counseling Psychology (MS)
- Master of Arts in Psychology (MA)

Doctor of Psychology in Counseling Psychology (PsyD)

FALK SCHOOL OF SUSTAINABILITY & ENVIRONMENT

Falk School of Sustainability & Environment Faculty

FOOD STUDIES

Master of Arts in Food Studies (MA)

Master of Arts in Food Studies EARTH (MA)

Dual Master of Arts and Master of Business Administration-Food Studies

SUSTAINABILITY

Sustainability (BA/BS)

Master of Sustainability (MSUS)

Master of Sustainability EARTH (MSUS)

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Health Science

Business & Communication

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Academic Calendars

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COURSE LISTING

Founded in 1869, Chatham University is a fully coed institution with an enrollment of over 2,200 students and over 60 undergraduate and graduate programs in our areas of excellence: **sustainability; health & wellness; business & communications; and the arts & sciences**. Chatham is the alma mater of environmental icon Rachel Carson (Class of '29), and is recognized as a leader in the field of sustainability, having been selected as one of the Top 50 Green Colleges by *The Princeton Review*; ranked in the top five nationally for sustainability achievements in the Sustainability Tracking, Assessment & Rating System™ (STARS); and mentioned in a 2012 *Forbes* article as one of the places "contributing to Pittsburgh's transformation into a destination for green living."

Building on these accomplishments, Chatham opened in 2014 the world's first fully sustainable campus in higher education, Eden Hall Campus. Consistently ranked as a best college by *U.S. News & World Report* in the Regional Universities North category, Chatham consists of the School of Health Sciences; the Falk School of Sustainability & Environment; the School of Arts, Science & Business; and the School for Continuing & Professional Studies.

Mission Statement

Chatham University prepares its students to build lives of purpose, value, and fulfilling work. Through professional skill development and liberal arts learning, Chatham prepares its graduates to be informed and engaged citizens in their communities; to recognize and respect diversity of culture, identity, and opinion; and to live sustainably.

Two Campuses

Chatham's Shadyside Campus is the University's historic, original location and is one of the country's most unique and picturesque, urban college campuses consisting of the 39-acre Woodland Road arboretum. The Shadyside Campus expanded in 2008 with the renovation and opening of the LEED Silver building, Chatham Eastside, near the Bakery Square development in Pittsburgh.

Chatham became the largest university by land mass in Allegheny County in 2008 with the gift of the 388-acre Eden Hall Campus in Richland Township, approximately 19 miles north of the Eastside Campus. Eden Hall Campus, home to Chatham's Falk School of Sustainability & Environment is the first academic community in the world built from the ground up for the study of sustainable living, learning, and development. Using the latest in environmentally responsible technology, design, and innovation, Eden Hall will be self-sustaining in every way by emitting zero carbon emissions, managing all waste and storm water on-site, and producing more energy than it consumes. It is designed to one day serve more than 1,500 students in the fields of sustainability, health sciences, business, and more. By protecting valuable watersheds, incorporating surrounding land and agricultural resources, and rehabilitating existing farm structures alongside developing new green buildings, Eden Hall will be a one-of-a-kind venue for education, conferences, community outreach, and ecotourism.

Shadyside Campus

Eden Hall Campus

Thinking Outside the Box

Throughout its history Chatham has been innovative and entrepreneurial in its growth from a small women's college 145 years ago to the dynamic, coeducational University of today. Some of these forward-thinking initiatives include:

- The Integrated Degree Program allows an undergraduate student to begin a Chatham graduate program during their senior year and earn both a bachelor's and master's degree in as few as five years.
- The Center for Women's Entrepreneurship, the Pennsylvania Center for Women and Politics, and the Chatham University Women's Institute each work to level the playing field by building leadership skills that can propel women into executive-level positions in areas that are traditionally under-represented by women.
- The Bachelor of Interior Architecture offers one of the first three-year degree programs in the United States that doesn't include summer study, thereby allowing students to still participate in summer internships and job opportunities.
- The Master of Physician Assistant Studies program is noted for its problem-based learning pedagogy and interprofessional training of its students.
- The Master of Arts in Food Studies is unique in its emphasis on a holistic approach to food systems and is the only graduate food studies program in the U.S. to offer both sustainable agriculture and culinary arts and cuisine within a liberal arts environment.
- The Gateway Program was one of first undergraduate programs in the U.S. designed exclusively for women over the age of 23 who want to return to college and earn a bachelor's degree.

Awards, Honors, and Recognition

The University has been recognized both nationally and internationally for its innovative programs, service, growth and sustainability, including:

ACADEMIC & SERVICE EXCELLENCE

A Best College in the Northeast

Chatham is consistently ranked among the top master's level institutions in the Northeast by *U.S. News & World Report* and *The Princeton Review*.

College of Distinction

Chatham repeatedly has been named to a list of Colleges of Distinction, which recognizes schools that consistently do a great job keeping students engaged. This distinction also lauds Chatham's focus on preparing students for long, rewarding careers in fields they are passionate about, while limiting the debt they incur.

The President's Higher Education Community Service Honor Roll

For four consecutive years, Chatham University has been admitted to The President's Higher Education Community Service Honor Roll (2011-2014) for engaging its students, faculty, and staff in meaningful service that achieves measurable results in the community.

Military Friendly School

Because Chatham University demonstrates leading practices in the recruitment and retention of students with military experience, it has earned Military Friendly recognition three consecutive years (2013, 2014, 2015) from various publications.

Nursing Programs Recognition

Chatham University's Graduate and Undergraduate (RN-BSN) Nursing programs earned a "Best Online Program" ranking by *U.S. News & World Reports* in their 2015 Best Online Programs edition. Chatham's graduate nursing program, consisting of the MSN and DNP online programs, was ranked in the top 100 of all programs.

MFA in Creative Writing Program Recognition

In 2007 *Poets & Writers* named Chatham's MFA one of “Nine Distinctive Programs” and *The Atlantic Monthly* named it one of five innovative/unique programs in the country in its “Best of the Best” graduate program listings. In January 2012, *The Writer* named it one of “4 top schools you should consider."

Andrew Heiskell Award

Presented by the Council for International Exchange of Scholars, Chatham received the Andrew Heiskell Award for Innovation in International Education: Internationalizing the Campus (2003).

Institution of Distinction

Recognized by the Association of American Colleges and Universities (2002).

SUSTAINABILITY

***The Princeton Review* Guide to 322 Green Colleges**

Chatham is perennially named to *The Princeton Review*'s "Guide to 322 Green Colleges" was named a Top 50 Green College in North America in 2015.

STARS Gold

Chatham received STARS Gold Rating (2012) for sustainability achievements from the Association for the Advancement of Sustainability in Higher Education.

***Sierra Magazine's* "Cool Schools"**

Chatham has been honored by the Sierra Club as one of the top 25 greenest colleges in America in their yearly "Cool Schools" publication.

Climate Leadership Award

Chatham received a prestigious Climate Leadership Award (2013) from Second Nature, a nonprofit that works to create a healthy, just, and sustainable society by transforming higher education.

ISCN Sustainable Campus Excellence Award

Chatham was honored at the International Sustainable Campus Network (ISCN) Sustainable Campus Excellence Award Ceremony (2013) for our exceptional integration of sustainability efforts with academics.

Tree Campus USA

Chatham has three times been named a Tree Campus USA in recognition of the University's commitment to promoting healthy trees and engaging students and staff in the spirit of conservation.

EPA Green Power Conference Champion

Chatham was recognized by the U.S. Environmental Protection Agency as the 2012-2013 Individual Conference Champion of the College & University Green Power Challenge for using more green power than any other school in the Presidents' Athletic Conference.

Bike Friendly University

Chatham was the first university in Pennsylvania to be recognized by the League of American Bicyclists as a Bike Friendly University (2011).

For more information about Chatham University's sustainability awards and sustainable initiatives, download our Sustainability Awards onesheet »

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Accreditation

Middle States Accreditation

Chatham University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Information regarding the complaint process can be found on the Middle States website.

Status: Member since 1924
Last Reaffirmed: June 23, 2017

Pennsylvania Department of Education

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

Chatham University is not regulated in Texas under Chapter 132 of the Texas Education Code.

Programmatic Accreditation

- Accreditation Council for Occupational Therapy Education (MOT)
- Accreditation Review Commission on Education for the Physician Assistant (MPAS)
- American Chemical Society (Undergraduate Chemistry)
- American Psychological Association (PsyD)
- Commission on Collegiate Nursing Education (RN-to-BSN, MSN, DNP)
- Commission on Accreditation in Physical Therapy Education (DPT)
- Council for Interior Design Accreditation (MIA) (BIA)
- Council on Social Work Education (BSW)
- International Assembly for Collegiate Business Education (IACBE) (MBA, MAcc, Undergraduate Business)
- Landscape Architectural Accreditation Board (MLA)
- Masters in Psychology and Counseling Accreditation Council (MSCP)
- Pennsylvania Department of Education Teacher Certification Program (MAT)

If you would like to review the official accreditation documentation, please contact the Office of Academic Affairs.

A brief history of Chatham University…

Chatham University is a nearly 150-year old educational institution in Pittsburgh, Pennsylvania that today has over 2,100 undergraduate and graduate students in over 60 degree programs studying on campus or online.

Chatham was chartered on December 11, 1869, under the name Pennsylvania Female College. The Reverend William Trimble Beatty, pastor of the Shadyside Presbyterian Church, led a group of Pittsburghers in making the dream to provide women with an education comparable to that which men could receive at the time at "colleges of the first class." 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 what was then 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.

In 1890 the name of the institution was changed to Pennsylvania College for Women, and in 1955 the name was changed again to Chatham College in honor of William Pitt, First Earl of Chatham and namesake of the City of Pittsburgh. In 1994, Chatham College expanded around its historic undergraduate women's college by beginning to offer graduate programs to both men and women with a special emphasis in the health science fields.

The Commonwealth of Pennsylvania granted Chatham university status in 2007, which was officially announced on May 1, 2007 and marks Chatham's newest tradition, University Day. On May 1, 2008 Chatham received a gift unequaled in its history: the Eden Hall Campus from the Eden Hall Foundation. The University's Shadyside Campus expanded in June 2008 to include Chatham Eastside near Bakery Square approximately one mile from Woodland Road and home to many of Chatham's in-demand health science programs.

In 2010, Chatham launched the Falk School of Sustainability & Environment, and broke ground in 2012 on its new home, Eden Hall Campus- the first campus in the world built from the ground up for the study of sustainability.

On May 1, 2014 Chatham University's Board of Trustees voted in approval of a resolution that expanded access to a high-quality Chatham undergraduate education to more students, ensured that Chatham can meet the educational needs of its students and the region for the future, and ensured the continuation of Chatham's 145-year commitment to advancing the causes of women with the founding of the Chatham University Women's Institute. The resolution, in part, states:

The Board of Trustees hereby approves: (1) the reorganization of Chatham University by academic units within vertically integrated Colleges and Schools; (2) the implementation of coeducation within all Chatham University Colleges and Schools; and (3) alongside the commitment to each student who will attend Chatham University, the creation of structures and programs to preserve Chatham University's commitment to women's education and leadership.

In Spring 2014, Chatham opened the first phase of Eden Hall Campus and broke ground on the next phase of construction including development of a residence hall and dining hall.

Chatham Traditions

Traditions are an integral part of life at Chatham. Familiarity with the traditions is important to fully understand life on Chatham's campus. Most traditional events involve not only the student, but the faculty, staff, and alumnae as well.

University Colors: Purple and Grey (with green accents)

Opening Convocation (August) marks the traditional opening of the academic and Global Focus year.

New Student Ice Cream Social (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 alumni.

Mocktails (October) is a chance for student organizations to get creative in organizing a non-alcoholic week. This event is sometimes featured during Harvest Fun Fest or as part of Alcohol Awareness Week.

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 (BOTC) (October/ November) is a week-long event that has each class competing in several events.

Song Contest (November) is a more than 70-year old tradition where classes re-write lyrics to popular songs and perform for their classmates competition style. This is a student 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, Fickes Eggnog, and the 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 on the snow. Students celebrate the snowy weather by sledding down the steep hill.

House Olympics (February) is a time for the Residence Halls to show which is the best! This week-long competition helps build community among residents with a little healthy competition.

Spring Carnival (April) is a picnic-style celebration day with booths, games, egg hunts and much more, held on a Saturday in the Spring.

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.

Closing Convocation (April): Traditional close to the academic year that features senior celebrations and when undergraduate classes celebrate "Moving Up Day".

University Day & Bucket & Blossoms (April/May) On May 1, 2007, Chatham was granted university status by the Commonwealth of Pennsylvania. This date marks Chatham's newest tradition, University Day. The entire campus community gathers to beautify the University grounds.

Senior Week (May) is a weeklong celebration to honor the graduating seniors. The week includes traditional events like Senior Dinner and Senior Toast, but Seniors also have a chance to vote on other events for the week.

Senior Dinner (April/May) Senior Dinner is a night for the graduating seniors to reminisce with their Chatham classmates, faculty and staff that made their college experience.

Undergraduate Class Colors: The tradition of each class adopting a set of class colors began before World War I. The colors are assigned on a permanent rotation. Each class keeps the colors received during their first year until the close of their senior year. During their last Closing Convocation, the graduating seniors give their colors to their fellow class - the sophomores - for safekeeping until the fall when they are presented to the new first year class.

- First Year: Green and White - Class of 2020
- Sophomore: Rose and White - Class of 2019
- Junior: Yellow and White - Class of 2018
- Senior: Red and White - Class of 2017

Translate

Non-Discrimination Policy

Equal opportunity and affirmative action are integral to employment and education at Chatham University because we recognize that the University's present and future strength is based primarily on people and their skills, experience, and potential to develop, no matter what their race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, disability, veteran status, marital status, or any other legally protected status. The University will not tolerate any form of discrimination, including racial discrimination, nor retaliation against those who file complaints about discrimination or who participates in the investigation of such complaints.

The University has a policy of equal opportunity employment and educational opportunities and affirmative action that is broad in scope and supported at all levels of the University.

The University will make good faith efforts, (through responsible managers and officials) in accordance with the law, to recruit, hire, train, and promote persons in all job titles, without regard to race, color, religion, gender, sexual orientation, gender identity or expression, marital status, familial status, pregnancy, national origin, age, disability, or status as a disabled veteran or veteran of the Vietnam era, except when age or sex are bona fide occupational requirements or when a specific disability constitutes a bona fide occupational disqualification.

University managers and officials shall support affirmative action principles to ensure that members of protected categories are introduced into the work force, the student body, and University community. Students and employees in protected categories are encouraged to apply for and participate in all University provided opportunities including promotional, educational, and training opportunities.

University officials shall make continual efforts to ensure that hiring and promotion decisions are in accordance with equal opportunity principles by imposing only legitimate business requirements for hiring and promotional opportunities. Likewise, student admission and retention decisions will be made with equal opportunity at the forefront of decision making.

All personnel actions, such as compensation, benefits, transfers, layoff, return from layoff, as well as University-sponsored training, education, tuition assistance, and social and recreational programs, will be administered without regard to race, color, religion, gender identity or expression, sexual orientation, national origin, age, marital status, familial status, disability, status as a disabled veteran or veteran of the Vietnam era, or any other legally protected status.

University managers and officials shall base all employment and student admission decisions on the equal opportunity principles with the intent to further the University's commitment to those principles.

The University encourages members of protected groups to participate in its campus-wide social activities and shall post notices of all campus-wide social events for the benefit of all employees and students.

The President's office, with the assistance of the Human Resources office, will monitor to ensure compliance with the affirmative action policies of the University.

Chatham University has adopted this policy on a strictly voluntary basis. The existence of this policy should not be construed as an admission by the University in whole or in part, that in fact members of protected groups have been or are presently being underutilized, concentrated, or discriminated against in any way by the University in violation of federal, state or local fair employment practice laws.

Policy Effective Date: May 1, 2016
Updated: July 1, 2017

Download Non-Discrimination and Grievance Procedure

Site Map

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Nondiscrimination Policy

Translate

Student Consumer Information

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Campus Directory

Campus Services

» List services alphabetically

Academic Affairs	
Academic Affairs	(412) 365-1157
Chatham Abroad	(412) 365-1157
Admissions	
Admissions	(412) 365-1290
Admissions - Gateway	(412) 365-1290
Admissions - Graduate	(412) 365-1290
Admissions - Graduate Health Science	(412) 365-1290
Admissions - Teacher Certification	(412) 365-1290
Admissions - Undergraduate	(412) 365-1290
Gateway Program	(412) 365-1290
Vice President - Admissions	(412) 365-1290
Alumni Relations	
Alumni Relations	(412) 365-1517
Athletics	
AFC - Front Desk	(412) 365-1519
Athletic & Fitness Center	(412) 365-1269
Coaches	(412) 365-1625
Pool	(412) 365-2495
Recreation & Intramurals Coordinator	(412) 365-1649
Student Athletics - Main Office	(412) 365-1650
Biology Department	
Biology Lab	(412) 365-1220
Bookstore	
Bookstore	(412) 365-1661
Communications Department	
Audio Visual Services	(412) 365-1126
Media Center	(412) 365-1126
Community Programs	
Community Programs	(412) 365-1148
Day Camp for Children	(412) 365-1148
Lab School of Dance	(412) 365-1148
Lab School of Music	(412) 365-1148
Summer Day Camp Office	(412) 365-1174

Continuing Education	
Continuing Education	(412) 365-1147
Counseling Services	
Counseling Services	(412) 365-1282
Dining Services	
Catering	(412) 365-1277
Chef's Office	(412) 365-1279
Main Kitchen	(412) 365-2105
Main Line	(412) 365-1659
Snack Bar	(412) 365-1278
Eden Hall Campus	
Eden Hall Campus	(412) 365-1600
Facilities Management	
Facilities Management	(412) 365-1274
Facility Rental	(412) 365-1274
Housekeeping	(412) 365-1274
Maintenance	(412) 365-1274
Finance and Administration	
Accounts Payable	(412) 365-1229
Business Office	(412) 365-1229
Finance and Administration	(412) 365-1105
Payroll and Benefits	(412) 365-1603
Vice President - Finance and Administration	(412) 365-1105
Fine & Performing Arts	
Theatre - Eddy	(412) 365-1240
Guest House	
Gate House	(412) 365-2906
Health Services	
Health Services	(412) 365-1238
Human Resources	
Human Resources	(412) 365-1847
Personnel	(412) 365-1680
IKON Copy Center	
Copy Center	(412) 365-1108
Information Technology	
Computer Services	(412) 365-1112
Help Desk	(412) 365-1112
Information Technology	(412) 365-1112
Institutional Research	
Institutional Research	(412) 365-1292
Library	
Archives	(412) 365-1212
Library	(412) 365-1670
Math & Computing Department	
Buhl Lobby	(412) 365-1219
Miscellaneous	
Art Studio	(412) 365-1237

Babysitting Referral	(412) 365-1507
Chatham Baroque	(412) 365-1867
Chatham University (Main Menu)	(412) 365-1100
Chatham University - Main Fax	(412) 365-1505
Conover Room	(412) 365-2738
Cornerstone	(412) 365-1836
Directions to Campus	(412) 365-2063
Faculty Lounge	(412) 365-1138
Language Lab	(412) 365-1197
Reverie Street	(412) 365-1481
Summer School	(412) 365-1155
Teacher Certification	(412) 365-1818
Theatre - Purnell Studio	(412) 365-1236
Welker (chairlift)	(412) 365-1635
Occupational Therapy	
Health Sciences - Occupational Therapy	(412) 365-1177
PACE	
Academic Support Services	(412) 365-1523
Disability Services	(412) 365-1611
PACE Center	(412) 365-1523
Tutoring	(412) 365-1523
Physical Therapy	
Health Sciences - Physical Therapy	(412) 365-1409
Physician Assistant Studies	
Health Sciences - Physician Assistant	(412) 365-1412
Pittsburgh Teachers Institute	
Pittsburgh Teachers Institute	(412) 365-1184
Post Office	
Post Office	(412) 365-1270
President's Office	
President's Office	(412) 365-1160
Public Safety	
Campus Police	(412) 365-1230
Campus Police - Emergency	(412) 365-1111
EMERGENCY	(412) 365-1111
Lost and Found	(412) 365-1230
Public Safety	(412) 365-1230
Rachel Carson Institute	
Rachel Carson Institute	(412) 365-1637
Student Affairs	
Campus Life	(412) 365-1281
Chatham Apartments Graduate Residence Director	(412) 365-2401
Chatham Student Governmet	(412) 365-1261
Communique	(412) 365-1622
Community Service	(412) 365-1280
Counseling Services	(412) 365-1282

Fickes Hall Front Desk	(412) 365-1531
Fickes Hall Graduate Resident Director	(412) 365-1398
Graduate Resident Director Office	(412) 365-1508
Health Services	(412) 365-1238
Laughlin House Front Desk	(412) 365-1441
Laughlin House Graduate Resident Director	(412) 365-1438
Newspaper (Communique)	(412) 365-1622
Nurse	(412) 365-1238
Rea House Front Desk	(412) 365-1471
Rea House Graduate Resident Director	(412) 365-1438
Residence Life - Main Office	(412) 365-1518
Student Activities	(412) 365-1527
Student Affairs Main Office	(412) 365-1286
Student Health	(412) 365-1238
Vice President - Student Affairs	(412) 365-1286
Woodland Hall Front Desk	(412) 365-1234
Woodland Hall Graduate Resident Director	(412) 365-2483
Yearbook (Cornerstone)	(412) 365-1836
Student Services Center	
Financial Aid	(412) 365-2781
Registrar	(412) 365-2963
Student Accounts	(412) 365-2719
University Advancement	
Annual Fund	(412) 365-1262
Development	(412) 365-1514
University Advancement	(412) 365-1514
Vice President - University Advancement	(412) 365-1516
University Communications	
Publications	(412) 365-1144
University Communications - Info Line	(412) 365-1778
Vice President - University Communications	(412) 365-1140

SEARCH FOR FACULTY OR STAFF BY NAME

Enter First Name or Last Name:

Search

SEARCH FOR FACULTY OR STAFF BY POSITION

Enter the Title or Position:

Search

SEARCH FOR STUDENTS

Enter First Name or Last Name:

Search

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Family & Friends
Your New Student

Parenting a College Student

Tip # 1: Don't Ask Them If They're Homesick

A student once said, "The idea of being homesick didn't even occur to me, with all the new things that were going on, until my mom called one of the first weekends and asked, 'Are you homesick?' Then it hit me." However, if a bout of homesickness strikes, keep in mind that numerous programs and services exist at Chatham to assist new students throughout their first year of college.

Tip # 2: Write (Even if They Don't Write Back)

Although new college students are typically eager to experience all the away-from-home independence they can in those first weeks, most are still anxious for family ties and the security those ties bring. Students love to receive mail. Clippings from the hometown newspaper, packages of cookies and even postcards can be shared with their newfound friends.

Tip # 3: Expect Change

Your student will change. College and the experiences associated with it can effect changes in social, vocational and personal behavior and choices. It's natural, inevitable and it can be inspiring. Often though, it's a pain in the neck.

You can't stop change, you may never understand it, but it is within your power (and to you and your student's advantage) to accept it. Remember that your student will be basically the same person that you sent away to school, even if he or she returns for Thanksgiving break with a different hairstyle, eats different foods or discusses lots of new ideas.

Tip # 4: Don't Worry (Too Much)

about stressed-out phone calls or email messages. Parenting can be a thankless job, especially during the college years. When problems become too much for a first-year student to handle (a flunked test, ended relationship and shrunken T-shirt all in one day), one place to turn, write or dial is home. Unfortunately, this may be the only time that the urge to communicate is felt so strongly that you never get to hear about the "A" paper, the new friend or domestic triumph.

Be patient with those "nothing-is-going-right-I-hate-this-place" phone calls, letters or emails. You're providing a real service as an advice dispenser, sympathetic ear and punching bag. Sometimes it's a service that makes you feel lousy, but it works wonders for a frustrated student.

Tip # 5: Trust Them

Finding oneself is a difficult-enough process without feeling that the people whose opinions you respect most are second-guessing your own second-guessing. One of the most important things one mom ever wrote to her son in his four years at college was this: "I love you and want for you all the things that make you happiest; and I guess you , not I, are the one who knows best what those things are." Certainly, a note like this would mean as much to your student now as it did to this student during his senior year.

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FERPA

Congress passed the Family Educational Rights & Privacy Act (FERPA), also known as the Buckley Amendment, on August 21, 1974 to protect the privacy of student education records. Within the context of higher education, FERPA provides students the right to review these records and prohibits unauthorized dissemination of educational information by the institution or its employees.

Chatham University, like most institutions of higher education, falls under FERPA regulations and is obligated to develop policies for the protection and restricted dissemination of records related to each student's education.

However, FERPA also affords Chatham some latitude in establishing its own policies, defining relevant terms, and conveying critical information for the health and safety of individual students and other members of the institution within the legal parameters of the Act. When responding to an emergency, or in some cases preventing a potential emergency from occurring, health and safety issues assume priority over student education privacy rights.

1. Balancing Student Privacy and Student Safety

» http://www.ed.gov/policy/gen/guid/fpco/brochures/postsec.html

2. Rights and Responsibilities for Parents

TRANSFERRING PRIVACY RIGHTS FROM PARENTS TO STUDENTS UNDER FERPA

FERPA regulations were enacted to protect the privacy of education records for students of all ages. Under the guidelines for higher education, the rights of protection and consent automatically transfer from the parent to the eligible student. An eligible student is defined as a student who has reached 18 years of age or is attending an institution of post secondary education, regardless of age. This means that you will not have the right to access your student's education records without his or her consent. [Section 99.5(a)]

COMMUNICATING WITH STUDENTS BEFORE AND AFTER THEY ENTER COLLEGE

Without direct access to information, parents often worry about their students, especially as they begin their college careers. We suggest talking to your student about this issue before they come to campus and keeping the lines of communication open throughout their attendance.

ENCOURAGING INDEPENDENCE AND RESPONSIBILITY

The Chatham experience is intended to foster growth, maturation and the ability to make informed decisions as students assume increasing responsibility for their own actions In providing a safety net, the Family Educational Rights and Privacy Act gives colleges and universities the option to release information from a student's education record to parents and certain individuals or agencies when a legitimate educational interest has been verified or the health and safety emergency exception has been invoked. Should parents or guardians have questions involving student discipline matters, a separate consent to release information form is available to students.

3. FAST Facts

a. At what point do privacy rights transfer from parents to students under FERPA?
b. What kinds of information are included in student education records under FERPA?
c. What kinds of information are NOT considered education records?
d. What does it mean to be an eligible student (student) at Chatham University under FERPA?
e. When is a student considered in attendance at Chatham University?
f. Who qualifies as a parent at Chatham under FERPA?
g. Under what conditions is an individual considered a University official?
h. What relevance does this definition of University official have for implementation of FERPA and the rules of disclosure at Chatham?
i. What does the term disclosure mean, and what type of records does it cover at Chatham University?
j. What, if any, is the relationship between FERPA and the Health Insurance Portability and Accountability Act (HIPAA)?

a. AT WHAT POINT DO PRIVACY RIGHTS TRANSFER FROM PARENTS TO STUDENTS UNDER FERPA?

The Family Educational Rights and Privacy Act transfers both rights and responsibilities from parents to students in its protection of student education records at the post secondary level. Students at BGSU have a certain degree of control over who has access to their records depending on their status as a tax dependent, the nature of the information requested, and the reason for accessing or disseminating the information. Generally, students' parents will not have access to their grades without their written authorization.

b. WHAT KINDS OF INFORMATION ARE INCLUDED IN STUDENT EDUCATION RECORDS UNDER FERPA?

Education records are directly related to a student and their experience at Chatham University and maintained by the

University or by an agency acting on behalf of the institution, including but not limited to:

1. Directory information
2. Class schedules
3. Grades
4. School-related employment
5. Disciplinary complaints and rulings

These records may be maintained in a variety of formats such as those that are hand-written, typed, computerized or stored in audio-visual or digital media.

c. WHAT KINDS OF INFORMATION ARE NOT CONSIDERED EDUCATION RECORDS?

1. Faculty or staff personal observations or knowledge of a student's behavior or experience not documented in formal records.
2. Faculty or staff notes made and kept as a memory aid for instruction, supervision or administration and not shared with others, except a temporary substitute of the record maker.
3. Records of the University's law enforcement unit if the records are maintained separately from education records, maintained solely for enforcement purposes, and disclosed only to law enforcement officials of the same jurisdiction.
4. Records relating to an individual who is employed by an educational institution that are maintained in the normal course of business, related solely to the individual as an employee, not available for any other purpose and unrelated to student status.
5. Treatment records made or maintained by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional for use only in connection with treatment of the student and for disclosure only to persons providing the treatment. In this context, the term treatment does not include remedial educational activities.
6. Records that contain information about an individual after he or she is no longer a student at the institution.

d. WHAT DOES IT MEAN TO BE AN ELIGIBLE STUDENT (STUDENT) AT CHATHAM UNIVERSITY UNDER FERPA?

FERPA defines a student, at all levels of education, as any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records. Under FERPA's guidelines for higher education, an eligible student refers to a student who has reached 18 years of age or is attending an institution of post-secondary education, regardless of age. When a student becomes an eligible student, the rights accorded to, and consent required of, parents transfer from the parents to the student. [Section 99.5(a)]

e. WHEN IS A STUDENT CONSIDERED IN ATTENDANCE AT CHATHAM UNIVERSITY?

A student is in attendance when participating academically in person, by correspondence, or through online courses. This definition also includes work related to the student's educational experience such as co-ops, internships, and work-study programs. It is not enough to be enrolled; the student must be engaged in academic pursuit.

f. WHO QUALIFIES AS A PARENT AT CHATHAM UNDER FERPA?

The definition of parent includes the natural, adoptive, or step parent of a Chatham University student or a guardian or individual acting as a parent in the absence of a parent or guardian. Full rights are afforded to both parents unless an order, state statute, or other legally binding document has revoked the parent's rights.

g. UNDER WHAT CONDITIONS IS AN INDIVIDUAL CONSIDERED A UNIVERSITY OFFICIAL?

The term University official includes any individual employed by Chatham University in an administrative, supervisory, academic, research or support staff position or a student serving in an official capacity, such as a member of a disciplinary or grievance committee, or in assisting another school official in performing his or her tasks. In addition, representatives of companies or agencies with whom the University has contracted (such as consultants, external auditors, or attorneys) are considered University officials if they have legitimate educational interests in the information.

h. WHAT RELEVANCE DOES THIS DEFINITION OF UNIVERSITY OFFICIAL HAVE FOR IMPLEMENTATION OF FERPA AND THE RULES OF DISCLOSURE AT CHATHAM?

FERPA mandates restrictions on who does and does not have access to student education records as well as when and for what reasons particular individuals have access. These restrictions are related to student and parent rights to review, amend and challenge the records. They also prescribe the conditions under which all individuals functioning as University officials have the right and/or responsibility to access or disclose student records in the interests of education, health and safety of the student and others at the institution. In this sense, access to the records is based solely on an individual's need to execute his or her job responsibilities. Review of student education records for mere curiosity or purveyance is never authorized or tolerated.

i. **WHAT DOES THE TERM DISCLOSURE MEAN, AND WHAT TYPE OF RECORDS DOES IT COVER AT CHATHAM UNIVERSITY?**

Disclosure permits review of official education records or the personally identifiable information maintained in a variety of formats, including oral, written, or electronic media, within the context of FERPA regulations. Only with consent of the eligible student or verification that the student is a dependent of the parent, as defined in section 152 of the Internal Revenue Code of 1986, do parents maintain the standard rights of disclosure. [Section 99.31(a)(8)]

j. **WHAT, IF ANY, IS THE RELATIONSHIP BETWEEN FERPA AND THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)?**

HIPAA defers to FERPA in the matter of medical information deemed education records under FERPA: "(2) Protected health information excludes individually identifiable health information in ... education records covered by the Family Education Rights and Privacy Act as amended, 20 U.S.C. 1232g...." According to the US Department of Education's Family Policy Compliance Office which oversees enforcement of FERPA, "The important piece for school officials to understand is that health records are 'education records' subject to FERPA, not HIPAA." (See: Interview with LeRoy Rooker, Director Family Policy Compliance Office, U.S. Dept. of Education.)

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Recommended reading

- *I'll Miss You Too: An Off-to-College Guide for Parents and Students* by Margo E. Woodacre Bane & Steffany Bane
- *When Your Kid Goes to College:: A Parents' Survival Guide* by Carol Barkin
- *Letting Go: A Parents' Guide to Understanding the College Years* by Karen Levin Coburn & Madge Lawrence Treeger

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Contact Us

Phone: 412-365-1286
Fax: 412-365-1620
www.chatham.edu/osa
osa@chatham.edu

Location / Hours

Office of Student Affairs
1st Floor Woodland Hall (near the IT Helpdesk)

Office Hours:
Monday - Friday
(9:00 a.m. - 5:00 p.m.)

Title IX at Chatham University

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial assistance. Under Title IX, sex discrimination includes, among other things, sex and gender-based harassment, sexual violence (rape, sexual assault, sexual battery, sexual coercion), relationship and interpersonal violence, and stalking.

Non-Discrimination Policy

Chatham University's Non-Discrimination Policy **is found here**.

Chatham's Policy Prohibiting Sexual Misconduct

Chatham University is committed to establishing and maintaining a safe learning, living, and working environment where healthy, respectful, and consensual conduct represents the campus cultural norm. To that end–and in compliance with Title IX, the Violence Against Women Reauthorization Act of 2013 (VAWA), and applicable state and federal laws–Chatham prohibits sexual misconduct, including all forms of sexual or gender-based harassment, sexual assault, sexual violence, including relationship and interpersonal violence, and stalking (collectively, "Prohibited Conduct"). Chatham also prohibits retaliation against an individual for making a report of conduct prohibited under this policy or for participating in an investigation of an alleged violation of this Policy. These prohibited forms of conduct undermine the character, purpose and values of Chatham University and will not be tolerated.

The full text of Chatham's Policy Prohibiting Sexual and Gender-Based Harassment, Sexual Violence, Relationship and Interpersonal Violence, and Stalking **is found here**.

What does the Policy cover?

The full list of types and definitions of Prohibited Conduct **is found here**.

Who does the Policy cover?

This Policy applies to Prohibited Conduct committed by Chatham students, faculty, employees, administrators, volunteers, independent contractors, vendors, and visitors.

This Policy also governs Prohibited Conduct directed towards Chatham community members of any sex, gender identity, gender expression, or sexual orientation.

Where does the Policy cover?

Chatham has jurisdiction over Title IX-related complaints regarding Prohibited Conduct that occurs (i) on campus; (ii) during an official Chatham program or activity (regardless of location); or (iii) off campus when the conduct creates a hostile environment either on campus or in an official Chatham program or activity. Chatham's jurisdiction does not extend to an alleged perpetrator who is not a member of the Chatham community, but in such instances Chatham will assist a Complainant with identifying and contacting resources, including the Complainant's local law enforcement authorities, and reporting the alleged Prohibited Conduct to another University's Title IX Coordinators, if applicable.

Who implements the Policy at Chatham?

Title IX Coordinator

Sean Coleman: 412-365-1164 or scoleman1@chatham.edu

Deputy Title IX Coordinators
Heather Black: 412-365-2776 or hblack@chatham.edu
Leonard Trevino: 412-365-1650 or ltrevino@chatham.edu
Mary Utter: 412-365-1482 or mutter@chatham.edu

The full list of personnel who implement Title IX at Chatham **is found here**.

How to report a violation of the Policy

If you have been the victim of Prohibited Conduct, or if you would like to report Prohibited Conduct of which you are aware that does not involve you personally, please contact the following as appropriate:

- For urgent, emergency cases (e.g., rape or sexual assault), please call the 24-hour emergency Chatham Public Safety hotline at 412-365-1111 or 911.
- To report any non-emergency instances of Prohibited Conduct under Title IX, please contact:
  - Title IX Coordinator or the Deputy Title IX Coordinator (also see Who's Who in Chatham's Title IX Office).
    - Sean Coleman: 412-365-1164 or scoleman1@chatham.edu
    - Heather Black: 412-365-2776 or hblack@chatham.edu
    - Leonard Trevino: 412-365-1650 or ltrevino@chatham.edu
    - Mary Utter: 412-365-1482 or mutter@chatham.edu
  - Email the Title IX Office through TitleIX@chatham.edu.
  - **Submit an online Incident Report**

If you are a Responsible Employee who is required to report incidents of Prohibited Conduct of which you are aware, you must immediately contact the Title IX Coordinator or one of the Deputy Coordinators.

How are alleged violations of the Policy investigated?

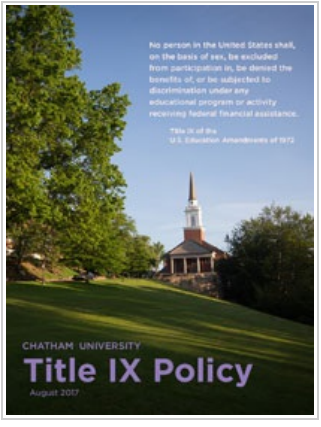
The Chatham University Title IX Policy details the process of investigating alleged violations. You can read more about how complaints or reports of prohibited conduct under this policy are investigated here.

How to report a crime

- Call Chatham Campus Safety at 412-365-1111
- Call 911

RESOURCES

Resources for victims of conduct prohibited by the Policy **can be found here**, or by contacting the Title IX Coordinator or Deputy Coordinators.



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PACE Center

Programs for Academic Access, Confidence, and Excellence: Disability Support Services

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, the Chatham University PACE Center coordinates all academic accommodations for students with diagnosed disabilities who are enrolled in Chatham courses.

I. Accommodations are determined on a case-by-case basis and are implemented only after the student's needs are documented. Documentation of a disability can take a variety of forms.
   A. One type of documentation is information obtained during a meeting between the student and a member of the PACE staff. At this meeting, the student will be asked to discuss her/his experience of disability, including the impact the disability has had on her/his academic life, the challenges resulting from the disability, and a discussion about previous accommodations that have been utilized by the student.
   B. Another form of documentation is information provided by external or third parties. This type of documentation may consist of medical or educational records, and reports and assessments from health care providers, educational psychologists, teachers, or the educational system. The information obtained from this type of documentation will also be considered when making accommodations decisions. In general, third-party documentation should:
      - Be provided by a qualified professional on his/her letterhead
      - Be relatively recent
      - State the diagnosis
      - State the functional limitations resulting from the impact of the disability
      - List recommendations for accommodations, adaptive devices, and support services

II. Academic accommodations for students with disabilities may include, but are not limited to:
   - Alternate text formats, including audio, Braille, and electronic versions
   - Distraction-limited setting for testing
   - Extended time for testing
   - Note-taker services
   - Screen reading software, including Kurzweil 1000 and Kurzweil 3000
   - Sign language interpreting services

III. Other PACE services available for students with disabilities:
   - Academic skills coaching
   - Learning styles assessment
   - Procrastination management
   - Self-advocacy development

- Study strategies analysis
- Time management planning
- Tutoring and Supplemental Instruction

Students seeking accommodations or additional information should contact the PACE Center via telephone (412-365-1523) or by email pace@chatham.edu.

Chatham students please visit My.Chatham for additional information regarding documentation guidelines and available services.

Contact Information

PACE Center
Jennie King Mellon Library
Phone: 412-365-1523
Fax: 412-365-1660
pace@chatham.edu

Hours: M-F 9am-5pm;
additional by appointment

Institutional Research
Fact Book: Enrollment Headcount with Student Characteristics

To keep it consistence with IPEDS Fall Enrollment report, the enrollment headcount numbers are based on fall semester census-day student enrollment data. The fall semester census day at Chatham University is October 15th.

- Enrollment Headcount by Age
- Enrollment Headcount by Class Level
- Enrollment Headcount by Country
- Enrollment Headcount by Cumulative GPA
- Enrollment Headcount by Full-Time/Part-Time Status
- Enrollment Headcount by Gender
- Enrollment Headcount by Ethnicity
- Enrollment Headcount by Pennsylvania Residency
- Enrollment Headcount by State and U.S. Territory
- Enrollment Headcount by First Major
- Enrollment Headcount by Second Major
- Enrollment Headcount by Minor
- Student Average Age
- Online Student Average Age
- Average Cumulative GPA

Cost of Attendance

The Chatham University Financial Aid office establishes standard student budgets each year as a basis for awarding financial aid funds. These budgets are based on actual tuition charges, national average living allowances calculated by The College Board, and include direct and indirect costs for the academic year (Fall and Spring semesters).

2017-18 Cost of Attendance Example

The following cost of attendance example is based on the following assumptions:

- All tuition charges are for full time undergraduate students. Full-time is a minimum of 12 credits per term.
- On Campus room and board charges are based on students who live on campus in a multiple occupancy room and choose a traditional meal plan.
- Commuter - a student that resides at home with parents/relatives
- Off Campus - a student that lives in an apartment

	On Campus	Off Campus	With Parent
Tuition	$35,220.00	$35,220.00	$35,220.00
Room & Board	$10,834.00	$10,834.00	$5,500.00
College Fee	$480.00	$480.00	$480.00
Technology Fee	$810.00	$810.00	$810.00
Books	$1,000.00	$1,000.00	$1,000.00
Misc./Transportation	$2,000.00	$3,500.00	$3,500.00
Loan Fees	$56.00	$56.00	$56.00
Total	**$50,400.00**	**$51,900.00**	**$46,566.00**

TUITION:

- Tuition is based on an academic year, which is the fall and spring terms.

ROOM AND BOARD:

- Housing costs can vary based on the living arrangements you select. The University offers a variety of housing and meal plan options.
- In the above example, multiple occupancy room rates and theÂ traditional meal plan are reflected.
- Since commuters are living with parents/relatives we assume no charges are being paid. Off campus rates are determined from the national average calculated by The College Board.

FEES:

- The college fee is mandatory for all students and entitles each student to all student publications (with a minor additional fee for yearbook); lectures; Chatham Activities Board, and all other student organizations.
- admission to college social events, student-sponsored concerts and membership in the Chatham Student Government.
- The technology fee is mandatory for all students and entitles each student to a 13 inch MacBook Air.
- Loan fees are retained by the United States Department of Education prior to the loan funds being sent to the University.
- The amount listed is the average fees for a dependent student receiving subsidized and unsubsidized loans.

BOOKS:

- Costs for books and supplies vary by program, course load, and classes selected. The figure used is based on the average books charged to student's accounts.

TRANSPORTATION:

- Transportation for resident students is determined based on transportation requirements for trips home, semester breaks, and holidays, based on the national rate provided by the College Board.
- Commuter and Off Campus costs are determined based on the national rate provided by The College Board.
- Miscellaneous represents every other student expense - clothes, personal hygiene, entertainment, etc. as determined by The College Board's national average.

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Graduate Tuition & Fees

Chatham graduate programs are charged on a per-credit or term-based basis. To be considered a full-time graduate student, a student must be enrolled for nine credits in the fall term, the spring term, and the summer term.

+ TUITION & FEES 2018-2019

The majority of Chatham's graduate programs are priced on a per-credit basis. Please visit the individual program's Tuition & Fees page to view the per-credit costs for each program. The Doctorate of Occupational Therapy, Doctor of Physical Therapy and the Master of Physician Assistant Studies Programs are priced on a per-term basis. Please visit their Tuition & Fees pages to view the per-term costs for each program.

GRADUATE HOUSING

- Apartments (one to three bedroom): $6,485 - $7,805 per term
- Orchard Hall, Eden Hall Campus - $1,350 (single room) - $1,425 (single room, 2-person suite) per term. Graduate residents are required to purchase the Meal Plan.

** Included in apartment pricing are all utilities plus cable and wifi. Certain housing options are billed at a premium. Please refer to the Office of Residence Life for exact charges based on residence hall and room option selected.*

APARTMENT & COMMUTER MEAL PLANS

- Rachel Platinum: 5 meals/week, $220 Flex Dollars: $1,276 per term
- Rachel Gold: 100 meals, $200 Flex Dollars: $1,276 per term
- Rachel Silver: 50 meals, $200 Flex Dollars: $798 per term
- Rachel Bronze: 25 meals, $25 Flex Dollars: $505 per term

Students can change their meal plan option through the end of the add/drop period. The last day of add/drop is stated in the University academic calendar. Any unused portion of a meal plan at the end of the term is forfeited. Any unused flex dollars are forfeited at the end of the academic year.

EDEN HALL MEAL PLANS

Only available for residents of Orchard Hall.

Anytime Plan, unlimited meal accesses, $50 Flex Dollars; $2,232 per term

Eden Hall - Anytime access plans provide continuous access to the Eden Hall Dining Commons. Enter and exit the Dining Commons as frequently as you'd like and eat as many meals as you'd like. Flex dollars roll over fall semester to spring semester but not academic year to academic year. Flex dollars can be used at any Chatham dining facility; Shadyside, Eastside Café, Café Rachel, Eden Hall Dining Commons or The Dairy Barn Café.

MISCELLANEOUS FEES*

COLLEGE CLINICAL FEES

- Doctor of Psychology in Counseling Psychology: $115.00 yearly

- Master of Science in Counseling Psychology: $115.00 yearly

COLLEGE FEES

- Occupational Therapy: $250 per term
- Physician Assistant Studies: $250 per term
- Doctor of Physical Therapy: $250 per term
- Other Graduate Programs: $28 per credit, $250 max per term

LIABILITY INSURANCE FEE

- Counseling Psychology Program: $20 per term
- Education Program: $20 per term

COMBINE LAB/LIABILITY INSURANCE FEE

- Occupational Therapy: $207 per term
- Physician Assistant Studies: $207 per term
- Doctor of Physical Therapy: $207 per term

ONLINE TEXTBOOK FEE

- Physician Assistant Studies: $25 per term

SIMULATION FEE

- Physician Assistant Studies: $45.83 per term
- Doctor of Physical Therapy: $17.86 per term
- Master of Occupational Therapy: $14.00 per term

OTHER FEES

- Student Health Insurance Policy: $890 per term
  Fee is optional (depending on your situation) and estimated as of December 2017. Subject to change.

** This is a list of the most common miscellaneous fees associated with enrollment at Chatham University. Some courses and activities may require additional fees not listed here.*

For further information regarding tuition and fees, placement and rotation charges, financial policies and procedures, the institutional refund policy, and other important information, please reference the current University catalog.

LATE REGISTRATION POLICY

Any current student who registers after the designated open registration period each semester will be assessed a $150 Late Registration Fee. This is a non-refundable fee added to the student's term invoice.

FINANCIAL CLEARANCE POLICY

Any pre-registered student will be responsible to make payment arrangements and financially clear by the published tuition due date each semester. Students who do not financially clear by the published tuition due date will be assessed a $150 Late Financial Clearance Fee. This is a non-refundable fee added to the student's balance.

+ TUITION & FEES 2017-18

The majority of Chatham's graduate programs are priced on a per-credit basis. Please visit the individual program's Tuition & Fees page to view the per-credit costs for each program. The Doctorate of Occupational Therapy, Doctor of Physical Therapy and the Master of Physician Assistant Studies Programs are priced on a per-term basis. Please visit their Tuition & Fees pages to view the per-term costs

for each program.

GRADUATE HOUSING

- Apartments (one to three bedroom): $5,880 - $7,480 per term
- Orchard Hall, Eden Hall Campus - $1,350 (single room) - $1,425 (single room, 2-person suite) per term. Graduate residents are required to purchase one of the Cougar Meal Plans.

** Included in apartment pricing are all utilities plus cable and wifi. Certain housing options are billed at a premium. Please refer to the Office of Residence Life for exact charges based on residence hall and room option selected.*

APARTMENT & COMMUTER MEAL PLANS

- Cougar Platinum: 5 meals/week, $230 Flex Dollars: $1,215 per term
- Cougar Gold: 100 meals, $210 Flex Dollars: $1,215 per term
- Cougar Silver: 50 meals, $210 Flex Dollars: $760 per term
- Cougar Bronze: 25 meals, $25 Flex Dollars: $505 per term

Students can change their meal plan option through the end of the add/drop period. The last day of add/drop is stated in the University academic calendar. Any unused portion of a meal plan at the end of the term is forfeited. Any unused flex dollars are forfeited at the end of the academic year.

EDEN HALL MEAL PLANS

Anytime Plan, unlimited meal accesses, $60 Flex Dollars; $2,125 per term

Eden Hall - Anytime access plans provide continuous access to the Eden Hall Dining Commons. Enter and exit the Dining Commons as frequently as you'd like and eat as many meals as you'd like. Flex dollars roll over fall semester to spring semester but not academic year to academic year. Flex dollars can be used at any Chatham dining facility; Shadyside, Eastside Café, Café Rachel, Eden Hall Dining Commons or The Dairy Barn Café.

MISCELLANEOUS FEES*

COLLEGE CLINICAL FEES

- Doctor of Psychology in Counseling Psychology: $115.00 yearly
- Master of Science in Counseling Psychology: $115.00 yearly

COLLEGE FEES

- Occupational Therapy: $242 per term
- Physician Assistant Studies: $242 per term
- Doctor of Physical Therapy: $242 per term
- Other Graduate Programs: $27 per credit, $242 max per term

LIABILITY INSURANCE FEE

- Counseling Psychology Program: $20 per term
- Education Program: $20 per term

COMBINE LAB/LIABILITY INSURANCE FEE

- Occupational Therapy: $201 per term
- Physician Assistant Studies: $201 per term
- Doctor of Physical Therapy: $201 per term

ONLINE TEXTBOOK FEE

- Physician Assistant Studies: $25 per term

SIMULATION FEE

- Physician Assistant Studies: $45.83 per term
- Doctor of Physical Therapy: $17.86 per term
- Master of Occupational Therapy: $14.00 per term

OTHER FEES

- Student Health Insurance: $890.00 per term
  All full-time students are required to have health insurance coverage. Full-time students who wish to enroll in the Chatham University Student Health Insurance Plan can do so online at my.chatham.edu. A charge of $890.00 per term will be billed automatically.

** This is a list of the most common miscellaneous fees associated with enrollment at Chatham University. Some courses and activities may require additional fees not listed here.*

For further information regarding tuition and fees, placement and rotation charges, financial policies and procedures, the institutional refund policy, and other important information, please reference the current University catalog.

LATE REGISTRATION POLICY

Any current student who registers after the designated open registration period each semester will be assessed a $150 Late Registration Fee. This is a non-refundable fee added to the student's term invoice.

FINANCIAL CLEARANCE POLICY

Any pre-registered student will be responsible to make payment arrangements and financially clear by the published tuition due date each semester. Students who do not financially clear by the published tuition due date will be assessed a $150 Late Financial Clearance Fee. This is a non-refundable fee added to the student's balance.

Welcome to the Chatham University Net Price Calculator

Thank you for your interest in Chatham University!

At Chatham University we believe the benefits of a college education far outweigh the costs, but we do understand that getting money to pay for college may be one of your biggest challenges. The Chatham University Office of Financial Aid is prepared to help you meet your financial needs in any way possible.

The Chatham University Net Price Calculator will help students and parents gain valuable information on the financial aid that will be available to them if they attend Chatham University.

Please select the First-Year option, if you are a first-time college student. If you are transferring credits from another institution, please use the Transfer Student option.

At the end of the calculator, you'll see a summary of your estimated cost to attend Chatham University. You will have the option to have the information sent to you, or to be contacted personally by a staff member. You are also welcome to contact us directly via the information below. We look forward to hearing from you!

Toll-Free Phone: 1-800-837-1290
Phone: 412-365-1825
Fax: 412-365-1609
E-mail: admission@chatham.edu
Address: Woodland Road, Pittsburgh, PA 15232

Please select the First-Year option, if you are a first-time college student. If you are transferring credits from another institution, please use the Transfer Student option.

First-Year Student Net Price Calculator

Transfer Student Net Price Calculator

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Tuition & Fees

Undergraduate Tuition & Fees

Undergraduate programs are charged on a full-time or part-time basis. To be considered a full-time student for purposes of determining charges and full-time eligibility for financial aid, a student must be enrolled for 12 credits in the fall, spring, and summer terms.

» See details

Graduate Tuition & Fees

Graduate programs, with the exception of the Health Sciences programs (DPT and PA), are charged on a per-credit basis. To be considered a full-time graduate student, a student must be enrolled for 9 credits in the fall, spring, and summer terms.

» See details

Late Registration Policy

Any current student who registers after the designated open registration period each semester will be assessed a $150 Late Registration Fee. This is a non-refundable fee added to the student's term invoice.

Financial Clearance Policy

Effective with the Fall 2006 registration cycle, Chatham University implemented a new financial clearance policy. Any pre-registered student will be responsible to make payment arrangements and financially clear by the published tuition due date each semester. Students who do not financially clear by the published tuition due date will be assessed a $150 Late Financial Clearance Fee. This is a non-refundable fee added to the student's balance.

Return of Title IV Funds

To remain eligible for Federal student aid during the semester, the student must be attending classes, taking exams and completing required course work.

The United States Department of Education requires the University to determine the amount of Title IV (Federal aid) earned by a student who withdraws (officially or unofficially) or fails to complete the payment period (semester/module). The University must determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the period of time in which the student was enrolled during the semester. We are required to perform a Return of Title IV Funds calculation for students who withdraw (officially or unofficially) from all classes, or receive failing grades in all courses in a semester.

The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the payment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the payment period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of a payment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the payment period. Please note students who are enrolled in

modules, or courses which do not span the entire length of a semester, would also be included in this calculation.

The following earned Federal aid is included in a Return of Title IV Funds Calculation if disbursed or could have been disbursed:

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

The unearned portion of Federal student aid funds will be returned to the appropriate aid program(s). The funds are returned in the following order:

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

Students withdrawing from classes are responsible for payment of any balance due after the required return of Federal student aid funds.

Earned aid is not related in any way to institutional charges. In addition, the University's institutional refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course or courses may be required to return unearned aid and still owe the university for the course or courses. For more information on Chatham University's withdrawal and institutional charges' policies, please consult the catalog.

Students who stop attending all classes without officially withdrawing will be subject to a return of Federal student aid funds at the end of the semester based on the withdrawal date/last documented date of attendance as determined by Chatham University.

Office of Student Accounts

+ Tuition & Fees
+ Payment of Expenses
+ Past Due Accounts
+ Optional Tuition Programs
+ Student Health Insurance
+ Institutional Refund Policy

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

Institutional refund adjustments for complete withdrawals are made according to the following schedules:
Seven-Week Sessions

- Before the 5th day of the session 100%
- 6th - 7th day of session 80%
- 8th - 14th day of session 50%
- 15th day of session and beyond 0% Fourteen-Week Sessions
- Before the 5th day of the session 100%
- 6th - 13th day of session 80%
- 14th - 26th day of session 50%
- 27th day of session and beyond 0% Fifteen-Week Sessions
- Before the 5th day of the session 100%
- 6th - 14th day of session 80%
- 15th - 28th day of session 50%
- 29th day of session and beyond 0%

Refunds for charges in room and board status will be calculated based on the same schedule used for a complete withdrawal or leave of absence. The date used for this calculation is the date on which the director of residence life and/or the vice president for student affairs receives written notification of the student's intent to live off-campus.

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

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

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Office of the University Registrar

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

- Access to Student Educational Records
- Adding and Dropping Courses
- Auditing Courses
- Change of Grade
- Cross-registration PCHE
- Degree Conferral
- Final Examination Schedule
- Final Grades
- Grade Point Average
- Graduate Continuing Registration Credit
- Incomplete Grades
- Integrative Capstone Grading Regulations - Undergraduate
- Midterm Grades - Undergraduate
- Pass/Fail Grades
- Posting of Academic Honors
- Registration
- Repeating Courses
- Retroactive Petitions
- Student Attendance

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

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

+ Transcripts

+ Verifications

+ Withdrawal from Courses

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Student-Initiated Separations

Leave of Absence

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

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

Medical Schedule Cancellation

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

Withdrawal from the University

A withdrawal is a separation from the University. A student withdraws in an attempt to preserve the academic integrity of their record. Students will receive W's for their entire schedule of registered courses. This action is recorded on the student's transcript.

After consultation with their academic advisor, a student who wishes to withdraw from the University should contact their program director or department chair to complete a Withdrawal from the University form. The last day to withdraw is the last day of classes for the semester in which the withdrawal is sought. Any refund will be made in accordance with both the University's and federal government's refund policies.

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

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Office of Academic Affairs

Overview

University-Initiated Separations

Student-Initiated Separations

Academic Achievement

Academic Guidelines

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Course Schedule

New classes are added on a continuing basis so please check the schedule each semester for new additions or deletions. It is possible that classes might be added or deleted prior to the class start date.

Select the term you wish to view the schedule for and click the "View Schedule" button below.

Current Students, Faculty and Staff should utilize the Course Schedule posted on myChatham for additional course information.

Select a Term: 2018 Spring Semester V I E W S C

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Help/FAQ: Rental

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Click here for instructions. Note: The options to check-in, extend, or purchase your rental online are only available if you rented online as a registered user. If you rented in-store or online as a guest, you will need to return your rentals to your campus bookstore.

When is the rental return date?
We ask that you return all rented books to the bookstore by the return date on your receipt or packing slip, if you ordered online. This should allow you to use your books through final exams. We'll send you reminder emails at the end of term to help you remember to bring your rented books back.

What if I forget to return the rental by its due date?
If you don't return your books by your return date, we'll charge your credit card a non-return fee as well as a processing fee and you will then own the book. You can keep the book or sell your book back pursuant to the book buyback policies of your bookstore.

Why the extra fees if I check-in my rental book past the deadline?
If you don't return your rental book on time, we'll need to find another copy of the book in order to have enough copies on hand for the next semester. The fees cover the additional expenses of finding another copy of the book.

What if I rent a book and then decide I need to keep it?
Within your store's refund period, you can convert your rental into a standard purchase. You'll simply receive a refund of your rental fee and be charged regular retail price based on the book's condition when purchased (new or used).

What happens if I drop a class?
You can return the book and receive a refund of the rental cost during the normal refund period. Of course, the regularefund policy will still apply: the book needs to be in the same condition as it was when it was rented and you'll need a copy of your receipt or the packing slip.

Can I highlight and take notes?
Normal highlighting and note-taking are perfectly acceptable. So, what's prohibited? Well, excessive markings, as these would render the book unusable for the next customer.

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Textbooks/Course Materials

Let's just put this out there. Isn't the campus store the most expensive place to buy books?
Actually no, when you look at all the factors together, the campus store is actually the best value. We get it, textbooks are expensive. After the instructor, the textbook is the most important tool for the course. Textbooks are meticulously written, highly edited and printed in high-quality- all to help you get the most out of this tool. The campus store works every angle to provide the lowest cost materials available from working with instructors and faculty to choose the most efficient items, to rental options to bring the price down. Did you find the book cheaper somewhere else? The campus store's Price Match program has you covered. Visit the campus store website for details.

Why go to the campus store vs. online marketplaces?
The store works with school faculty to help identify course materials and make sure they are available in the quantity for expected enrollment of the course. While there may be a deal on a single book from a single seller online, there are no guarantees on item or seller quality from a marketplace. The campus store has everything you need in one place. Less time spent searching, with more confidence in the safety of your purchase and that you have the materials you need for class. The campus store also stands behind their streamlined shopping experience, competitive pricing and programs to deliver the best overall value on materials needed to be successful in class. Bottom line, we guarantee you have the correct course materials. And one more thing- if you need to, the campus store offers easy returns or exchanges.

What is the difference between "Textbooks" and "Course Materials"?
Often they mean the same thing, however, Course Materials is a broader category that includes digital materials, and course supplies like lab goggles. It's everything you need for the class.

How do I shop at the campus store for materials?
Stores have course materials arranged either by-course, or alphabetically by-author on the store shelves. The in-store system is designed to help you pick up what is needed as quickly as possible. If you have questions, there are store associates available. Online, stores' websites have menus to select courses to display materials. Some stores also have integrations with school systems to pre-populate your online shopping cart using registration info to skip the step of selecting courses.

What's the difference between "Required", "Recommended", and "Suggested" Textbooks?
- *Required* means the instructor of the course chose the item as necessary to be successful in the course. (Tip: Sometimes the school's academic department chooses the required items and the instructor of your specific class/section chooses not to use all these materials. This is rare, but you can always get a refund in the store up to the posted date, see store for details.)
- *Recommended* means the instructor also told the campus store about a key item that may provide additional help in the course.
- *Suggested* means the campus store has found that selected items are often purchased with the required book, and others who took the course have found the item useful.

What does "Choice" or "Pick One" mean?
Sometimes instructors provide a list of required items that students can choose from to customize their experience. It is the student's choice which item to pick for their course.

What does Book Edition mean?
Many textbooks have gone through a series of revisions as information is updated or generally accepted thinking changes. Your instructor will specify which edition they will teach from. While it may be possible to follow along with an older edition, students will be at a disadvantage when assignments are made by page number or the subject matter has changed if they do not use the instructor-specified edition.

What is an International Version of a textbook?
International Versions are sold overseas by publishers generally at a reduced cost by downgrading the paper quality, binding or printing, or selectively removing parts of the book. Like using an older edition, students using an International Edition may be at a disadvantage keeping up with fellow students.

What is an "ISBN"?
ISBN stands for "International Standard Book Number". This is a unique identifier of each book edition so everyone is clear on which book is being referenced. The ISBN is usually printed on the title/copyright page as well as the back cover of the book, and is either 10 or 13 digits separated by dashes. The ISBN is important to make sure you have the right book.

What is the difference between New and Used copies of a textbook?
Used copies are exactly the same as the New version and edition, but previously purchased by another student and sold back to the store after their course was completed. The campus store attempts to secure as many used copies as possible to offer to students as a way to reduce overall course materials cost. Used copies are expected to be in good physical condition, but may have notes or highlighting from previous owners. Sometimes students may prefer the New copy if they plan to keep it in their long-term library or it is central to their major.

What is Book Rental?
Book rental is a program the campus store offers to reduce the cost of materials for students who only plan to use it until the class is complete. The store will re-rent the book to several students over several terms to divide the book cost among the renters. Students sometimes have the option to pick a New or Used rental copy based on availability with a slight price premium on the New copy. At the end of the term, the student is responsible for returning the book to the store in good condition (you can write in it or highlight reasonably, but need to protect it from excessive wear or water staining). If the book is not returned in good condition, or not returned at all, the student will be charged approximately the difference of the rental fee and if they just bought it originally. Note that the store attempts to make as many books rentable as possible, but market conditions and specific qualities of the book like worksheet pages that must be removed may determine rent-ability. Tip: pre-register your book rental account RIGHT NOW at www.follettrental.com - you will be able to rent books more quickly both in-store or online when you have your class list.Learn more about rental.

What are Access Codes/ Digital Supplements?
Some physical books include a one-time-use code to access a website or other digital materials. Generally only New copies are guaranteed to have an intact code, although the store may still offer Used copies of the book that may or may not have an intact code (some students never access the code). If the access code is required for the course by the instructor, the store will exclusively offer it. Rental books are not guaranteed to have intact access codes.

What are Digital Books, are there different types?
There are several varieties of digital books, but usually just one type per title/ISBN:

- The most basic digital book is just a PDF of the physical printed book. This is the type of material that is comparable to reading a book on an Amazon Kindle, it is sometimes called "book under glass" because while you can view it on a tablet or laptop (the glass), there is little or no interactivity with the material.
- A more advanced digital book may still follow along in a linear fashion like a traditional book but have more interactive sections to help you learn about specific topics. For example, a digital book on geology may have an expanded animated volcano section.
- Finally, materials originally designed with digital in mind may have abandoned the traditional-book linear format and be more like a website of subject matter where a user chooses different paths through the material based on their own or their instructor's actions. This type of digital book generally does not have a physical book version.

Digital books are offered by many different publishers/sources, but usually only one source for that particular title/ISBN is available. Your school may also have a process where digital books from many sources are centrally available in the student LMS (Learning Management System), if this is the case for you, specific instructions will be available. For more information on digital books, go to Books > Digital Course Materials on your store's website.

Should I choose the Digital or Physical book?
The required and recommended materials for your course will specify if there is a digital version available and if there is a choice in formats. If there are both physical and digital versions available, it is the student's choice of which to use. Sometimes, but not always, the price of the digital version is less, but digital prices are determined by the publisher of the material. If you have a question about a specific course, ask the campus store.

What is a book "Adoption"?
Book Adoptions are the formal name for the required and recommended materials the instructor (or the school's academic department) has specified for the course. They "adopt" a specific item for use in the course.

When should I shop for my books?
It used to be a mad rush when you arrived on campus to get to the bookstore. It's become much easier. As soon as you know your courses and section numbers after registering for your classes, go to the campus store website to view the materials. Even if the store has not received the adoption for the course yet, or has not yet stocked the materials, you can sign up for an email alert when items do become available. You can choose to ship the materials to any address or have them collected, reserved and waiting for you to pick up in the store for free. Stores will usually have extended, convenient hours to pick up your items. It is a good idea to check for your books on the campus store's website because even if your local store does not have an in-stock copy, there may be one in another Follett store we will ship to the store for free pickup.

Should I attend class first before buying the book to make sure I really need it?
The campus store sees at least two reasons NOT to wait. First, since there are usually limited Used copies of the book available, these less expensive Used and Used-Rentals will sell out first. If you wait, you risk only the New version being available. Second, study after study shows that college-level classes move more quickly than many high school students are accustomed to. Not having the book on the first day can set students behind and make it that much more difficult to catch up. Best bet is to have the book and return it if necessary, the campus store will make the refund process easy.

What if I change or drop a class after I have the book?
In most cases books are easily returnable to the campus store up to your school's class add/drop date. If you think you may add/drop a course, do not access any codes that came with the book. New copies are not returnable without intact codes if they were included. See the campus store for exact refund date and specific return policies.

What is Buyback (selling books back)?
At the end of each term (or whenever you no longer need the book), the campus store will buy-back or purchase the books from you based on the current value. Value is determined by demand both at your school as well as on the national market for that book. Books that are likely to be adopted again at your school generally are bought-back at a higher dollar value – up to half of your original purchase price – however book condition and other factors also have an effect on book value. Books generally have the most buyback value at the end of the term when the campus store knows what is being used next term and is trying to source books for their shelves. The campus store website also has book buyback options to

sell online, but if you are near the store you may get the best price by bringing it directly back.

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Institutional Research
Fact Book: Full-time Faculty Information

- Headcount by Age
- Headcount by Department
- Headcount by Ethnicity
- Headcount by Gender
- Headcount by Highest Degree
- Headcount by Rank
- Headcount by Tenure Status
- Headcount by Years of Service at Chatham
- Average Salary
- Average Age

Transfer Students

- Over 1/3 of Chatham's undergraduate student body are transfer students. Chatham's generous transfer credit policy allows students to transfer in up to 90 credits
- Chatham's completion degree programs offer flexibility through online courses for working students
- Earn both your bachelor's and master's degrees in as few as five years with our Integrated Graduate Programs.

Transfer student applicants must submit the following:

- Completed application for admission (The Common Application)
- Official academic transcripts from all past colleges and universities in which the student was enrolled
- Official high school transcripts (Form - DOC)
- SAT (Chatham code: 2081) or ACT (Chatham Code: 3538) scores*
- Essay or writing sample
- One or more letters of recommendation from a professor, community member, employer, etc. (Form - PDF)

Students may apply using our test-optional policy and choose not to submit their standardized test scores at the time of application. If not submitting their scores, in addition to the required application materials, applicants must submit the following:

- Résumé
- Graded academic writing sample
- Complete an on-campus interview
- Portfolio (optional)

If applicants feel that these materials do not adequately represent their academic abilities or explain their academic history, they are encouraged to submit additional explanatory materials to strengthen their application.

**Transfer students with more than 24 transferrable credits do not need to provide their official high school transcript or test scores.*

Important Academic Policies for Transfer of Credit

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Transfer of Credit

Transfer of Credit

Chatham University offers both undergraduate and graduate transfer of credit. For more information please visit http://www.chatham.edu/admission/transfercredit.cfm

Articulation

Chatham University offers a variety of articulation agreements; for more information about these agreements please visist http://www.chatham.edu/admission/articulation.cfm

Pittsburgh Consortium for Higher Education

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

Prior Learning Assessment (PLA) Program

To learn more about potential advanced standing through these programs, please visit our Prior Learning Assessment page for more detailed information. http://www.chatham.edu/academics/programs/pla/

Credit by Examination

To learn more about potential advanced standing through these programs, please visit our Credit by Examination page for more detailed information. http://www.chatham.edu/academics/programs/pla/

Credit by Portfolio Development

To learn more about potential advanced standing through these programs, please visit our Credit by Portfolio Development page for more detailed information. http://www.chatham.edu/academics/programs/pla/

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.

Articulation Agreements

Chatham University maintains the following articulation agreements; for more information about these agreements, please contact the admissions department or your admissions representative.

SCHOOL	PROGRAM
Allegany College of Maryland	Transfer Agreement
Allegheny College	MOT, MPAS
American University (D.C.)	Bachelor of Arts/Science
Baldwin Wallace College	DPT, MPAS
Bucks County Community College	Bachelor of Arts/Science
Butler County Community College	Bachelor of Arts/Science, Bachelor of Science in Nursing
Carnegie Mellon University	BA in Music Education, Liberal Arts and Science/Engineering
Community College of Allegheny County	Bachelor of Social Work, RN-BSN Nursing Program
Cottey College	Bachelor of Arts/Science
Des Moines University Osteopathic Medical	Osteopathic Medicine
Duquesne University	Master of Science in Forensic Science and Law
Duquesne University	Master of Science in Biotechnology
Duquesne University	Master of Science in Computational Math
Duquesne University	Master of Arts in Social & Public Policy
ESB Business School, Hochschule Reutlingen	Chatham International Internship
H. John Heinz School of Public Policy	Public Policy and Management, Healthcare Policy and Management, Information Systems Management, Arts Management, Educational Technology Management (All Masters)
Heinz College at Carnegie Mellon University	IS Project - 95720
HELP Institute	International Students/Bachelor of Arts or Sciences
Indiana University of Pennsylvania	MPAS
James Madison University	DPT
Kansai University - Japan	Academic and Scientific Activities
Kristianstad University	Student Exchange
La Roche College	Agreement of Cooperation
LECOM Medical College	Early Acceptance into LECOM College of Medicine
Ming Chi University of Technology - Taiwan	Academic Development/Promote Research Related Activities
Okayama University	Student Exchange
Parsons Paris School of Art and Design	Study Abroad
Pennsylvania State University	MOT, Liberal Arts and Science/Engineering

Pittsburgh Filmmakers	Film and Digital Technology
Propel Schools Foundation	Pittsburgh Urban Teaching Corp
Seoul Women's University	Agreement of Cooperation
Shanghai Institute of Health Sciences	MSN
Sheng Da Corporation	Study in America Agreement
Slippery Rock University	MPAS, MAP, MSCP
(SWUFE SPFT-Southwest University of Finance & Economics (School of Public Finance & Taxation)	ELP, Chatham Semester & International Internship
SRH University Heidelberg	Student Exchange
St. Margaret School of Practical Nursing	Nursing
Stephens College	DPT, MPAS, MOT
Stetson University College of Law	Bachelor degree
Sungshin University	Visiting Student Programs (ELP and IIP)
Sungshin Women's University	International Studies
Sweet Briar College	Teach-out Agreement
Thiel College	MPAS
Unity College	MSUS
Universidad Metropolitana	MPAS
Universidad Nacional de Tres de Febrero (UNTREF)	Exchange of research, academics/scientific courses, conferences, students, etc.
University of Pittsburgh, Commonwealth System of Higher Education/License Agreement	Pymatuning Laboratory of Ecology
UPMC Schools of Nursing (Shadyside, St. Margaret's, Mercy & McKeesport)	Nursing
Washington & Jefferson College	MPAS, DPT, MOT
Washington State Community College	Bachelor of Arts/Science
Waynesburg College	MPAS, DPT, MOT
Westmoreland County Community College	Bachelor of Arts/Science
World Learning	Undergraduate Exchange Programs
Xian Da College	Memorandum of Understanding/Cooperation

Accreditation

Middle States Accreditation

Chatham University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Information regarding the complaint process can be found on the Middle States website.

A key component of regional accreditation by the Middle States Commission on Higher Education is the completion of a campus-wide analysis of an institution and its progress every ten years. Over 2016 and 2017, Chatham has been undertaking its **Decennial Self-Study**, which culminates in the creation of a self-study document and a visit by a team of University peers from other Middle States accredited colleges and universities on March 26-29, 2017.

A Middle States Steering Committee and Working Groups were established to lead this process, and the final self-study document can be reviewed on MyChatham.

Pennsylvania Department of Education

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

Chatham University is not regulated in Texas under Chapter 132 of the Texas Education Code.

Programmatic Accreditation

- Accreditation Council for Occupational Therapy Education (MOT)
- Accreditation Review Commission on Education for the Physician Assistant (MPAS)
- American Chemical Society (Undergraduate Chemistry)
- American Psychological Association (PsyD)
- Commission on Collegiate Nursing Education (RN-to-BSN, MSN, DNP)
- Commission on Accreditation in Physical Therapy Education (DPT)
- Council for Interior Design Accreditation (MIA) (BIA)
- Council on Social Work Education (BSW)
- International Assembly for Collegiate Business Education (IACBE) (MBA, MAcc, Undergraduate Business)
- Landscape Architectural Accreditation Board (MLA)
- Masters in Psychology and Counseling Accreditation Council (MSCP)
- Pennsylvania Department of Education Teacher Certification Program (MAT)

If you would like to review the official accreditation documentation, please contact the Office of Academic Affairs.

Student Activities

Welcome to Student Activities! Student Activities at Chatham University is committed to student involvement on Chatham's campus and in the community. The office, which is located in the Carriage House, provides quality programming, events, activities, leadership and co-curricular opportunities to enrich students' out-of-classroom experience, maintains the Carriage House as the living room of campus, and helps advise Chatham's student organizations.

Student Activities is committed to collaborating with other offices and student organizations to create an engaged campus community. Please explore this website to learn more about student organizations and campus events. Please email us at studentactivities@chatham.edu if you have any questions.

Student Activities partners with several campus departments and student organizations to create a vibrant campus life with fun social and educational events for students. Each semester students review the calendar of events to see what is coming up on and off campus. Students should regularly visit myChatham for updates!

The following are series events that happen each semester. These student favorites are a great way to get involved and meet new people:

- CAB-Chatham Activities Board: Get involved with planning an event on campus by joining a committee!
- sChatham After Hours is a late night and weekend programming on Thursday, Friday, and Saturday nights that keeps your weekends filled with fun events, which include date nights in Pittsburgh, pre-release movies, themed dances, sporting events and much more.
- Student Organization Nights which provide student organizations an opportunity to bring their ideas of programs into fruition.

ARE YOU INTERESTED IN LEARNING ABOUT STUDENT ACTIVITIES LEADERSHIP POSITIONS AND JOBS?

The Carriage House is the living room of campus and is staffed by Carriage House Programming Coordinators, who are student employees. These students' help run the building's operations, programs and events.

In addition to working in the Carriage House, the Chatham Activities Board is looking for students to join a committee to help plan programs on and off campus. Events can include dances, Pirates Games, Murder Mystery Dinner, Cedar Point trips and many more.

For more information about any positions offered by Student Activities email studentactivities@chatham.edu or call 412.365.2990.

Shawn McQuillan
Director of Residence Life & Student Activities
412.365.1591
s.mcquillan@chatham.edu

Devin Fabian
Assistant Director of Residence Life & Student Activities
412.365.1224
dfabian@chatham.edu

Simmone Bell
Coordinator of Residence Life & Student Activities
412.365.1225
s.bell@chatham.edu

Emily Fidago
Assistant Director of Student Leadership & Civic Engagement
412.365.1527
efidago@chatham.edu

Heather Black
Assistant Dean of Students
412.365.2776
hblack@chatham.edu

Translate

CAREER DEVELOPMENT +

Career Development
Office of Student Affairs

Welcome to Career Development!

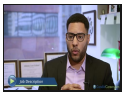
Undecided about your career? Know exactly what you want to do? Either way, the consultants in Career Development are eager to help you develop and reach your goals from *year one day one*. Whether you are an undergraduate or graduate student, an alumna or alumnus, this website and our services are for you. We manage Chatham's **Student Employment** and **Internship Program**, through which you can acquire the skills, knowledge, experience, and connections to become a desirable candidate to future employers. We'll advise you in **one-on-one appointments** to maximize your job search skills, develop dynamite resumes and cover letters, and ace your job interviews. We'll help you find a mentor in your career field who can provide you with an enriching job shadowing experience through the **Welcome Aboard Mentorship Program**. We connect you with hundreds of employers through job fairs and **Handshake**, your online job and internship posting database that is updated daily and features thousands of position postings every year. When it comes to preparing you for your future, **WE ARE HERE FOR YOU!**

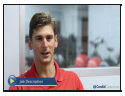
Upcoming Events

APR 24 Crafternoons and Sno Cones with Career Development

Networking 101

Candid Career.com


Attorney


Exercise Physiologist

Public Relations

Browse **THOUSANDS** *of career interview clips*

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Select Language ▼ Select Language ▼

Chatham University Course Catalog

"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

Welcome to the Chatham University Catalog page

To access the **current Course Catalog**, click here.

Those wishing to view the course catalog for their year of matriculation may select the appropriate link below.

2017-2018 UNIVERSITY CATALOG

» 2017-2018 CATALOG ADDENDUM [PDF]

2016-2017 UNIVERSITY CATALOG

» 2016-2017 CATALOG ADDENDUM [PDF]

2015-2016 UNIVERSITY CATALOG

» 2015-2016 CATALOG ADDENDUM [PDF]

2014-2015 UNIVERSITY CATALOG [PDF]

» 2014-2015 CATALOG ADDENDUM [PDF]

2013-2014 UNIVERSITY CATALOG [PDF]

» 2013-2014 CATALOG ADDENDUM [PDF]

2012-2013 UNIVERSITY CATALOG [PDF]

» 2012-2013 CATALOG ADDENDUM [PDF]

2011-2012 UNIVERSITY CATALOG [PDF]

2010-2011 UNIVERSITY CATALOG [PDF]

2009-2010 UNIVERSITY CATALOG [PDF]

2008-2009 UNIVERSITY CATALOG [PDF]

2007-2008 UNIVERSITY CATALOG [PDF]

2006-2007 UNIVERSITY CATALOG [PDF]

For previous catalogs, please contact either the Office of the University Registrar at (412) 365-2963 or registrar@chatham.edu or the Chatham University Archives at (412)-365-1212 or M.Tighe@chatham.edu. Catalogs from 1871 until 1991 are freely downloadable here and questions regarding online access can be directed to the University Archives.

Degrees & Programs

	Major	Minor	Integrated Program	Online/Low Residency
Accounting	M	m	IDP	
Applied Data Science Analytics	M	m		
Art History				
Art Museum Studies		m		
Arts Management	M		IDP	
Athletic Training (3+2 Program)			IDP	
Biochemistry	M			
Biology	M	m	IDP	
Botany		m		
BSN to Doctor of Nursing Practice (BSN-DNP)				
Business	M	m	IDP	
Business Administration (B.A.)	M			X
Chemistry	M	m		
Communication	M	m	IDP	
Creative Writing	M	m	IDP	
Criminology	M	m		
Cultural Studies	M			
Economics	M	m		
Education	M		IDP	
English	M	m		
Environmental Science	M		IDP	
Exercise Science	M			
Film and Digital Technology		m	IDP	
Graphic Design		m		
Healthcare and Business Management	M			
History	M	m		
Interior Architecture	M			
International Business	M			
International Certificate Program (Certificate)				
International Studies	M			
Management	M	m		
Management Infomation Systems	M	m		
Marketing	M	m		
Mathematics	M	m		

	Major	Minor	Integrated Program	Online/Low Residency
Media Arts	M	m	IDP	
Music	M	m		
Nurse Educator Certificate				
Nursing (Pathways to Nursing BSN)	M			
Photography		m		
Physics	M			
Policy Studies	M			
Political Science	M	m		
Psychology	M	m	IDP	
Psychology (B.A.)	M			X
RN-to-Bachelor of Science in Nursing (RN-BSN)	M			X
Secondary Education Certification				
Social Services Administration	M	m		
Social Work	M			
Sustainability (BSUS)	M	m	IDP	
Visual Arts	M	m	IDP	
Visual Arts Education (K-12)- Teaching Certification				
Women's and Gender Studies	M	m		
Women's Leadership Certificate				

Integrated Degree Programs

EARN YOUR SPOT FOR A GRADUATE DEGREE FROM DAY ONE.

For the first time, Chatham students have the opportunity to guarantee admission into Chatham's competitive School of Health Sciences graduate programs through Integrated Degree programs (IDP). Non-health sciences students can participate in IDPs as well and earn a bachelor's degree in the major of their choice along with a master's degree from Chatham or a local partnering university in as little as five years. The Integrated Degree Program requires a demanding undergraduate load for three years, followed by full-time graduate studies. Incoming students should contact Admissions or consult their advisors as early as possible in their undergraduate studies for guidance in developing an appropriate undergraduate course of study. Click for more information.

Self-designed Majors/Minors

Click for more information

Download Onesheet

Graduate Programs

	Online/Low Residency	Integrated Degree Program*
Accounting (MAcc)		IDP
Athletic Training (3+2 Program)		IDP
Biology (MS)		IDP
BSN to Doctor of Nursing Practice (BSN-DNP)		
Business Administration (MBA)		IDP
Communication (MComm)		IDP
Counseling Psychology (MSCP)		IDP
Counseling Psychology (PsyD)		
Creative Writing (MACW)		
Creative Writing (MFA)	X	IDP
Film and Digital Technology (MFA)		
Food Studies & Business Administration (MAFS/MBA)		
Food Studies (MAFS)		IDP
Green Chemistry		
Healthcare Informatics (MHI)	X	
Interdisciplinary Design (MA/MFA)		
Interior Architecture (MIA)		
Interior Architecture (MSIA)	X	
Low Residency MFA in Creative Writing	X	
Nursing (MSN)	X	
Nursing Practice (DNP)	X	
Occupational Therapy (MOT)		IDP
Physical Therapy (DPT)		
Physician Assistant Studies (MPAS)		IDP
Professional Doctorate of Occupational Therapy (OTD)	X	
Professional Writing (MPW)		IDP
Psychology (MAP)		IDP
RN to Master of Science in Nursing (RN-MSN)		
Special Education (M.Ed)		
Sustainability & Business Administration (MSUS/MBA)		
Sustainability (MSUS)		
Teaching (MAT)		IDP

Integrated Degree Program

AT CHATHAM, WORK TOWARD A GRADUATE DEGREE FROM DAY ONE.

For the first time, Chatham students have the opportunity to guarantee admission into Chatham's competitive School of Health Sciences graduate programs through Integrated Degree programs (IDP). Non-health sciences students can participate in IDPs as well and earn a bachelor's degree in the major of their choice along with a master's degree from Chatham or a local partnering university in as little as five years. The Integrated Degree Program requires a demanding undergraduate load for three years, followed by full-time graduate studies. Incoming students should contact Admissions or consult their advisors as early as possible in their undergraduate studies for guidance in developing an appropriate undergraduate course of study. Click for more information.

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Site Map
Privacy Policy

Legal Notice
Non-Discrimination Policy

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SCPS +

School of Continuing & Professional Studies

Chatham University's School of Continuing and Professional Studies (SCPS) provides innovative online degree, certificate, and non-credit academic programs for working women and men of all skill and knowledge levels. SCPS offers graduate and undergraduate low-residency and distance learning programs in Nursing, Health Sciences, Business & Communication, Creative & Design Arts, and Education.

Our online courses and programs focus on providing students with current and contemporary knowledge immediately applicable to their fields and are tailored to students already demanding professional and personal lives.

SCPS is also home to Chatham's renowned Summer Music and Arts Day Camp, educational summer camp programming held at our Shadyside Campus for students in kindergarten through ninth grade.

Academics

Day Camps

Music & Arts Day Camp

The Music & Arts Day Camp seeks to provide intensive music and art experiences to students Kindergarten through 9th grade. The Chatham Music and Arts Day Camp was founded by Mihail… Read more.

Cougar Sport Camps

The Cougar Sport Camps seek to provide fun and informative athletic experiences to students Kindergarten through 9th grade. The days will include instruction in Basketball or Soccer from Chatham coaches and athletes.

Student Support & Technology

As an institution dedicated to providing a leading online education, Chatham invests in and utilizes various technologies to make your educational experience as productive and convenient as possible. Creating open channels for faculty and student interaction and greater access to resources is integral to your success, and we're committed to improving each aspect that can advance these aims in the College of Continuing and Professional Studies.

- Learning Technologies
- Support & Resources
- Technology Requirements

Contact SCPS

For more information, please contact:

Graduate Admission
Chatham University
School of Continuing and Professional Studies
Woodland Road
Pittsburgh, PA 15232

Email: gradadmission@chatham.edu
Phone: 412-365-1825
Toll free: 866-815-2050
Fax: 412-365-1720

For information about Day Camp programs, please contact:

Chatham Day Camp Office
Email: daycamp@chatham.edu
Phone: 412-365-1174

Legal Notice
Non-Discrimination Policy

Translate

Select Language ▼

Guidelines for Social Media Usage

Social media is an integral part of our culture, and for many, our daily lives. To help our students successfully navigate today's social media landscape and platforms, we have developed the following guidelines and resources.

A Public Platform

Social media is an inherently social and public platform, built on the very idea of sharing. Keep this in mind and remember when using social media that almost everything you do or say is (or can be made) public.

The reality is that with digital content today, there truly is no such thing as a private conversation since what you say or do on social media can be easily shared, screen captured and/or forwarded to others (even if you thought it was a private conversation). It is also a very real possibility that what you post today will continue to turn up years from now on the Internet during and after your time at college.

Personal Responsibility

As you would in face-to-face individual or group conversations, use your best judgment in all that you choose to do or say on social media. You are responsible for what you post and can be held legally responsible by individuals or organizations for violating the law with posts that are threatening, obscene, a violation of intellectual property rights or privacy laws, libelous or otherwise injurious or illegal. In addition, these type of posts can also make you subject to the disciplinary actions of the University Student Honor Code and other applicable University policies and standards of conduct.

Copyright & Fair Use Laws

Respect copyright law in all that you do, say and post. Copyright is a form of intellectual property law that protects original works of authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture. Copyright does not protect facts, ideas, systems, or methods of operation, although it may protect the way these things are expressed.

Fair use allows portions of certain works to be used without consent under specific situations; however, the safest course is always to get permission from the copyright owner before using copyrighted material.

Social Media Platform Terms of Use

Obey the terms of use for all social media platforms. These are constantly changing, and it is your duty to stay up to date. Below are links to the Terms of Use for some of the more popular platforms:

- Facebook
- Twitter
- Google+
- LinkedIn
- Flickr
- YouTube
- Wikipedia
- Wordpress
- Blogger
- Snapchat
- Pinterest

- Tumblr
- Instagram

If you have any questions or additional suggestions related to these guidelines, please contact the Office of Marketing & Communications at communications@chatham.edu and/or the Office of Student Affairs at osa@chatham.edu.

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CHATHAM UNIVERSITY
INTELLECTUAL PROPERTY, PATENTS, AND LICENSING AGREEMENTS POLICY

I. Statement of Purpose

This Policy is a declaration of Chatham University's support for faculty and student research and technology development initiatives. Research, consulting, and commercialized products bring prestige and visibility to the University. It is the intention of the University to provide a consistent and organized approach to the development and commercialization of intellectual property through this policy.
This document shall be interpreted in a manner consistent with applicable federal and state statutes and implementing regulations. It shall apply to all faculty, staff, and students of the University and to all students receiving remuneration for their services.

II. Definitions

University shall mean Chatham University.

Commercialization: 1) Agreements that grant to third parties the rights to commercially develop University owned Intellectual Property. The intellectual property process is coordinated by the Vice President of Academic Affairs and Senior Vice President of Finance and Administration who are responsible for negotiating licenses and other appropriate contractual arrangements on behalf of the University and in partnership with creator. 2) Directly commercializing the Intellectual Property through partnerships, joint ventures, corporations or as the sole initiative of the University and the creator.

Capitalized Costs to Commercialization shall mean all costs associated with proving the concept, development of formal protection/registration and commercializing the Intellectual Property.

Creator of Intellectual Property shall mean any person or persons who create or contribute to the creation of Intellectual Property.

Data (including research data) shall mean recorded information, regardless of the form or the media on which it may be recorded, including technical data, computer software, and other such records of research or scholarship.

Equity shall mean ownership of a tangible or intangible asset for purposes of allocating future revenue streams and divestiture proceeds.

Faculty shall mean members of the University's Faculty as defined in the Faculty Manual, plus instructors, special faculty appointments, and part-time faculty.

Income shall mean revenue paid as consideration for a license and includes onetime payments and ongoing revenues such as license fees.

Intellectual Property shall mean certain tangible or intangible products and outcomes resulting from University-based scholarship, research, development, teaching, or other intellectual activity. It includes, but is not limited to:

a) copyrightable works, including traditional copyrightable works;
b) Inventions;
c) Data;
d) literary, creative, and artistic works having value;
e) items protectable by statute or legislation (patents and copyrights);
f) classroom instructional materials, used on campus or in distance learning, as well as names and designations,
g) Web-based and other electronic-based research and instructional materials (both digital and analog), as well as names and designations.

Inventor shall mean someone who has made a substantive inventive contribution to the conception of an Invention.

Invention shall mean discoveries, know-how, show-how, processes, unique materials, including that which is protectable by statute or legislation, such as patents, trade secrets, mask works, software, and plant variety protection certificates. It also includes the physical embodiments of intellectual effort, for example, prototypes, models, machines, devices, designs, apparatus, instrumentation, circuits, computer programs and visualizations, electronic-or computer-based presentations of learning materials, biological materials (including DNA libraries, bacterial strains, cell lines, expression systems, antibodies, DNA/RNA, plasmids, etc.), chemicals, other compositions of matter, plants, and records of research..

License Agreement shall mean an agreement that conveys one or more rights in and to the University's Intellectual Property.

Net proceeds to the University shall mean proceeds received by the University on Intellectual Property that it assigns, sells or licenses, minus any costs directly attributable to the Intellectual Property being licensed. Costs shall be reasonable and fair, and shall be properly disclosed.

Net proceeds to the Creator shall mean proceeds received by the creator from Intellectual Property owned, that he/she sells, assigns or licenses, less any costs attributable to the Intellectual Property. For purposes of this document, net proceeds do not include compensation received by the creator for consulting services or other employed capital. Costs shall be reasonable and fair, and shall be properly disclosed.

Publication as related to Inventions is an enabling non-privileged communication to one or more individuals outside of the University community which may be verbal or printed.

Staff shall mean any employee of the University other than students and faculty as defined above.

Student shall mean any full-time or part-time graduate or undergraduate student, regardless of whether the student receives financial aid from the University or from outside sources. External student internships are not subject to this policy.

Substantial use of University facilities shall mean extensive unreimbursed use of University laboratory, studio or computational facilities, or human resources. The use of these facilities must be Material to the creation of the Intellectual Property. Incidental use of a facility or use of a facility commonly available to all faculty or professional staff (such as libraries and offices), does not constitute Material Use. Use of library resources shall be in accordance with applicable license agreements. Use of telephone (local calls), use of a desktop computer, email system, and the University servers to store files shall be considered incidental use.

Trigger date shall mean the earliest date on which the buyout obligation becomes contractually effective under the terms of the buy-sell agreement.

III. Policy Provisions

University Responsibilities Regarding Technology Commercialization

Commercialization of Intellectual Property in an appropriate and cost-effective manner is very important and the University shall develop processes to maximize the value of the technology to the creator and the University.

The University Office of Academic Affairs shall:

1. Provide oversight of Intellectual Property management and technology transfer.
2. Work with the Academic Departments to promote and license Intellectual Property.
3. Provide legal services and take other appropriate actions to protect the University's Intellectual Property.
4. Establish policies and procedures for technology transfer and the avoidance of conflicts of interests, consistent with University policies.
5. Review and approve all agreements that convey or affect the University's rights to Intellectual Property.
6. Actively support commercialization of Intellectual Property through license, joint venture, and directly as specific details warrant and in partnership with the creator.

The University encourages cooperation between the Academic Departments and the manufacturing and service sectors in the promotion of advanced study research, the dissemination of knowledge to enhance productivity, and economic development in society. Chatham University actively works to forge an interdisciplinary partnership between the University, industry and government.

IV. Sponsored Research

There are several ways for companies and organizations to collaborate with Chatham University. Which is most appropriate depends upon the company's objectives and the extent of its investment and relationship interests. A company can (1) sponsor a research project with a particular researcher or group of researchers through the Office of

Academic Affairs; (2) donate funds in the form of a gift to Chatham University for research projects conducted by particular faculty or within a department; or (3) use a research center or laboratory facility on a fee-for-use basis. Each of these options for partnering has different ramifications for a company in terms of the resultant Data, any Intellectual Property, any other results of the project.

A sponsored research project (contract or cooperative agreement) is done under the terms of a legally binding contract under which the University, through the Office of Academic Affairs, agrees to perform a certain scope of work according to specific terms and conditions and under a specific budget.

Public Domain Ownership Provisions: In situations where there is not substantial use of University facilities or Intellectual Property owned by the University, the creator of the Intellectual Property may choose to place his or her creation in the public domain. In such cases both the creator and the University waive all ownership rights to said property. The creator shall in all cases, assign priority to University obligations in allocation of work time.

Procedural Provisions: Creators wishing to place their Intellectual Property in the public domain are responsible for ascertaining that the right to public dedication of that Intellectual Property is not limited by any external agreement (see Externally Sponsored Work). It is also the creator's responsibility to ensure that disclosure does not include valuable Intellectual Property owned by others.

Externally Sponsored Work

Ownership Provisions: Intellectual Property created as a result of work conducted under an agreement between an external sponsor and the University or an external sponsor and creator that specifies the ownership of such Intellectual Property shall be owned as specified in said agreement.

Procedural Provisions: Each creator must inform the University of any Intellectual Property rights which are limited by an externally sponsored contract, **with the creator directly,** of the Intellectual Property provisions of that contract in advance of executing the document. This may lead to future discussions between the creator and the Office of Academic Affairs. Such notice is to be in writing. In addition, the University may require written acknowledgement of said provisions by external sponsor. Contracts for work outside of the University, directly with external sponsors where substantial use of University facilities is absent, shall not be subject to this policy.

Internally Sponsored Work

Ownership Provisions: When the University provides funds or facilities for a particular project to the extent of substantial use as defined herein, it may also choose to designate itself as sponsor of that work. After discussions with the creator, and in the spirit of developing Intellectual Property, the University may declare itself the owner of

Intellectual Property resulting from the work. In this case, the University must specify the disposition of any Intellectual Property rights and develop appropriate documents (contact Office of Academic Affairs). The University may decline sponsorship.

Procedural Provisions: It is the responsibility of the Office of Academic Affairs of the University to inform each person whose Intellectual Property rights are limited by the University as to that determination in advance of the beginning of work thereon. Such notice is to be in writing and the University may require written acknowledgement.

V. Individual Research

Traditional Academic Rights

In accordance with traditional academic policies at the University, the creator shall retain ownership and revenue rights to the following types of Intellectual Property, books (fiction, nonfiction, poetry, textbooks, etc.), articles, poems, published standardized tests, student papers (themes, term papers, reports, exams, etc.) musical works, dramatic works including any accompanying music, pictorial, graphic and sculptural works, motion pictures, video recordings, and sound recordings. Tangible and intangible Intellectual Property created through activities performed by faculty/creator off campus or during off hours per the faculty manual shall be owned by the creator.

Students shall own the copyright to his/her Advanced Degree. Intellectual Property, other than the copyright of the Advanced Degree, created doing research toward an Advanced Degree is subject to all the other terms of the policy.

VI. Faculty/Creator Responsibilities

Faculty/creators who develop Intellectual Property while utilizing University resources shall:

1. Disclose to the Office of Academic Affairs, the creation of Intellectual Property, which may have commercial or societal benefits.
2. Conduct technology transfer activities in a manner consistent with the University policies.
3. Cooperate with the University in prosecuting patent applications, and in legal actions taken in response to infringement.
4. Inform the Office of Academic Affairs whenever they are substantially using the facilities of the University for research.

VII. Ownership of Intellectual Property

The University has an ownership right in and to Intellectual Property developed as a result of support from the University.

Title to Intellectual Property developed as a result of financial support (grant, consulting contract, or cooperative agreement) channeled through the University shall normally be memorialized by a signed agreement between the University and supporting agency/company.

Title to Intellectual Property developed with no more than incidental use of

University facilities shall remain with the creator.

The University has an ownership right in and to Intellectual Property developed as a result of substantial use of University facilities, absent other written contracts or agreements with the creator or resource sponsor.

The University may waive its right of ownership by assignment or otherwise, in which case all rights shall revert to or remain with the creator.

University support is defined as financial or other support, regardless of origin, which is used in the discovery or development of Intellectual Property and is provided through University channels.

VIII. Revenue from Intellectual Property

A. General Principles

Revenues received as a result of Licensing Agreements in the form of cash royalties and/or equity holdings shall be distributed in such a manner as to encourage technology development within the technology transfer from the University. "Revenues" shall not include funds received for research support.

1. University costs for patent prosecution, licensing, and license maintenance, shall be reimbursed from Gross Revenues.
2. All shares of revenue, including the Inventor's undispersed revenue, shall contribute to the reimbursement of the University's costs for patent infringement actions.
3. The schedule for distribution of Net Revenues shall be designed to be fair and provide personal incentives to the creators and the University.
4. Sensitivity to conflicts of interest suggests that certain types of research on a licensed Invention by its Inventor(s) and/or the University may be disallowed whatever the funding source. Sponsored research to advance the state of the art of existing Inventions is encouraged under those circumstances where the Inventor's participation presents little, if any, opportunity to compromise the integrity of the Inventor and the University.

B. Schedule for Net Revenue Distribution from Intellectual Property

The University and creator shall enter into a revenue sharing agreement for distribution of revenue from intellectual property commercialization. Absent such an agreement, revenue shall be distributed at thirty percent to the creator and seventy percent to the University. Agreements will be sensitive to the relative contribution to potential revenue by each party to the agreement.

C. Equity holdings

With careful safeguards, Licensing Agreements involving equity participation by the University and the creator are permitted. Research sponsored by companies in which faculty and/or the University have equity holdings may also be permitted. Rules and procedures for implementing the policy guidelines are:

1. University contracts with licensees will be negotiated by the Office of Academic

Affairs in consultation with the creator.

2. The creator and the University's equity interest will not be traded until after a stipulated and agreed upon Trigger Date. Sale of the University's equity interest will be at the discretion of the Finance & Audit Committee of the Board of Trustees upon recommendation of the Office of Academic Affairs.
3. Any association of the creator(s) with the licensee will be subject to disclosure, including compensation, prior approval, and annual reporting.

D. Distribution of Equity Revenues

Unlike royalty revenue, equity revenue distribution is sporadic and likely to occur only once. The creator(s) personal share shall survive termination of affiliation with the University and, in the event of death of the creator shall inure to his/her estate.

Distribution of Revenues: All revenues derived from University-owned Intellectual Property or creative works including electronic media will be received and administered by the Office of Academic Affairs in coordination with the Office of Finance and Administration. For each specific piece of Intellectual Property owned by the University and licensed, costs incurred in the process of perfecting, transferring, and protecting University rights to the property paid by the University will first be deducted from the gross license income available before distribution, to both the creator and the University. An accurate accounting of all such costs shall be made available to the creator upon request.

E. Resolution of Disputes

This policy constitutes an understanding which is binding on the University and on the faculty, staff, and students upon whom it is effective, as a condition for participating in research programs at the University or for the use of University funds or facilities.

Any question of interpretation, claim or claim arising out of or relating to this policy, or dispute as to ownership rights of Intellectual Property under this policy that cannot be settled through informal discussion will be submitted to the Office of the President. The issue must be submitted to the Office of the President in the form of a letter setting forth the grievance or issue to be resolved. The Office of the President will investigate the matter and within 60 days make a determination for resolution.

IX. Additional Provisions

A. Research

The University shall only enter into a research contract or other binding commitment to perform work that can reasonably be expected to be publishable, provide educational opportunities, and/or be in the public interest.

B. Hiring a Faculty Member as a Consultant

Consulting brings prestige and visibility to the University.

Consulting benefits the University by keeping the consultant better in touch with contemporary issues associated with their discipline, and provide opportunity for future educational opportunities and interdisciplinary partnerships between the University and industry.

A consultant may engage in a consulting contract personally with an outside organization provided he/she follows the guidelines of the Faculty Manual regarding outside employment. The ability to use a faculty member's laboratory and equipment (substantial use of University facilities) during a consulting project is up to the discretion of the Program Director or Department Chair but must be communicated to the Vice President of Academic Affairs. However, the consultant must understand that substantial use of University facilities has important implications for Intellectual Property rights. The faculty member is encouraged to discuss these implications with Vice President of Academic Affairs and Senior Vice President of Finance and Administration prior to entering into such an agreement.

A consultant may engage in consulting through the vehicle of sponsored research, wherein the contract is between the University and the outside organization. Issues such as use of University facilities, remuneration to the University for use of these facilities and other overhead costs, monetary compensation to the faculty member, and assignment of Intellectual Property rights should all be made part of the sponsored research contract.

The Office of Academic Affairs shall have available a standard set of preapproved wording for consulting and research contracts (i.e., templates) that consultant(s) may use in discussing potential consulting work with outside organizations.

C. IP Issues when hiring a member of the Faculty as a Consultant
University consultant(s) do not have the right to unilaterally assign to a company Intellectual Property that belongs to the University. This may include Intellectual Property conceived or developed by the faculty while working as a consultant for a company, if this Intellectual Property is related to ongoing research by the same faculty.

Assignments of Intellectual Property are to be negotiated at the time ~~made in advance~~ of formalizing a consulting contract with any company.

D. Use of the University Name
All written or broadcast material containing the University's advertising, marketing, or other promotional purposes shall be submitted to the Vice President of Marketing and Communications. A statement on the use of the University's name shall be included in all appropriate contracts between the University and the company.

E. Publication

Publication of Results: The right of the creator(s) to publish the results of research remains inviolate subject only to the terms of applicable agreements. However, while legal protection of a specific piece of Intellectual Property that is or might be owned by the University is being actively considered, the creator shall not publish or disclose said Intellectual Property in a non-confidential manner without the University's approval. The University is obligated to make decisions concerning patents, copyrights, and other matters affecting the legal protection and commercialization of Intellectual Property in a timely manner.

F. Copyright Policy

1. University Trademarks

Chatham University owns all trademarks and service marks related to goods and services distributed by the University. The University's licensing and trademark program shall protect and control all uses of the University's various trademarks throughout the world.

In order to comply with and assure protection under federal trademark law, Chatham University is required to monitor all uses of its identifying marks and to communicate guidelines for their use. These guidelines apply not only to students, faculty, and staff, but also to recognized and non-recognized student organizations, academic departments, administrative divisions/departments, individuals, clubs, informal groups and ad hoc groups.

Identifying marks include, but are not limited to: the words Chatham University of Pennsylvania, the official seal of the University, and accompanying design, and all future trademarks, service marks and logos used by Chatham University.

2. Patents

Patents are legal instruments requiring special attention since they are utilized to protect and preserve the Intellectual Property rights of the creator and the University and to facilitate the transfer of Intellectual Property for commercialization.

A patent is a grant by the government, acting through the Patent Office, of exclusive right to an invention or discovery of a process, machine, manufacture or composition of matter for a limited time. Generally three conditions should be met for the granting of a patent: the invention or discovery should be new, useful, and unobvious.

This policy continues the operating policy for patents within the context of an overarching Intellectual Property Policy. The following apply specifically to patents:

A. Disclosure, Assignment and Protection: Patents require specific actions to provide legal protection for Intellectual Property while being evaluated for patenting as an Invention. All persons exploring innovative concepts with patent potential are subject to this policy are obligated to disclose their Inventions to the Office of Academic Affairs and to execute assignments and other appropriate documents as may be requested by the Office.

B. Patent Evaluation: The Office of Academic Affairs shall in consultation with the creator, will make a determination whether the University should seek patent protection for an invention. If the University decides not to seek patent protection for an invention, ownership of the invention may be reassigned to the creator upon request, subject to any sponsor restrictions.

C. Licensing and Commercialization: Agreements with outside entities that grant them rights to commercially develop Inventions are encouraged. The Office of Academic Affairs is responsible for negotiating patent licenses or other contractual arrangements on patents/inventions owned by the University, on behalf of the University, and in close coordination with the creator. Creator shall, whenever practicable, be advised and consulted on the progress of license negotiations, but in no event shall they have a right of approval to the legal or payment terms of any agreement.
Patents/inventions owned solely by the creator are excluded.

3. Copyrights
The University encourages the preparation and publication of copyrightable works that result from teaching, research, scholarly work, and artistic endeavors by members of the faculty, staff and student body. Because the sharing of knowledge is central to the success of the University, the University also desires that copyright policies enhance, not inhibit, cooperative productive work.

Copyright protection never extends to any idea, procedure, process, system, concept, principle or discovery. A copyright protects the forms of expression and not the ideas that are expressed. Thus the creator and University are afforded the opportunity to work together to copyright different expressions of the same ideas for different purposes.

The University does not claim ownership to a wide range of traditional types of copyrightable works as stated in item V (Traditional Academic Rights). However, the influence of new technologies on teaching, learning, research, and creative activity will continue and their impact on higher education and copyright law is difficult to predict. Subordinate to the principles of ownership, the following items apply to copyrights only:

A. Electronic Courses: When a department decides to offer a portion or an entire course or program by electronic means (streaming video, web based text, CD Rom, etc.) for distribution to students on or off campus, it shall normally be undertaken as a University Sponsored Project with the University owning the copyright to the electronic media used to deliver it.

B. Electronic course materials: Individual faculty members shall be free to use electronic media to enhance the instruction in their classes as they think best without any loss of ownership of Intellectual Property to which they would normally be entitled.

C. Teaching Materials: Creators of reusable teaching and classroom materials for University courses, such as curriculum guides, problem sets, exercise solutions, laboratory manuals etc., shall own these materials unless they are subject to a prior agreement governing their ownership. In all cases the University shall have a non-exclusive, royalty-free, perpetual license to use, display, copy, distribute, and prepare derivative works of such materials for internal University use.

D. Using Copyrighted Materials: All creators shall be responsible for securing permissions or licenses from owners before reproducing, distributing, making a derivative work, or displaying copyrighted works. It should be assumed that any material being used is copyrighted unless permission is expressly granted within the material or it is clearly in the public domain. Whether a particular use constitutes "fair use" is determined by the standards of U.S. Copyright Law.

E. Commercialization: Agreements that grant to third parties the rights to commercially develop University owned copyrighted Intellectual Property including software and electronic courses are encouraged. The Office of Academic Affairs is responsible for negotiating licenses and other appropriate contractual arrangements on behalf of the University and in coordination with the creator.

G. Confidentiality

Research shall not be undertaken in which the sponsor prohibits the researcher from disclosing the existence of the agreement or that unreasonably restricts the faculty member's public disclosure of information developed by that faculty member.

H. Conflict of Interest at Chatham University is set forth in the Code of Ethnical Professional Conduct in the Employee Manual and incorporated by reference herein.

August 8, 2016

Chatham University Student Honor Code

Honor is that principle by which we at Chatham form our code of living, working, and studying together. The standards of honor at Chatham require that all Chatham students act with intellectual independence, personal integrity, honesty in all relationships, and consideration for the rights and well-being of others. As citizens of the campus community focused on education, students must accept certain obligations that accrue by virtue of such citizenship. Consequently, students must adhere to community standards in accordance with the University's mission and expectations.

Individual rights are ensured to the degree that these rights require a respect for the rights of all within the community to the same extent. In accepting admission to Chatham University, undergraduate and graduate students automatically agree to be personally responsible in all matters pertaining to honor and pledge to abide by those rules, which are considered by the community, as part of its Honor Code.

While the University articulates specific community standards, both academic and social, the Honor Code is maintained through the acceptance of personal responsibility by each community member in their on and off campus behavior. This code has been established in order to protect a specialized environment conducive to learning which fosters shared responsibility, integrity, academic success, personal and professional growth, and responsible citizenship.

The Honor Pledge

During Orientation, each new member of the Chatham student community will be required to recite the Honor Pledge. The pledge states: "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." A copy of the pledge will be provided to each student.

Jurisdiction of Chatham University generally shall be limited to conduct which occurs on the Chatham University premises or at University-sponsored or University-supervised functions. However, the University may take appropriate action against students for conduct occurring in other settings, including off campus, online and on social media in order to protect the physical safety of students, faculty, staff, and visitors or if there are effects of the conduct that interfere with or limit students' ability to participate in or benefit from the University's educational programs and activities.

Being under the influence of drugs or the use of alcohol will not diminish or excuse a violation of the Honor Code.

Zero Tolerance for Violence Chatham University supports all efforts to prevent violence on campus. Any violation of another person's rights, including but not limited to physical or verbal threats, mental abuse, intentional libel, slander, physical harm or the harassment of another person will result in the campus taking the necessary and appropriate action to protect the safety and well-being of the campus community, which may include the immediate removal of the student from the college setting and potential expulsion.

Health & Wellness

The health and safety of Chatham University students is of utmost importance. Every attempt is made to support students' overall health and well-being. Our actions and interactions impact all members of the Chatham community. Consistent with Chatham University's mission and values, it is the expectation that students will be active participants in prioritizing the physical and mental health, safety and well-being of themselves and others. In instances where a student and/or the community's health, well-being or safety are at significant or imminent risk of harm, further response, as determined by the University on a case-by-case basis, may be required. In such instances, the University will conduct an individualized assessment and consider reasonable and appropriate accommodations. The University will treat students' confidentiality regarding health, wellness and safety with the utmost respect and in accordance with applicable laws.

Presidential Interim Suspension

When the actions of a student threaten the order of the University, the President reserves the right to impose an interim suspension of the student, pursuant to the Chatham University Student Honor Code, pending disciplinary procedures under the Student Honor Code, criminal proceedings or medical evaluation.

The President also reserves the right to determine whether the student may or may not remain on campus property pending the completion of the disciplinary process. The interim suspension shall become immediately effective without prior notice whenever the continued presence of

the student at the University poses a substantial and immediate threat to her/himself or to others or to the stability and continuance of normal University functions.

1. 1. The Vice President for Student Affairs/Dean of Students initiates a presidential interim suspension by providing the president with information of: (a) the events causing the threat to exist; (b) the name of the student and actions allegedly violating the University Student Honor Code (c) a statement of the conduct allegedly violated by the student.

2. The Vice President for Student Affairs /Dean of Students will immediately notify the student of the presidential interim suspension. The Vice President for Student Affairs / Dean of Students will subsequently notify the student of the need to schedule a preliminary conference and the regular student conduct process will proceed while the student is on interim suspension.

3. The student has the right to appeal a Presidential Interim Suspension in writing within five (5) business days of receiving the suspension.

Conduct Standing

Any students with an active conduct file is not in "good conduct standing." Students going through the University Student Honor Code process and in process of completing sanctions are not in good conduct standing. Students not in good conduct standing may be prohibited from participating in formal campus processes, such as future course registration, future housing selection, and applying for or running for a campus leadership position. Students who fail to complete sanctions by the designated deadline will have an indefinite conduct hold placed against their student account by the Office of Student Affairs. Such students will not be able to resume formal University processes until they complete their conduct process.

Students who have been charged with Student Honor Code violations and completed assigned sanctions will be in good conduct standing.

Conduct for which students are subject to Student Honor Code sanctions falls into the following categories:

1. **Dishonesty directed toward a University official**. This includes but not limited to lying, cheating, or providing false reporting and/or information.

2. **Forgery, theft, misuse, or alteration or duplication without University permission, of any University property** . This includes, but is not limited to documents, records, computer software, keys, or the students' illegal use of copyrighted materials over the internet, in which case additional legal action may be taken against a student by the Recording Industry Association of America or the Motion Picture Association of America. The University will not shield students from such action and will comply with proper subpoenas.

3. **Unauthorized entry into University facilities or use of University facilities/equipment without proper authorization** . This includes entry into faculty or staff offices and other students' residences.

4. **Obstruction or disruption of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions on or off campus.** This includes classrooms, offices and meeting areas or any intentional act to impair or prevent accomplishment of the mission, process, or function of the University.

5. **Mental or bodily harm to others which threatens or endangers the health or safety of any person** . Violation of University Policy on Sexual Harassment and Sexual Violence and violation of another person's rights including but not limited to the following:
    a. intentionally inflicting mental or bodily harm upon any person;
    b. attempting to inflict mental or bodily harm upon another person;
    c. taking any reckless, but not accidental, action from which mental or bodily harm could result to another person;
    d. causing a person to believe that the offender may cause mental or bodily harm;
    e. sexual misconduct, including but not limited to sexual assault;
    f. bullying, repeated and/or sever aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally;
    g. stalking, repeated following or engaging in behavior with no legitimate purpose that puts another person reasonably in fear for her or his safety or would cause a reasonable person under the circumstances to be frightened, intimidated or emotionally distressed.
    h. coercing another to engage in an act of membership in a student organization that causes or creates a risk of mental or bodily harm to any person (e.g. hazing); This includes violations that occur via the internet, such as but not limited to instant messenger, via websites, via e-mail, or through online communities.
    i. any act which threatens, intimidates, demeans, degrades, disgraces any person.

6. **Discrimination/Harassment**. Civilly, criminally, or administratively prohibited unequal treatment of a person on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability, veteran status, marital status or any other legally protected status.

7. **The unauthorized use, or the abuse, destruction, or theft of property of the University or of any of its members**. This includes property of external vendors, guests or neighbors of the University; or the "borrowing" of common property for personal use. This includes unauthorized use of the University computer server and University e-mail addresses when used in a manner that violates the Chatham University Honor Code. (See the "Computing Ethics Statement.").

8. **Civil disturbance**. This includes conduct which involves disturbing the peace in conjunction with a civil disturbance in a lewd, indecent or disorderly manner on University property or at University sponsored or supervised activity.

9. **Creation of a fire, safety, or health hazard**. This includes intentionally initiating or causing to be initiated any false report or warning of a fire or other emergency.

10. **Ejection of any objects from windows, roofs, or balconies of University buildings**. This includes being present on the roofs of any University building.

11. **Embezzlement or procurement of any money, goods or services under false pretense**.

12. **Duplicating or tampering with computer access codes, or other such devices without proper authorization**.

13. **Unauthorized use of office long-distance phone lines, the computer system and/or computer access code**.

14. **Failure to comply with the written and verbal directions of University officials**. This includes directions of staff, faculty, public safety officers, and other law enforcement officers acting in performance of their duties. This includes, but is not limited to, the failure to identify oneself to any such persons when requested to do so and repeat traffic violations. This also includes staff at studying abroad programs for which the student receives academic credit.

15. **Failure to comply with University policies, rules or regulations.** This include but not limited to, those governing residence in University-provided housing, or the use of University facilities, of the time, place and manner of public expression.

16. **Failure to comply with policies, rules or regulations of local, commonwealth, and/or federal laws**.
    a. Failure to comply with alcohol statutes.
    b. Failure to comply with drug statutes.
    c. Public arrest by a police department on or off campus.

17. **Possession of a device (drug paraphernalia) that has been used to ingest an illegal drug or narcotic**.

18. **Possession or use of weapons, firearms, explosive or hazardous chemicals.**

19. **Misrepresenting oneself as a Chatham University affiliate at an on or off campus event to falsely solicit services** . This includes but is not limited to obtaining fundsfor a service project or a student organization fundraiser and using the funds for personal use.

20. **Aiding and Abetting**. Helping, procuring, or encouraging another person to engage in a violation of any offense.

The purpose of listing and publishing Conduct for which students are subject to Student Honor Code sanctions is to give students a general notice of prohibited conduct. However this is not meant to be an inclusive list of Honor Code violations as it is a violation to fail to comply with any University regulation.

Authority for Student Honor Code and Procedures

The Vice President for Student Affairs/Dean of Students is responsible for the overall coordination of the Student Honor Code and Procedures on behalf of the University. The Vice President may authorize a designee to directly manage the Student Honor Code and Procedures. In this role the duties include:

a. Oversight of the University Student Honor Code Committee and the appointment of members. All previous members will hold over until new members are elected or appointed.

b. Educating and advising members of the University community of the Student Honor Code and Procedures.

c. Providing advice and assistance to the University Student Honor Code and other appropriate University officials regarding student honor code matters.

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Site Map
Privacy Policy

Legal Notice
Non-Discrimination Policy

Translate

COPYRIGHT INFORMATION

- Introduction to Fair Use
- Rules for Reproducing Text Materials in Class
- Rules for Reproducing Music
- Fair Use Guidelines for Course Management Systems
- Copyright Compliance for Course Reserves
- Requesting Copyright Permissions

HELP

CALL 412-365-1670
TEXT: 724-919-4645
EMAIL JKMRef@Chatham.edu
Make an APPOINTMENT
Or CHAT RIGHT HERE:

Please Call
412-365-1670
during regular
hours

Chatham University Electronic Honor Code
Responsible Use Policy Regarding the Use and Abuse of Computers and Network Systems

The Responsible Use Policy **applies to all faculty, students and staff.** It expands on the principles of behavior that were incorporated into the Honor Code for guiding the use of computers and networks. The basic premise is that legitimate use of a computer or network does not extend to whatever an individual is capable of doing with it.

Violations of the Responsible Use Policy are handled by the Chatham Student Government (CSG) according to the procedures defined in the Honor Code (HC). Alleged violations of this policy can be reported directly to the Director of Information Technology. If the person responsible is not affiliated with the University, or cannot be identified, the incident should be reported to helpdesk@chatham.edu. In addition, some instances may violate federal law. See the Federal Computer Security Violations (http://www.cybercrime.gov/cc.html) for more information.

The following are examples of policy violations and not intended to be a comprehensive list.

- **Accessing, or attempting to access, another individual's data or information without proper authorization** (e.g. using another's Network ID and password to look at their personal information).
- **Obtaining, possessing, using, or attempting to use someone else's password regardless of how the password was obtained** (e.g. password sharing).
- **Tapping phone or network transmissions, including wireless transmissions** (e.g. running network sniffers without authorization).
- **Making more copies of licensed software than the license allows** (i.e. software piracy).
- **Sending a crippling number of files across the network** (e.g. e-mail "bombing" or "spamming").
- **Releasing a virus, worm or other program that damages or otherwise harms a system or network.**
- **Preventing others from accessing services** (e.g. allowing a file-sharing application, such as KaZaA, Morpheus, BitTorrent or any of it's variations (BitComet), LimeWire, Aries etc. to generate a volume of traffic that cripples/inhibits/retards other users' network access).
- **Unauthorized use of college resources**.
- **Sending forged messages under someone else's network name** (e.g. sending hoax messages, even if intended to be a joke).
- **Using college resources for unauthorized purposes** (e.g. using personal computers connected to the campus network to set up web servers for illegal, commercial or profit-making purposes).

- **Unauthorized access to data or files even if they are not securely protected** (e.g. breaking into a system by taking advantage of security holes, or defacing someone else's web page).

Responsible Use of Electronic Communications

The University cherishes the diversity of values and perspectives endemic in an academic institution and so is respectful of freedom of expression. The University does not condone censorship, nor does it endorse the inspection of electronic files other than on an exceptional basis. As a result, the University cannot protect individuals against the existence or receipt of material that may be offensive to them. The University encourages individuals to use electronic communications in a responsible manner. Finally, the policy includes information about behavior that would constitute a violation and contains a set of procedures for reporting incidents.

Policy violations fall into four categories that involve the use of electronic communications to:

- **harass, threaten, or otherwise cause harm to a specific individual(s);** for example, sending an individual repeated and unwanted (harassing) e-mail or using e-mail to threaten or stalk someone.
  Alleged violations of this type can be reported directly to the Director of Residence Life or to Campus Police if the situation is potentially serious and requires immediate attention. If the person responsible is not affiliated with the University or if it is not possible to identify the individual, the incident can still be reported to the police. These offices can assist by referring to appropriate sources outside the University. **Save electronic copies of all correspondence for evidence.**

- **impede, interfere with, impair, or otherwise cause harm to the activities of others;** for example, propagating electronic chain mail, or sending forged or falsified e-mail.
  Alleged violations of this type can be reported to helpdesk@chatham.edu. If the person responsible is not affiliated with the University, the incident should be reported to the site that provides the individual with Internet access. If it is not possible to identify the origin, contact the Chatham College Help Desk for assistance. **Save electronic copies of anything that can be used as evidence.**

- **download or post to University computers, or transport across University networks, material that is illegal, proprietary, in violation of University contractual agreements, or otherwise is damaging to the institution;** for example, launching a computer virus, distributing child pornography, distributing copyrighted musical recordings via a file-sharing application, or posting a University site-licensed program to a public bulletin board. Alleged violations of this type can be reported directly to helpdesk@chatham.edu

- **harass or threaten classes of individuals.**
  Alleged violations of this type can be reported directly to the Campus Police. If the person responsible is not affiliated with the University, the incident should be reported to the site that provides the individual with Internet access. If it is not possible to identify the origin, contact the Chatham University Help Desk for assistance. **Save electronic copies of anything that can be used as evidence.**

What are some violations of Chatham University policy?

The section on university-wide Policies and Codes describes what activities constitute responsible use as well as violations. Following is more detail about some violations that Information Technology frequently receive questions about.

- **Sharing Network names and passwords (unauthorized use)**
  Your network ID and password are provided only for your use. Network IDs provide access to a wide range of services that are restricted for use by you personally (such as grades, address information, email, benefits) or are restricted for use by the Chatham community (such as e-mail, library services). If you share your network ID with spouses, family members, friends or roommates, then you are giving them access to services they are not authorized to use. They will also have access to all of your personal information. They may even embarrass you by sending email in your name or by modifying your web page.

  DO NOT SHARE YOUR PASSWORD WITH ANYONE. If you suspect that someone may have discovered your password, change it immediately.

  DO NOT USE ANYONE ELSE'S PASSWORD. Using someone else's password to access services or data is also a violation of policy, regardless of how the password was obtained.

- **Chain e-mail and virus hoaxes**
  The most important thing to remember if you get chain e-mail is: **do not help propagate it**. Chain e-mail usually contains phrases like "pass this on", "forward - do not delete", "don't break the chain", "this is safe, don't worry", "let's see how long this takes to get back to the start", "this has been around the world 20 times", "7 years of good luck!", "I don't wanna die", "your mom would want you to do this", etc. Often there is some story about how lucky a person has been since they forwarded the chain e-mail, or how unlucky they were because they didn't. Sometimes chain e-mail is disguised - it tells of a child who is dying and wants post cards, or it warns about e-mail viruses or internet shutdowns. Don't fall for it. It's all chain mail and it's designed to get you to forward it.

  In recent years, chain mail **hoaxes** of various sorts have become widespread on the Internet. Some are virus warnings like "Good Times", "PenPal", and "Irina". Others are like the "Naughty Robot" that claims to have all your credit card numbers. They tell you to forward the "warning" to everyone you know. Most hoaxes start out as pranks, but often live on for years, getting passed around by new people who have just joined the Internet community. Don't believe every warning you get via e-mail. You should not pass these warnings on unless you verify the authenticity. You should contact the HelpDesk or helpdesk@chatham.edu or check out one of the many sites on the Internet that track hoaxes:
    - Vmyths.com (http://www.vmyths.com/)
    - National Fraud Information Center (http://www.fraud.com/)

  If you get chain e-mail from someone with a Chatham e-mail address, you can report it to the HelpDesk or helpdesk@Chatham.edu. You will need to include a copy of the chain e-mail in your report. In most cases, a first offense results in a warning. Subsequent offenses result in a referral to the CSG for disciplinary action. If you get chain e-mail from someone not affiliated with Chatham, you can reply to the sender

and let them know you are not happy about getting chain e-mail from them, or you can delete and ignore it. Most places have policies regarding the propagation of chain e-mail and will deal with it on their end.

- **Harassment**
  Electronic communication that is repeated and unwanted may constitute harassment. In general, communication targeted at a specific individual with the intent to harass or threaten is a violation of Chatham policy. If you receive unwanted e-mail or another form of communication, you may want to consider notifying the sender that it is unwanted. Many times a person will not realize that their communication is unwanted unless you tell them. If the sender continues to communicate after being placed on notice, or if you feel uncomfortable confronting the sender, the incident should be reported to the Director of Residence Life. You should also contact the Chatham police if the situation is potentially serious and requires immediate attention. **Save electronic copies of anything that can be used as evidence.**

- **Forgery**
  Altering electronic communications to hide your identity or impersonate another person is considered forgery. All e-mail, news posts, or any other form of communication using college systems should contain your name and/or network ID. Forgery includes using another person's identity or using an identity that's fake (like god@heaven or anon@nowhere). Forgeries intended as pranks or jokes are still considered violations.

- **Tapping phone or network transmissions**
  Running a network "sniffer" program to examine or collect data from the network, including wireless networks, is considered tapping a network.

- **E-mail bombing**
  Flooding someone with numerous or large e-mail messages in an attempt to disrupt them or their site is known as "e-mail bombing". Often this is done to retaliate because someone has done something annoying. But more often than not e-mail bombing will either cause problems for your local system or disrupt service for thousands of other innocent bystanders. If you are having a problem with someone, pursue an acceptable method to report the situation. If it's a Chatham person, then refer to University-wide Policies and Codes and determine what violation is occurring and report it as outlined for that type of violation.

- **Interfering with activities of others**
  This can be any activity that disrupts a system and interferes with other people's ability to use that system. In some cases, consuming more than your "fair" share of resources can constitute interference. Some examples are:
    - e-mail bombing that causes a disk to fill up, the network to bog down, or an e-mail application to crash;
    - posting many messages to a single news group or mailing list making it difficult for subscribers to carry on their normal discussion;
    - running a file-sharing application such as KaZaA, Morpheus, LimeWire, or BitTorrent that slows down the network by consuming excessive bandwidth.

- **Unauthorized access**
  As stated in the Policy Regarding Abuse of Computers and Networks, legitimate use of a computer or network does not extend to whatever an individual is capable of doing. In some cases, operating systems have security holes or other loopholes that

people can use to gain access to the system or to data on that system. This is considered unauthorized access. If someone inadvertently turns on file sharing on their personal computer, you do not have the right to read or delete their files unless you have been given explicit permission from the owner. This is much like accidentally leaving your house door unlocked. You wouldn't expect a burglar to use that as an excuse for robbing you.

- **Commercial use of University resources**
  Using e-mail to solicit sales or conduct business, setting up a web page to advertise or sell a service, or posting an advertisement to a news group all constitute commercial use. Even if you use your own personal computer, but you use the University's network (either from a dorm room, office or via dial-up access from home), you are in violation of the policy.

- **Adult pornography**
  Accessing or publishing pornographic or demeaning materials on University owned electronic equipment (including but not limited to: computer desktops, servers, laptops and tablet PCs) is prohibited. Some material available on the Internet is considered objectionable to others. Chatham University is not responsible for materials accessed or published by users. The computer lab facilities are for the use of all, and those wishing to use the labs may not display, transfer or save magnetically or electronically, print or copy demeaning materials. This includes, but is not limited to, pornography, "how to" documents encouraging violence or illegal acts, and racist tracts or hate speech.

- **Illegal activities**
  Listed under “What is illegal under local, state and federal laws?” are all items considered to be violations of University policy. This is not a comprehensive list, nor is it intended to be, but it contains the activities most frequently asked about.

What are NOT violations of Chatham University policy?

- Unsolicited e-mail or junk e-mail
  The amount of unwanted or unsolicited e-mail (junk mail) has increased as more people take advantage of Internet communications. The same kinds of things come in the U.S. Postal mail on a regular basis - catalogs, advertisements, solicitations, and political propaganda are some examples. This form of speech is usually protected under the first amendment, even though some people may find some of the content objectionable. Chatham does use a monitoring tool to filter some junk e-mail. You will receive notifications in your email box when messages have been stopped by the spam filter.

  Remember that junk mail is NOT illegal and it is NOT a violation of University policies or codes. You can either **delete and ignore junk e-mail** (this is the recommended approach) or contact the sender and ask to be removed from any mailing list they have - just as you would do with U.S. Postal mail.

  Note that chain mail is a form of junk mail that is a violation of policy and can be reported. See the section on the Responsible Use of Electronic Communications policy for details on reporting chain mail.

- **Breaches of network etiquette**
  Things like off-topic postings to lists and news groups, advertising by posting the same message to numerous lists (also known as "spamming"), rude or impolite behavior, heated arguments (or flame wars), and some forms of hate speech will often annoy others. Remember that the Internet spans the globe as well as numerous diverse cultures and societies. What is acceptable in one may be inappropriate in another. Keep in mind that it is easy to misunderstand electronic communications due to the lack of personal contact involved. You can avoid problems by "listening" for a while when you join a group. After you determine what is acceptable, then go ahead and post. If you participate in a discussion and someone posts off-topic, be polite in pointing out the mistake and do not assume it is deliberate.

  Chatham is not in a position to control etiquette. When these sorts of problems come up, you should try to work them out with the other people involved, just as you do in other areas of your life. For more etiquette tips check out Netiquette Guidelines.

  In some cases, rude behavior can cause disruptions. Any behavior that interferes with the ability of others to access or use a system is a violation of policy. See the section on Interfering with activities of others.

- **Hate speech**
  Uncivil, antagonistic or derogatory speech that is disrespectful of classes of people is commonly referred to as hate speech. Although hate speech may be extremely offensive (particularly to members of the targeted group), posting hate speech does not generally constitute a violation of University policies or codes. This is because, especially as an educational institution, Chatham is committed to the protection of freedom of expression. In exceptional cases, however, the University may decide that hate speech directed to classes of individuals presents such a hostile environment that certain restrictive actions are warranted.

What is illegal under local, state and federal laws?

Any activity that is illegal is a violation of Chatham policy. Alleged violations will be referred to CSG. In addition, offenders may be investigated and/or prosecuted by the appropriate local, state or federal authorities.

- **Child pornography**
  Child pornography, material that depicts minors in a sexually explicit way, is illegal. Under the federal child pornography statute (18 USC section 2252), anyone under the age of 18 is a minor. States also have child pornography statues and the age of minority varies by state. **Knowingly uploading or downloading child pornography is a federal offense.** It is also illegal to advertise or seek the sale, exchange, reproduction or distribution of child pornography. Lewd exhibition of genitals can constitute sexual conduct and therefore, any graphic files containing images of naked children could violate the federal child pornography statute.

- **Distribution of pornography to minors**
  The possession of non-obscene **adult** pornography on **non-University owned computer equipment** is legal and not in violation of University policy, but it is illegal to distribute it to minors.

- **Obscenity**
  Obscenity is illegal. Virtually every state and municipality has a statute prohibiting the sale and distribution of obscenity, and the federal government prohibits its interstate transportation. The Supreme Court in Miller v. California, 413 U.S. 15, (1973), narrowed the permissible scope of obscenity statutes and applied this three part test to determine constitutionality: (a) whether the average person applying contemporary community standard would find the work, taken as a whole, appeals to the prurient interest; (b) whether the work depicts or describes in a patently offensive way sexual conduct specifically defined in applicable state law; and (c) whether the work taken as a whole lacks serious literary, artistic, political, or scientific value.

  The contemporary community standard is historically the standard of the community in which the material exists. Many online activists argue that the contemporary community standard in cases that arise online ought to be determined by the online community. However, a federal prosecution of a California couple that offered a members-only bulletin board service, concentrating on pornography, resulted in a conviction of the California couple under the federal obscenity statute and Tennessee community standards because a customer in Tennessee had downloaded material over the Internet. See United States v. Thomas, 1996 U.S. App. LEXIS 1069 (6th Cir. Jan. 29, 1996).

- **Scams and pyramid schemes**
  Beware of money-making "opportunities" on the Internet. A common scam is the pyramid scheme. You get an e-mail message with a subject like "MAKE MONEY FAST" and it instructs you to send money to the people on the list and then add your name to the bottom of the list and send it on to some number of people. At Chatham, this is considered chain mail, but it is also illegal under 18 U.S.C section 1302. The Federal Trade Commission provides information to help individuals identify scams and report them. Pyramid schemes that use US Postal mail to send money are considered mail fraud and can be reported to the USPS.

- **Copyright infringement**
  Almost all forms of original expression that are fixed in a tangible medium are subject to copyright protection, even if no formal copyright notice is attached. Written text (including e-mail messages, news posts, and web pages), recorded sound, digital images, and computer software are some examples of works that can be copyrighted. Unless otherwise specified by contract, the employer generally holds the copyright for work done by an employee in the course of employment.

  Copyright holders have many rights, including the right to reproduce, adapt, distribute, display, and perform their work. Reproducing, displaying or distributing copyrighted material without permission infringes on the copyright holder's rights. However, "fair use" applies in some cases. If a small amount of the work is used in a non-commercial situation and does not economically impact the copyright holder it may be considered fair use. For example, quoting some passages from a book in a report for a class assignment would be considered fair use. Linking to another web page from your web page is not usually considered infringement. However, copying some of the contents of another web page into yours or use of video clips without permission would likely be infringement.

- **Software piracy**
  Unauthorized duplication, distribution or use of someone else's intellectual property,

including computer software, constitutes copyright infringement and is illegal and subject to both civil and criminal penalties. The ease of this behavior online causes many computer users to forget the seriousness of the offense. As a result of the substantial amounts of money the software industry loses each year from software piracy, the software companies enforce their rights through courts and by lobbying for and getting stiffer criminal penalties. It is a felony to reproduce or distribute ten illegal copies of copyrighted software with a total value of $2,500 within a 180-day period. Penalties for a first time felony conviction of software piracy include a jail term of up to ten years and fines up to $250,000.

- **Sound recording piracy**
  Another form of copyright infringement is the unauthorized duplication and distribution of sound recordings. Online piracy is increasing as many people use the Internet to illegally distribute digital audio files (e.g. MP3 format). The Recording Industry Association of America (RIAA) monitors the Internet daily and scans for sites that contain music. They have been successful in getting the sound recordings removed from those sites. You can report violations to the RIAA directly (see section on Outside agencies).

  Federal copyright law grants the copyright owner in a sound recording (typically, a record company) the exclusive right to reproduce, adapt, distribute and, in some cases, digitally transmit their sound recordings. Therefore, the following activities, if unauthorized by the copyright owner, may violate their rights under federal law:
  - Making a copy of all or a portion of a sound recording onto a computer hard drive, server or other hardware used in connection with a web site or other online forum. This includes converting a sound recording into a file format (such as a .wav or mp3 file) and saving it to a hard drive or server;
  - Transmitting a copy or otherwise permitting users to download sound recordings from a site or other forum; and/or
  - Digitally transmitting to users, at their request, a particular sound recording chosen by or on behalf of the recipient.

  If you reproduce or offer full-length sound recordings for download without the authorization of the copyright owner, you are in violation of federal copyright law and could face civil as well as criminal penalties. **Placing statements on your web site, such as "for demo purposes only" or that the sound files must be "deleted with 24 hours," does not prevent or extinguish this liability.** See “Copyright infringement” for more information on what is considered "fair use".

  There are several entities you may need to contact before you can use recorded music online. First, you should understand that the copyright in a sound recording is distinct from the copyright in the recording's underlying musical composition. Thus, even if you have secured the necessary licenses for publicly performing musical compositions (from, for example, ASCAP, BMI and/or SESAC) or for making reproductions of musical compositions (from, for example, the Harry Fox Agency), these licenses only apply to the musical composition, not the sound recording. Licenses to utilize particular sound recordings must be secured from the sound recording copyright owners -- generally the record company that released the recording.

- **Federal computer security violations**
  The primary federal statute regarding computer fraud 18 U.S.C section 1030 was

amended in October 1996 to protect computer and data integrity, confidentiality and availability. Examples of violations are:

- theft of information from computers belonging to financial institutions or federal agencies, or computers used in interstate commerce;
- unauthorized access to government computers;
- damage to systems or data (intentionally or recklessly);
- trafficking in stolen passwords;
- extortionate threats to damage computers;
- computer viruses and worms.

- **Bomb threats and hoaxes**
  It is illegal to send a message via e-mail that threatens other persons or property. While this might seem obvious, every year a number of individuals send what they believe are "hoax messages". Such messages may be investigated by federal authorities with the result that the senders end up with their names in the files of the FBI and/or CIA. This is not an exaggeration!

  It also violates Chatham's policies and the Honor Code to send certain kinds of hoax messages (for example, April Fool's jokes that appear to be from a professor or some other college official). Such hoaxes constitute forgery and will be referred for appropriate disciplinary action.

Related sites

- FindLaw Internet Legal Resources (http://www.fraud.com/)
- The Virtual Magistrate (http://www.vmag.org/)
- The Electronic Frontier Foundation (http://www.eff.org/)
- The Online Ombuds Office (http://www.odr.info/index.php)
- Chatham Honor Code

CHATHAM UNIVERSITY: SATISFACTORY ACADEMIC PROGRESS POLICY

Students who receive Federal financial aid have their grades evaluated every term, including the summer. Federal financial aid includes the following: Federal Pell Grant, SEOG, Federal Perkins Loan, Federal Stafford Loan, Federal Graduate PLUS Loan, Federal Parent PLUS loan, and Federal Work Study.
Grades will be reviewed by the financial aid office after the end of every term. There are two components to this review; both pace and qualitative measures. A student must meet both measures every term, including the summer. The policy is as follows:

Pace:
Cumulative number of credit hours successfully completed divided by the cumulative number of credit hours attempted

Maximum Timeframe:
The maximum timeframe in which students are expected to finish a degree is 150% of a program's length. As a result, students must complete 67% of credits attempted each term, in order to be making progress towards a degree. If a student earns 67% of the credits attempted in each term, the student should complete the program within the maximum time frame. This is applicable at any enrollment status, as it is designed to measure completion appropriately for each student, regardless of enrollment status. For graduate students the maximum timeframe is 150% of the published length of each educational program.

Example: 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 needed to graduate. 120 divided by 180 is a pace of 67%.
The following grades do not count as successfully completed credits in the calculation:

- Audit
- Incomplete
- Failed
- Withdrawn

Transfer Credits:
Transfer credits accepted for transfer towards completion of degree at Chatham University count as both hours attempted and hours completed.

Repeat Coursework:
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 timeframe explained below.

Cumulative GPA (Qualitative):
Students are required to maintain a 2.0 cumulative grade point average during their entire enrollment at Chatham University.

Frequency of Evaluation:
Students will be evaluated for satisfactory academic progress at the end of every term, including 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.

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

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

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

Reinstatement of Financial Aid – Appeal Process:
Students who have lost their Federal financial aid eligibility are permitted to appeal provided the following:

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

Appeal Letter may be submitted via e-mail at: financialaid@chatham.edu
Fax Number: 412-365-1871
Address: Financial Aid Office; Braun Hall; Woodland Road; Pittsburgh, PA 15232

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

Chatham University has been approved as a participating institution in SARA

SARA Student Complaint Process http://nc-sara.org/content/sara-complaint-process

Due to new federal regulation, all universities offering distance education programs and practicum experiences in states other than their own must receive authorization or be a SARA approved institution.

STATE AUTHORIZATION REGULATION CHAPTER 34, §600.9(C)

If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request. Link to the e-CFR

INTERNSHIPS/FIELD EXPERIENCE/PRACTICE EXPERIENCE PLACEMENTS/EXTERNSHIP/PRACTICUM

Please check the information in the Practical Experience and Special requirements column to see if the state you plan on completing your program experience in is approved or has special restrictions. Many facilities where an agreement is established between the university and the facility are starting to denying student's placement if the institution is not authorized in that state.

Current Chatham University Programs that create this trigger: **RN-BSN, MSN, DNP, DPT, MOT, MPAS, OTD**

NURSING BOARD INFORMATION (RN-BSN, MSN, DNP)

National Council of State Boards of Nursing (NCSBN) has links to the Board(s) of Nursing for states on their website at https://www.ncsbn.org/contact-bon.htm.

PHYSICIAN ASSISTANT (MPAS)

PA State Licensing Boards

PHYSICAL THERAPY (PT)

PT Licensing Authorities

OCCUPATIONAL THERAPY (MOT, OTD)

Occupational Therapy Fieldwork Questions, Occupational Therapy Regulatory Authority Contact List

COUNSELING PSYCHOLOGY (MA)

State Professional Counselor Licensing Boards

State Complaint Process	Authorized for Online Programs	Practical Experience Authorization	SARA State	Chatham University State Authorization status	SHEO Survey links to states

State	State Complaint Process	Authorized for Online Programs	Practical Experience Authorization	SARA State	Chatham University State Authorization status	SHEO Survey links to states
Alabama	Yes	Yes	X	Approved for 100% online and practicum experiences.	Alabama Survey
Alaska	Yes	Yes	X	Approved for 100% online and practicum experiences.	Alaska Survey
Arizona	Yes	Yes	X	Approved for 100% online and practicum experiences.	Arizona Survey
Arkansas	Yes	Yes	X	Approved for 100% online and practicum experiences.	Arkansas Survey
California	Yes	Yes	X	Approved for 100% online and practicum experiences.	California Survey
Colorado	Yes	Yes	X	Approved for 100% online and practicum experiences. Students completing practicum must have workers compensation coverage regardless if they are paid or not. Contact Julie Yakes 303-318-8639, www.coworkforce.com, julie.yakes@state.co.us	Colorado Survey
Connecticut	Yes	Yes	X	Approved for 100% online and practicum experiences.	Connecticut Survey
Delaware	Yes	Yes	X	Approved for 100% online and practicum experiences.	Delaware Survey
District of Columbia	Yes	Yes	X	Approved for 100% online and practicum experiences.	District of Columbia Survey
Florida	Yes	Yes	X	Florida SARA status became effective on 10/1/2017	Florida Survey
Georgia	Yes	Yes	X	Approved for 100% online and practicum experiences.	Georgia Survey
Hawaii	Yes	Yes	X	Approved for 100% online and practicum experiences.	Hawaii Survey
Idaho	Yes	Yes	X	Approved for 100% online and practicum experiences. Students in the (MPAS) Physician Assistant program must register their clinical experiences with the state of Idaho prior to placement.	Idaho Survey
Illinois	Yes	Yes	X	Approved for 100% online and practicum experiences.	Illinois Survey
Indiana	Yes	Yes	X	Approved for 100% online and practicum experiences.	Indiana Survey
Iowa	Yes	Yes	X	Approved for 100% online and practicum experiences.	Iowa Survey
Kansas	Yes	Yes	X	Approved for 100% online and practicum experiences.	Kansas Survey
Kentucky	Yes	Yes	X	Approved for 100% online and practicum experiences.	Kentucky Survey
Louisiana	Yes	Yes	X	Approved for 100% online and practicum experiences.	Louisiana Survey
Maine	Yes	Yes	X	Approved for 100% online and practicum experiences.	Maine Survey
Maryland	Yes	Yes	X	Approved for 100% online and practicum experiences. A detailed annual report must be submitted to Maryland, reporting the number of students placed at each location.	Maryland Survey
Massachusetts	Yes	Yes	X	Approved for 100% online and practicum experiences.	Massachusetts Survey
Michigan	Yes	Yes	X	Approved for 100% online and practicum experiences.	Michigan Survey
Minnesota	Yes	Yes	X	Approved for 100% online and practicum experiences.	Minnesota Survey
Mississippi	Yes	Yes	X	Approved for 100% online and practicum experiences.	Mississippi Survey
Missouri	Yes	Yes	X	Approved for 100% online and practicum experiences.	Missouri Survey
Montana	Yes	Yes	X	Approved for 100% online and practicum experiences.	Montana Survey
Nebraska	Yes	Yes	X	Approved for 100% online and practicum experiences.	Nebraska Survey
Nevada	Yes	Yes	X	Approved for 100% online and practicum experiences.	Nevada Survey

State Complaint Process	Authorized for Online Programs	Practical Experience Authorization	SARA State	Chatham University State Authorization status	SHEO Survey links to states
New Hampshire	Yes	Yes	X	Approved for 100% online and practicum experiences.	New Hampshire Survey
New Jersey	Yes	Yes	X	Approved for 100% online and practicum experiences.	New Jersey Survey
New Mexico	Yes	Yes	X	Approved for 100% online and practicum experiences.	New Mexico Survey
New York	Yes	Yes	X	Approved for 100% online. All out of state field placements in licensed professions must seek prior approval from the New York State Office of Professions, opprogs@nysed.gov , 518 474-3817, ext. 360.	New York Survey
North Carolina	Yes	Yes	X	Approved for 100% online and practicum experiences.	North Carolina Survey
North Dakota	Yes	Yes	X	Approved for 100% online and practicum experiences.	North Dakota Survey
Ohio	Yes	Yes	X	Approved for 100% online and practicum experiences.	Ohio Survey
Oklahoma	Yes	Yes	X	Approved for 100% online and practicum experiences.	Oklahoma Survey
Oregon	Yes	Yes	X	Approved for 100% online and practicum experiences.	Oregon Survey
Pennsylvania	Yes	Yes	X	Approved for 100% online and practicum experiences.	Pennsylvania Survey
Puerto Rico	Yes	Yes	X	Approved for 100% online programs. Clinical internships or experiences are not regulated by Puerto Rico Council on Education.	Puerto Rico Survey
Rhode Island	Yes	Yes	X	Approved for 100% online and practicum experiences.	Rhode Island Survey
South Carolina	Yes	Yes	X	Approved for 100% online and practicum experiences.	South Carolina Survey
South Dakota	Yes	Yes	X	Approved for 100% online and practicum experiences.	South Dakota Survey
Tennessee	Yes	Yes	X	Approved for 100% online programs and practicum experiences. If the practicum experience is student driven no authorization is necessary.	Tennessee Survey
Texas	Yes	Yes	X	Approved for 100% online and practicum experiences.	Texas Survey
U.S. Virgin Islands	Yes	Yes	X	VI does not regulate the authorization of post-secondary institutions. However, an institution must be accredited to operate in VI. No action necessary.	U.S. Virgin Islands Survey
Utah	Yes	Yes	X	Approved for 100% online and practicum experiences.	Utah Survey
Vermont	Yes	Yes	X	Approved for 100% online and practicum experiences.	Vermont Survey
Virginia	Yes	Yes	X	Approved for 100% online and practicum experiences.	Virginia Survey
Washington	Yes	Yes	X	Approved for 100% online. Cannot accept Nursing students yet. Application for Nursing programs in progress. Must disclose Washington State information to all students.	Washington Survey
West Virginia	Yes	Yes	X	Approved for 100% online and practicum experiences.	West Virginia Survey
Wisconsin	Yes	Yes	X	Approved for 100% online and practicum experiences.	Wisconsin Survey
Wyoming	Yes	Yes	X	Approved for 100% online and practicum experiences.	Wyoming Survey

Prospective Students: If you are considering an online academic program that will lead to a professional license in your state, it is highly recommended that you seek guidance from the appropriate licensing agency in your home state prior to beginning any online program.

Complaint Process: Recent federal legislation (Higher Education Opportunity Act of 2008) require colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. One important item relates to student complaints. It is Chatham University's goal to serve all of its students fairly and equitably. If you have a grievance with Chatham University, please use the appropriate link below to file a complaint.

Complaints to Accreditors

Academic Grievances

More information is available about out of state authorization processes at http://wcet.wiche.edu/learn/issues/state-authorization.

FOR MARYLAND RESIDENTS ENROLLED IN FULLY-ONLINE PROGRAMS:

Chatham University is registered with the Maryland Higher Education Commission to offer online programs.

Chatham University is subject to investigation of complaints by the Maryland Office of the Attorney General and the Maryland Higher Education Commission. If a student complaint has not been resolved through the University process as outlined in the Student Handbook, Maryland residents enrolled in fully-online programs should contact either of these following entities for additional assistance in resolution:

> *Maryland Higher Education Commission*
> *6 N. Liberty St., 10th Floor*
> *Baltimore, MD 21201*

> *Office of the Attorney General*
> *200 Saint Paul Place*
> *Baltimore, MD 21202*
> *410-528-8662*
> *http://www.oag.state.md.us/Consumer/complaint.htm*

Refund Policy

(1) The minimum refund that an institution shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows: Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

OTHER RELATED LINKS

What is the history of the State Regulations?

What is SARA (State Authorization Reciprocity Agreement)?

Federal Regulations/e-CFR link

Financial Aid

The Financial Aid Office at Chatham University is here to assist all students including, prospective first-year, transfer, undergraduate, graduate and doctoral students to understand their options in financing their education. We have dedicated financial aid counselors who are here for you throughout your time at Chatham University. Even after you graduate, we are still here to help you with any of your loan repayment questions.

Please take a look at the information provided here for further information about the Financial Aid process at Chatham University. If you have any questions or need assistance, please do not hesitate to call us or stop in our office. There is always someone that can help and no appointment is needed.

We look forward to working with you during your time here at Chatham University.

OFFICE OF FINANCIAL AID

Braun Hall, Shadyside Campus
Hours: Monday through Friday, 8 a.m. to 5 p.m.
Phone: (412) 365-2781
Fax: (412) 365-1871
E-mail: financialaid@chatham.edu

FAFSA School Code: 003244

Office of Financial Aid

Braun Hall
Woodland Road
Pittsburgh, PA 15232
financialaid@chatham.edu Phone: 412-365-2781
Fax: 412-365-1871

Net Price Calculator

Financial Aid Staff

Office of Financial Aid

Braun Hall
Woodland Road
Pittsburgh, PA 15232

financialaid@chatham.edu
(412) 365-2781 (phone)
(412) 365-1871 (fax)

Rebecca Blauch

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Jennifer Burns

Assistant Vice President of Financial Aid
jburns@chatham.edu

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Assistant Director of Financial Aid
sfink@chatham.edu

Financial Aid Eligibility

Financial aid is the assistance students receive from federal, state, institutional, and private sources to help finance their University 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. Schools use 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.

To receive federal student aid, you must meet certain requirements. You must:

- Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security Number (unless you're from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service if you are male and 18 to 25 years of age (go to www.sss.gov for more information).
- Have a high school diploma or a General Education Development (GED) Certificate or pass an exam approved by the U.S. Department of Education.
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs.
- Not have a drug conviction for an offense that occurred while you were receiving federal student aid (such as grants, loans, or work-study).

Also ...

- You must not owe a refund on a federal grant or be in default on a federal student loan.
- You must demonstrate financial need (except for unsubsidized Stafford Loans).
- You must maintain Satisfactory Academic Progress.

Types of Financial Aid

Click a box below to view further details for each type of financial aid.

+ Scholarships

In recognition of the academic achievements of our students, Chatham University offers a comprehensive merit scholarship program. Scholarships are awarded to full-time undergraduate students (including transfers and international students) without regard to financial need. All applicants are considered. Applicants may contact the Office of Admissions for full details at admission@chatham.edu or (412) 365-1100 or toll-free (800) 837-1290.
Click here to view Undergraduate Financial Aid Programs.

+ Grants

- **Federal Pell Grants** are available to undergraduate students with demonstrated financial need.
- **Federal Supplemental Educational Opportunity Grants (SEOG)** are available to undergraduate students with exceptional financial need.
- **Pennsylvania State Grants (PHEAA)** are available to undergraduate Pennsylvania residents with demonstrated financial need.
- Other **State Grants** are offered by some states offer grants for their residents to use toward educational costs outside the home state.

Students in Arkansas, Connecticut, Delaware, Maine, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia and Washington, DC should contact their state agencies for more information about these programs.

- **Chatham Grants and Endowed Scholarships** are funds made available by Chatham University and are awarded to undergraduate students who demonstrate financial need. The amounts of these awards vary. Chatham aid is available for eight terms of full-time study.

+ Federal Student Employment Program

The Federal Student Employment Program (formerly called work-study) is provided through federal funds and available to students with demonstrated financial need. Students employed under this program work approximately 13 – 16 hours per week in various jobs on campus or in off-campus community service positions. If you have questions about the program, see our answers to frequently asked questions. For information about job opportunities, contact Chatham's Career Development office.

+ Student Loan Programs

Federal loans are available to United States citizens and permanent residents only.

- **The Federal Direct Subsidized Stafford Loan** is awarded to students who have demonstrated financial need. Repayment and interest charges begin 6 months after graduation or cessation of at least half-time enrollment. Students must file a Master Promissory Note (MPN) to receive these funds. Direct Stafford Loans are funded through the US Department of Education using funds obtained from the US Treasury. The MPN can be completed online at www.studentloans.gov.
- **The Federal Direct Unsubsidized Stafford Loan** is available to all students who have been denied or show reduced eligibility for the need-based Federal Subsidized Student Loan. The Unsubsidized Stafford loan also provides additional loan eligibility to independent students. While repayment beings 6 months after graduation or cessation of at least half-time enrollment, the student can make interest payments or have the interest capitalized during in-school, grace or deferment periods. Students must file a Master Promissory Note (MPN) to receive these funds. Direct Stafford Loans are funded through the US Department of Education using funds obtained from the US Treasury. The MPN can be completed online at www.studentloans.gov. You do not have to complete a separate MPN for Subsidized and Unsubsidized Stafford Loans. Your signature on the MPN will remain valid, so you will not need to complete a new MPN annually.
- **The Federal Direct Parent PLUS Loan** is loan borrowed by a parent on the student's behalf. The parent must be credit-approved for the loan. This loan currently has a fixed interest rate of 7.9%, and the parent is able to defer the loan while the student is enrolled at least part-time. The PLUS loan is funded by the Department of Education. All parent borrowers much first complete a Master Promissory Note online at www.studentloans.gov. This process must be completed for each year or term that the parent intends to borrow a Parent PLUS Loan.

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. Private loan programs vary and are available from many lenders. These programs usually require the borrow to be creditworthy, or apply with a credithworhty cosigner. At this time, Chatham University does not have a preferred lender list, but as a borrower you have the option of choosing your own lender.

We understand that decisions involving alternative ways to finance your education can be very confusing. For your convenience we are providing a comparison chart, which contains pertinent information about both loans.

+ For International Students

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, visit the International Scholarship page or contact the international admissions counselor at the Office of Admissions.

QUESTIONS?

If you have questions about financial aid options, please contact the Financial Aid Office at: 412-365-2781 or send us an e-mail at financialaid@chatham.edu.

Undergraduate Loan Information
Student Loan Programs

Federal Loans:

Federal Loans are available to United States citizens and permanent residents only.

+ FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

The Federal Direct Subsidized Stafford Loan is awarded to students who have demonstrated financial need. Repayment and interest charges begin 6 months after graduation or cessation of at least half-time enrollment. Students must file a Master Promissory Note (MPN) to receive these funds.

Direct Stafford Loans are funded through the US Department of Education using funds obtained from the US Treasury. More information on how to apply can be found below in the Federal Direct Unsubsidized Stafford Loan section.

+ FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

The Federal Direct Unsubsidized Stafford Loan is available to all students who have been denied or show reduced eligibility for the need-based Federal Subsidized Student Loan. The Unsubsidized Stafford loan also provides additional loan eligibility to independent students.

While repayment begins six months after graduation or cessation of at least half-time enrollment, the student can make interest payments or have the interest capitalized during in-school, grace or deferment periods. Students must file a Master Promissory Note (MPN) to receive these funds. You do not have to complete a separate MPN for Subsidized and Unsubsidized Stafford Loans. Your signature on the MPN will remain valid, so you will not need to complete a new MPN annually.

To complete an MPN:

1. Go to www.studentloans.gov and click on the green "Sign In" button in the "Manage My Direct Loan" box.
2. To sign in, you will need to provide your Social Security number, the first two characters of your last name, your date of birth, and your Department of Education issued PIN. This is the same PIN that you used to sign your FAFSA. If you do not have a PIN, or need to request a duplicate, you may do so online at www.pin.ed.gov. The PIN will also act as your electronic signature on the MPN.
3. Once you have signed in, there is a 'Complete MPN' link on the left-hand main menu.
4. As a borrower, you must also complete Direct Loan Entrance Counseling. This is an online counseling session that ensures that you understand your rights and obligations as a borrower. From your account at www.studentloans.gov, click on 'Complete Entrance Counseling' on the left-hand main menu.

+ FEDERAL DIRECT PARENT PLUS LOAN

The Federal Direct Parent PLUS Loan is a loan borrowed by a parent on the dependent student's behalf. The parent must be credit-approved for the loan. This loan currently has a fixed interest rate of 7.9%, and the parent is able to defer the loan while the student is enrolled at least part-time. The PLUS loan is funded by the Department of Education. All parent borrowers much first complete a Parent PLUS Loan Application online at www.studentloans.gov. From the website, click on "Request PLUS Loan" to begin the application process. If credit approved for the loan, the parent borrower should then complete a PLUS Loan Master Promissory Note, also online at www.studentloans.gov. The Master Promissory Note must only be completed once, but the Parent PLUS Loan Aplication process must be completed for each year or term that the parent intends to borrow a Parent PLUS Loan. If a parent applies and is denied for the Parent PLUS Loan, the student may be eligible for additional Unsubsidized Stafford Loan funding. Please contact the Office of Financial Aid if your parent is denied for a Federal Direct Parent PLUS Loan.

Private Loans:

After exhausting the opportunities available from the federal aid programs, many students will consider private loan programs as a source of funding. As always, taking on debt for any reason should be done deliberately and only for the amounts needed. Additional information regarding the availability of federal student aid is available from the Department of Education publication, Federal Aid First.

The terms and conditions of these credit-based private loan programs vary, and as such, students are encouraged to review the details of the programs before selecting a private loan program. Private loans are not eligible for loan consolidation programs made available for federal student loans. Interest rates, fees (both at the time of borrowing and at repayment), credit checks, and annual and aggregate loan limits require careful evaluation by the student as a consumer.

As part of the application process, students will be required to complete the Private Education Loan Applicant Self-Certification Form available through their lender's website, or it may be obtained here. Information needed to complete this form, such as cost of attendance, may be obtained here, while estimated financial assistance may be obtained from the student's Financial Aid Award Letter.

HOW TO CHOOSE A PRIVATE LENDER:

1. GETTING STARTED »

Private loans are funded through a lender, and choosing a lender is an important decision - it involves a financial obligation that will be a part of your life for many years to come. Picking a lender can seem like a daunting task, but it doesn't have to be. You may choose any educational loan lender you prefer. Remember to always take advantage of your federal loan options first.

Below is a historical list of lenders who continue to participate in the private loan program and who within the last three years Chatham University students have used. **The University does not endorse any lender. You may choose any educational loan lender you prefer**.

Historical Lender List

2. BE FINANCIAL AID SAVVY AND DO YOUR RESEARCH »

Before you apply for the loan you will want to make sure you have done your research. Here are loan term **definitions you should know before applying**:

Master promissory note

This is the agreement between you and the lender that you will re-pay the money when you graduate or fall below part time status. This is a legal contract. Please keep a copy for your records.

Interest rate

The interest rate for the Stafford loan, Perkins loan and Plus loans are fixed. For a private loan the interest rate will vary. While you may see a low interest rate on a lender's website keep in mind that the low interest rate may depend on qualifying for the lender's benefit program.

Loan fees

Some lenders will charge you an origination fee to use them as a lender while others will not. Remember that no origination fees do not save you any money in repayment, but you will receive more money up front.

Interest rate reductions for using automatic payments

Some lenders will reduce your interest rate if you repay your loan through pre-scheduled automatic bank debits. Although the reduction in interest rate varies, the reduction is typically 0.25%.

LIBOR

a term used for private student loans. This is the 3 month average of the London Interbank Offered Rate. LIBOR is the average interest rate paid on deposits of US dollars in the London market. APR - the Annual Percentage Rate, a rate that factors in the interest rate, fees, and other terms.

PRIME

the Prime Lending Rate as published in the Wall Street Journal. This is the rate banks charge their most creditworthy customers.

Loan limits

The aggregate loan limit for the Stafford loan is specific to the type of student you are. (See chart). For private loans, the aggregate limit is based on each lender's terms. This is the maximum you can borrow per year, as well as your entire time in school.

Repayment Terms

This is the amount of time you have to pay back the loan.

Postponement options

If you need to postpone making payments, you can take advantage of deferment and forbearance options. Call your lender to learn more.

3. KNOW WHAT QUESTIONS TO ASK / WHAT TO LOOK FOR »

Some questions you may want to ask are:

1. How often do you capitalize interest during postponement periods?
2. What are your repayment benefits? What percent of borrowers receive these benefits?
3. What do I have to do to receive these benefits and how are the benefits lost?
4. If I borrow $10,000 over my college career and I receive all these benefits, what will be the total dollar amount I will owe by the end of my 10 year repayment?
5. If I borrow $10,000 over my college career and I receive NONE of these benefits, what will be the total dollar amount I will repay by the end of my repayment?
6. Do you have a history of selling your loans?
7. How long have you been originating private loans?
8. What kind of debt management education do you provide?
9. How quickly can I talk to a real person when I call? How long am I on hold?
10. Is the lender able to provide insight and borrower education from pre-enrollment through repayment?

4. WHAT HAPPENS NEXT? »

You have selected a lender, now it is time to apply using their website! Did you know that peak processing begins before school starts in the fall? Our sample timeline will guide you through the loan processes.

PRIVATE STUDENT LOANS:
April/May - Shop around for your lender.
June - On your lender's website complete the application/promissory note. Please note, at that time your co-signer must also complete his/her portion of the application. Follow up with your lender 4-5 days after completing the application. This is the time to verify that your application is complete and that no further information is required. (Common missing items include a copy of a driver's license, pay stub, or co-signer signature.)
July - The lender will then notify the financial office office will begin the process of certifying your student loan.
August-September - The lender will electronically send the loan funds to Chatham University.

Please note that individual loan providers have their own applications and timelines. Plan to apply at least 45 days prior to the date the bill is due.

Borrowers may compare lender discounts and other borrower benefits with the following loan comparison tools:

- College Board Student Loan Comparison Calculator
- Loan Discount Analyzer from FinAid.org

Chatham University adheres to the Financial Aid Code of Conduct based on the Higher Education Opportunity Act of 2008.

International Students:

International students may borrow a private non-federal loan if they are credit approved with a creditworthy United States citizen as a cosigner.

Questions?

If you have questions about financial aid, please contact the Office of Financial Aid at 412-365-2781 or send us an e-mail at financialaid@chatham.edu.

Office of Financial Aid Code of Conduct

Financial Aid staff members are responsible for adhering to principles of good practice as mandated by state, federal, and institutional regulations, including the Policy for Ethical Practice. Financial Aid staff, as well as officers, trustees, and employees of Chatham University who make financial aid decisions for the University must adhere to the following professional standards.

- Refrain from taking any action for his or her personal benefit.
- Refrain from taking any action he or she believes is contrary to law, regulation, or the best interest of the students and parents he or she serves.
- Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
- Be objective in making decisions and advising Chatham University regarding relationships with any entity involved in any aspect of financial aid.
- Refrain from soliciting or accepting anything of other than nominal value from any entity involved in the making, holding, consolidating, or processing of student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body. This includes, but not limited to, gifts such as travel, hotel or motel lodging, entertainment, restaurant meals, office supplies, and event tickets.
- Disclose in such a manner as Chatham University may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.
- Institutional award notifications and/or other institutionally provided materials shall include the following: 1.) A breakdown of the individual components of the institution's Cost of Attendance, designating all potential billable charges. 2.) Clear identification of each award, indicating type of aid, i.e. gift aid (grant, scholarship), work or loan. 3.) Standard terminology and definitions. 4.) Renewal requirements for each award.
- All required consumer information is displayed in a prominent location on the Chatham University website and in any printed materials, easily identified and found, and labeled as "Consumer Information".
- Refrain from discussing options for or recommending any lender for private loans.

Preferred Lender Arrangements and Lists

Chatham University does not participate in any preferred lender arrangements or preferred lender lists for private loans. Students have the right and ability to use the lender of their choice for their private loan.

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Preferred Lender Arrangements and Lists

Chatham University does not participate in any preferred lender arrangements or preferred lender lists for private loans. Students have the right and ability to use the lender of their choice for their private loan.

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Entrance Counseling and Master Promissory Note

Federal regulations require that all first-time Federal Direct Loan borrowers at Chatham University complete an Entrance Counseling Session. The purpose of this session is to inform all borrowers of their rights and responsibilities as a federal student loan borrower. This process, in addition to a completed Master Promissory Note (MPN), must be completed before your student loan can be credited to your account. Please complete this requirement promptly to avoid processing delays.

To complete your Entrance Counseling Session:

- Visit www.studentloans.gov
- Click on the "Log In" button
- Sign in with the requested information
- Click on the "Complete Counseling" link
- Choose "Entrance Counseling" and follow the prompts

Please be sure that you also complete your Master Promissory Note (MPN):

- Visit www.studentloans.gov
- Click on the "Log In" button
- Sign in with the requested information
- Click on the "Complete Master Promissory Note" link
- Complete your MPN for the loan type that you need (Subsidized/Unsubsidized or PLUS)
- Please note that if you are a parent completing this for a PLUS loan, you must sign in with your FSA user ID.

Exit Counseling

Federal regulations require that anyone who has borrowed a Federal Direct Loan at Chatham University complete an Exit Counseling Session. The purpose of this session is to inform all federal student loan borrowers of their loan repayment rights and responsibilities. This is required anytime that your enrollment is less than half-time, you graduate or withdraw from the University.

To complete your Exit Counseling Session:

- Visit www.studentloans.gov
- Click on the "Log In" button
- Sign in with the requested information
- Click on the "Complete Counseling" link
- Choose "Exit Counseling" and follow the prompts

Federal Financial Aid Drug Law Violation Policy

Per Federal Regulations, a federal or state drug conviction can disqualify a student for federal financial aid. A student who has been convicted of possession or sale of illegal drugs loses Title IV eligibility for a period of time specified by law. The period of ineligibility depends on whether the conviction was for possession or sale of (including conspiring to sell) illegal drugs. Title IV aid includes federal grants, loans and work study. The steps to regain eligibility are listed below. Further information from the federal government can be found by clicking here.

For convictions involving possession, the periods of ineligibility are as follows:

- One conviction: one year after the date of conviction
- Two convictions: two years after the date of the second conviction
- Three or more convictions: indefinite from the date of the third conviction

For convictions involving sale, the periods of ineligibility are as follows:

- One conviction: two years after the date of conviction
- Two or more convictions: indefinite from the date of the second conviction

Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving Title IV aid - they do not count if the offense was not during such a period. Also, a conviction that was reversed, set aside, or removed from the student's record does not count, nor does one received when the student was a juvenile, unless the student was tried as an adult.

Regaining Eligibility

A student regains eligibility the day after the period of ineligibility ends or when the student successfully completes a qualified drug rehabilitation program. Further drug convictions will make the student ineligible again.

A student whose Title IV eligibility has been suspended indefinitely may regain eligibility only by successfully completing a drug rehabilitation program. A student who is under a one- or two-year penalty may regain eligibility before the expiration of the period of ineligibility by successfully completing a drug rehabilitation program. If the student successfully completes an approved drug rehabilitation program, eligibility is regained on the date the student successfully completes the program. It is the student's responsibility to certify to the school that he/ she has successfully completed the rehabilitation program.

To qualify the student for eligibility, the drug rehabilitation program must include at least two unannounced drug tests, and:

- Have received or be qualified to receive funds directly or indirectly under a Federal, State, or local government program; or
- Be administered or recognized by a Federal, State, or local government agency or court; or
- Have received or be qualified to receive payment directly or indirectly from a Federally- or State-licensed insurance company; or
- Be administered or recognized by a Federally- or State-licensed hospital, health clinic or medical doctor.

QUESTIONS?

If you have questions, please contact the Office of Financial Aid at 412-365-2781 or e-mail us at financialaid@chatham.edu.

Policies

+ Alcohol and Drug Regulations

The Student Handbook, issued to every student, contains the complete policy on the possession and use of alcohol and drugs. In brief, Chatham University supports the Pennsylvania State Law concerning the purchase, sale, possession, and consumption of alcohol and drugs. All students are obligated to abide by these laws; any infraction makes them liable for punitive action from the state. The University will not be responsible for, nor offer protection to, a student's violation of these laws. In addition, the University expects students to refrain from involving themselves and others in any violation of these laws.

Unless authorized by the President, alcoholic beverages are not permitted at any student function at the University sponsored by a recognized student, group, or organization. Likewise, no University funds, including student activity fees, are to be spent on alcohol by student groups or organizations or other representatives, unless authorized by the office of the President.

The University has developed a program to prevent the illicit sale or use of drugs and the abuse of alcohol by students and employees. The program provides services related to drug use and abuse including dissemination, or information materials, educational programs, counseling services, referrals and University disciplinary actions.

+ Campus Housing

Chatham provides on-campus housing to undergraduate and graduate students. Undergraduate housing consists of four student residence halls, Fickes, Rea, Laughlin and Woodland, that offer single, double, triple and quad rooms and the Chatham Apartments, which offers 3-person apartments on 5th Avenue bordering the main part of campus. Graduate and Gateway students can reside in the one and two-bedroom Chuang, Pelletreau, Linzer, Hickes, Haber and Duplex Apartments located on 5th Avenue, bordering campus.

All residence halls and apartments are locked at all times, and students are issued an id/access control card that controls access to the Resident Halls and Chatham, Chuang, Linzer, and Pelletreau Apartments and keys to access the Hickes and Haber apartments. During the winter break and during the summer, the Access Control System deactivates all card access to the Resident Halls, Chatham, Chuang, Linzer, and Pelletreau Apartments except those that are authorized to enter. Students are educated as to the importance of safeguarding their id cards and room keys as well as the need to properly secure all doors and windows. All students are expected to sign in their guests, and non-Chatham visitors are not allowed into the residence halls unless accompanied by a Chatham resident and signed into the guest book. Overnight visitors are permitted, for up to three consecutive nights, with the exception of fall semester first-year students who are not permitted overnight guests until the first Friday in December. Every individual student room has locks on all doors and windows. Each student is issued a key to their individual room. During business hours, the University (excluding the above mentioned residence halls and apartments) will be open to students, parents, employees, contractors, guests and invitees. During non-business hours, access to all University facilities is by key, if issued, or by admittance via the campus police. Campus police will admit only those with a valid room access pass.

Residence Life staff members work in cooperation with Public Safety as well as Facilities Management to provide a safe and secure living environment for all residents. The Director of Residence Life manages the residential program with the assistance of professional, full time Area Coordinators and part time professional Graduate Resident Directors who live in the residence halls. For more information on the staff in the residence halls, please see: www.chatham.edu/campuslife/residentlife/.

The Director of Residence Life manages the residential program with the assistance of the professional and paraprofessional staff. The professional staff is comprised of Assistant Director of Residence Life and Residence Life Coordinator. The paraprofessional staff is comprised of Graduate Resident Directors who live in the residence halls sharing responsibility for the well being of all residents. Each residence hall is managed by a Graduate Resident Director (GRD) who is available to provide counseling and advice, to advise the Resident Hall Council (RHC), to supervise the Resident Assistants (RA's) within the building, to manage facilities, to enforce community standards, and to provide emergency coverage to address other major issues within the residence halls. Professional staff members work in cooperation with Public Safety as well as Facilities Management to provide a safe and secure living environment for all residents.

All students receive a copy of the Chatham Student Handbook, which describes all residence hall policies and procedures. In addition, all residence halls have periodic meetings during which these policies are reviewed and clarified. When appropriate, additional notices are

distributed and posted to remind students of particular regulations.

+ Confidential Reporting

If you are the victim of a crime and do not want to pursue action within the University system or the criminal justice system, you may still want to consider making a confidential report. With your permission, the Director or a designee of the Chatham University Public Safety department can file a report on the details of the incident without revealing your identity.

+ Emergency Notification System

In the event of an emergency on the campus, large scale emergency or disaster off campus, severe weather condition, or other event or emergency that could have an effect on the operations of the University and/or effect the safety of our community members, the emergency notification system will be used to communicate important information/instructions to our community members. Only the President, President's Council Members, Vice President of Finance and Administration, Director of Facilities Management, and/or Director of Public Safety can authorize the activation of the emergency notification system.

E2campus – a web based system that allows community members to sign up so they can receive urgent text messages from the University on their cellular telephone, mobile device, or email. Signing up for this program is mandatory for students. This system is activated through the campus police.

Chapel Bells – the Chapel bells have the ability to act like an "air raid" siren system. The system uses three types of alerts. An "alert horn" will be sounded to alert all community members to go to a classroom, office, room, etc. and lock themselves in ("lock down"), a "siren" will be sounded to alert community members to seek shelter either in the lowest part of a building or the center part of a building, and a "bell" will be sounded as an "all clear." This system is activated through the campus police.

Voicemail – a voicemail message will be send to all campus telephones that are on the University's telephone system. This system will be activated through the campus police.

Email – an email message will be sent to all campus email address. This system will be activated through the campus police.

Telephone Switchboard – in the event that nobody is available to answer the University's main switchboard, a message will be placed on the telephone switchboard. This process will be completed by campus police.

Home Page – a message will be placed on the University's home page. This process will be completed by the Information Technology Department.

+ General Procedures for Reporting a Crime or Emergency

Community members, students, faculty, staff, and guests are encouraged to report all crimes and public safety related incidents to the Chatham University Police Department ("CUPD") in a timely manner.

To report a crime or an emergency, call the CUPD at 412-365-1111. To report a non-emergency security or public safety related manner, call the CUPD at 412-365-1230.

Campus Police are available at these respective telephone numbers 24 hours a day to answer your call. In response to a call, the CUPD will take the required action, dispatching an officer or asking the victim to report to the CUPD to file an incident report.

All incident reports are forwarded to the Director of Public Safety for review and potential action, Investigators will investigate a report when it is deemed appropriate. If assistance is required from the Pittsburgh Police Department, the CUPD will contact that Department. If a sexual assault or rape should occur, staff on the scene, including the CUPD, will offer the victim a wide variety of services, including Crisis Consultation by trained individuals who are available to assist a victim.

Crimes should be reported to the CUPD to ensure inclusion in the annual crime statistics and to aid in providing timely warning notices to the community, when appropriate.

+ Missing Person

In the event that a person is missing more than 24 hours or less than 24 hours as notes below, the campus police will be notified. Campus police will comply with the following:

1. Campus police will interview the person making the complaint in order to obtain the information to determine the reason the complainant is reporting the person missing.
2. Campus police will gather all essential information about the person including clothing description, where/when subject was last seen, who they may be with, vehicle description, etc.

3. Campus police will also gather information about the physical and mental well being of the individual.
4. A quick, but thorough search will be conducted in all campus buildings and parking lots.
5. If the missing person is a student, the student's room will be checked and Student Affairs notified. If the missing person is a faculty or staff member, their office/department will be checked and Academic Affairs or Human Resources will be notified.

If the above actions are unsuccessful in locating the person or it is apparent from the beginning that the person is actually missing or the situation includes one or more of the following unusual "at-risk" circumstances:

- Missing person is under 18
- Out of the zone of safety for his or her age and physical and mental condition
- Mentally diminished
- Drug dependent
- A potential victim of foul play or sexual exploitation
- In a life-threatening situation
- Absent from home for more than 24 hours before being reported to a law enforcement agency as missing
- Believed to be with a person who could endanger his or her welfare
- Is absent under circumstances inconsistent with established patterns of behavior

The campus police will not wait 24 hours but will immediately request assistance from the Pittsburgh Police in order to make entry into the Unidentified Persons File through the Commonwealth Law Enforcement Assistance Network (CLEAN) in accordance with Pennsylvania State Police policy and procedures. If appropriate, an AMBER Alert will be issued and/or other immediate community notification methods, if available will be activated.

Students may file an emergency contact person with the campus police. This information will be kept confidential.

Students under 18 and not emancipated will require the notification of a custodial parent or guardian.

+ Sexual Assault Policy

Chatham University's Title IX Policy prohibits sexual- or gender-based discrimination, including sexual assault:

> Chatham University ("Chatham") is committed to establishing and maintaining a safe learning, living, and working environment where healthy, respectful, and consensual conduct represents the campus cultural norm. To that end - and in compliance with Title IX, the Violence Against Women Reauthorization Act of 2013 (VAWA), and applicable state and federal laws - Chatham prohibits sexual misconduct, including all forms of sexual or gender-based harassment, sexual assault, sexual violence, including relationship and interpersonal violence, and stalking (collectively, "Prohibited Conduct"). Chatham also prohibits retaliation against any individual for reporting conduct prohibited under this Policy or for participating in an investigation of an alleged violation of this Policy. These prohibited forms of conduct undermine the character, purpose and values of the Chatham community and will not be tolerated.

This Policy applies to Prohibited Conduct committed by Chatham students, faculty, employees, administrators, volunteers, independent contractors, vendors, and visitors.

This Policy also governs Prohibited Conduct directed towards Chatham community members of any sex, gender identity, gender expression, or sexual orientation.

WHAT IS SEXUAL ASSAULT?

Chatham University's Title IX Policy defines **Sexual Assault** as:

> **Sexual Assault** is having or attempting to have **Sexual Contact** with another individual without Consent. **Sexual Contact** includes:
>
> i. Sexual intercourse (anal, oral, or vaginal), including penetration with a body part (e.g., penis, finger, hand, or tongue) or an object, or requiring another individual to penetrate that individual with a body part or an object; or
> ii. Sexual touching, including, but not limited to, intentional contact with the breasts, buttocks, groin, genitals, or other intimate part of an individual's body.

The Policy defines **Consent** as:

> **Consent** is defined as an informed, affirmative decision made freely and actively by all parties to engage in mutually acceptable sexual activity. Consent must be given by clear words or actions and may not be inferred from silence, passivity, or lack of resistance. Consent to one type of sexual activity does not imply consent to other types of sexual activity.
>
> An essential element of consent is that it be freely given. Freely given consent may not be possible, in relationships of a sexual or intimate nature between individuals where one individual has power, supervision or authority over another.

If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes impairment or incapacitation due to age, alcohol or drug consumption that meets this standard, or being asleep or unconscious. Incapacitation is defined below.

Consent may also be withdrawn at any time. When consent is withdrawn, sexual activity must immediately cease. Existence of a current or previous dating, marital, and/or sexual relationship is not sufficient to constitute consent to additional sexual activity. Prior consent does not imply current or future consent.

Consent cannot be obtained through the use of coercion or force, or by taking advantage of an incapacitated individual. A person's use of alcohol and/or other drugs does not eliminate that person's responsibility to obtain consent to sexual contact.

In evaluating whether adequate consent was given, consideration will be given to the totality of the facts and circumstances, including but not limited to the extent to which a Complainant affirmatively uses words or actions indicating a willingness to engage in sexual contact, free from intimidation, fear, or coercion, and whether a reasonable person in the Respondent's position would have understood such person's words and acts as an expression of consent, and whether there are any circumstances, known or reasonably apparent to the Respondent, demonstrating Incapacitation or fear.

> *In Pennsylvania, a person under the age of 16 years old cannot consent to sexual activity with an individual who is four or more years older and a person under the age of 13 cannot consent to sexual activity regardless of the other personâ€™s age. Therefore, sexual contact with a person younger than 16 years old may be a crime as well as a violation of this Policy. In addition, certain incidents of sexual conduct involving individuals under the age of 16 will be reported to Childline at (800) 932-0313 as required by law.*

REPORTING SEXUAL ASSAULT

Members of the Chatham community who would like to report an incident of sexual assault may contact any of the following: Chatham University's Public Safety Department, the Title IX Office, the Student Affairs Office or Residence Life Staff, and/or a hospital or other medical facility. Chatham community members also have the option of notifying the Pittsburgh Police Department regardless of any action taken or anticipated by campus authorities.

Under Chatham's Title IX Policy, certain employees are defined as Responsible Employees who have an obligation to report to the Title IX Office any incident of Sexual Assault of which they become aware:

> **Responsible Employee**: Under Title IX, a Responsible Employee includes any Chatham employee (i) who has the authority to take action to redress sexual violence; (ii) who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX coordinator or other appropriate school designee; or (iii) whom a student could reasonably believe has this authority or duty. Responsible Employees include all Chatham employees except the professional counselors in the Counseling Center or Health Services staff. Responsible Employees include Resident Assistants, Teaching Assistants, Intern Assistant Coaches and Intern Assistant Administrators. Responsible Employees have an obligation to promptly report incidents of Prohibited Conduct to the Title IX Coordinator or one of the Deputy Title IX Coordinators.

Chatham's Title IX Policy provides the following contact information for anyone wishing to report an incident of Sexual Assault:

CONTACTS FOR FILING A TITLE IX COMPLAINT

If you have been the victim of Prohibited Conduct, or if you would like to report Prohibited Conduct of which you are aware that does not involve you personally, please contact the following as appropriate:

- For urgent, emergency cases (e.g., rape or sexual assault), please call the 24-hour emergency Chatham Public Safety hotline at 412-365-1111 or 911.
- To report any non-emergency instances of Prohibited Conduct under Title IX, please contact:
  - Title IX Coordinator or the Deputy Title IX Coordinator (also see Who's Who in Chatham's Title IX Office in Chatham's Title IX Policy).
    - Sean Coleman 412-365-1164 or scoleman1@chatham.edu
    - Heather Black 412-365-2776 or hblack@chatham.edu
    - Leonard Trevino 412-365-1650 or ltrevino@chatham.edu
    - Mary Utter 412-365-1482 or mutter@chatham.edu
  - Email the Title IX Office through TitleIX@chatham.edu.

If you are a Responsible Employee who is required to report incidents of Prohibited Conduct of which you are aware, you must immediately contact the Title IX Coordinator or one of the Deputy Coordinators (see above).

A list of resources for anyone who has experienced Sexual Assault can be found in Chatham's Title IX Policy.

PROCEDURES

Procedures for investigating allegations of Sexual Assault are described in Chatham's Title IX Policy.

PROGRAMS

Sexual assault awareness and prevention programming will be conducted throughout the academic year. The programming is conducted in conjunction with the Title IX Office, the Office of Student Affairs, and Public Safety.

+ Sex Offender Registration

In accordance with the “Campus Sex Crimes Prevention Act of 2000,” the Chatham University Public Safety department is providing a link to the Pennsylvania State Police Sex Offender registry. The Pennsylvania State Police are responsible for maintaining this registry. Access the website at: http://www.pameganslaw.state.pa.us.

+ Statement Addressing Counselors

Pastoral Counselors and/or Professional Counselors, when acting as such, are considered to be a campus security authority. The Pastoral Counselors and/or Professional Counselors can file a crime report on the details of a criminal incident without revealing your identity.

+ Weapons Policy

All members of the campus community and visitors are prohibited from possessing or carrying weapons of any kind while on University property, regardless of whether they are licensed to carry the weapons or not. Such prohibition extends to individuals having weapons in briefcases, purses, tool boxes, personal vehicles, or other personal property or effects.

The only exceptions to this policy are:

A. Firearms in the possession of University Police Officers;
B. Firearms in the possession of on-duty law enforcement officers;

University sanctions will be imposed on offenders as appropriate and in addition, criminal charges may be filled.

For the purposes of this policy, "weapons" include;

a. Firearms such as handguns, shotguns, rifles, pellet guns, machine guns, stun guns, Tasers, or electronic weapons
b. Explosives such as bombs, grenades, blasting caps, fireworks/smoke bombs or other containers containing explosive substances
c. Other equipment, material devices that, in the manner that they are used or could be used or are readily capable of causing serious bodily injury.

The items described in clause c) include but are not limited to knives (except small personal pocket knives with folding blades that are less than (3) inches long), teargas, chemical substances, brass knuckles, clubs, or chains.

Alcohol and Other Drugs

Alcohol Policy

Chatham University supports the Pennsylvania State Laws concerning drinking and acknowledges the responsibility to inform each student of her/his obligation to abide by these laws; any infraction makes her/him liable to punitive action from the State. The University is not responsible for, and will offer no protection for violators of these laws.

Drinking in excess is dangerous to one's health and may be detrimental to one's academic endeavors. Chatham University prohibits excessive drinking and disturbing behaviors that result from excessive alcohol use and has developed guidelines to promote responsible alcohol use.

In brief, the law prohibits the purchase, consumption, possession, or transportation of intoxicating liquors or malt or brewed beverages by a minor (under age 21), and prohibits any other person to sell, furnish or give such beverages, or to permit any of these beverages to be sold, furnished, or given to any minor. The law also prohibits any person or group from selling alcoholic beverages without an appropriate license from the State of Pennsylvania.

All alleged violations of the alcohol policy will be processed through the Student Honor Code. The following regulations govern the campus community both at large and specifically in the residence areas:

1. Chatham University adheres to the Pennsylvania State laws regarding the purchase, possession, consumption, or transportation of alcoholic beverages by minors.
2. Resident students, 21 years or older, are permitted to transport, possess, and consume alcoholic beverages in their private rooms in the residence halls or in the apartments. Resident students, 21 years or older, are not permitted to serve alcohol in their rooms to residents under the legal age.
3. Alcohol is prohibited in public areas including bathrooms, hallways, student lounges, TV rooms, kitchens, public University grounds, etc.
4. Kegs, party balls, and any other similar sources of large quantities of alcohol are prohibited in all residence areas, including private rooms.
5. Residents are responsible for the behavior of their guests. Guests must adhere to all residence hall policies that pertain to their host. For example, if the Resident student is not 21 years of age, their guest (regardless of age) may not consume alcohol in Chatham Residence communities. Also, if a guest of a Chatham student violates the campus alcohol policy or other policies while intoxicated, their Chatham student host will also be charged with the policy violation.
6. Alcoholic beverages are not permitted at any student function sponsored by an undergraduate student group or organization. Unless specifically authorized by the Office of the President of the University, no University funds, including student activities fees, are to be spent for alcohol by groups, organizations or their representatives.
7. Students, as members of the college community, represent Chatham by their actions. Therefore, students shall not attend College events (on or off campus) while intoxicated and a student's behavior shall not be disruptive to the community. Students who return to the residence intoxicated, whether 21 years of age or not, and violate other polices (including but not limited to quiet hours, escort policy, etc.) will be receive an Honor Code Violation on charges of alcohol and/or other violations.
8. An underage student who is in the presence of alcohol with underage students who are found to be drinking or with a significant quantity of alcohol that is out of proportion with the number of students over the age of 21 can be found in violation of the alcohol policy. Students should use their best judgment and not partake in situations that involve underage drinking of any sort or large quantities of alcohol.

Drug Policy

Chatham University supports the Federal, State and municipal laws governing the illegal use, possession or transferring of any narcotic drug, such as, but not limited to, marijuana or heroin, or other drugs such as LSD, barbiturates, or amphetamines. The University will not be responsible for, nor offer protection to, any student violating these laws. In addition, the University requires students to refrain from involving themselves and other students in any violation of these laws.

Students are not permitted to use, possess, distribute, sell or be under the influence of narcotics, hallucinogens, dangerous drugs, or other controlled substances. All violations of the drug policy will be processed through the Student Conduct Board and also through the local court system if appropriate.

As part of the Higher Education Opportunity Act, students should understand how any drug-related offenses could impact their eligibility for federal student aid (Title IV). Federal student aid includes the following

- Federal Pell Grant
- Federal SEOG (Supplemental Educational Opportunity Grant) Grant
- Federal Perkins Loan
- Direct Stafford Loan
- Direct Parent PLUS Loan
- Direct Graduate PLUS Loan

A conviction for any drug offense during a period of enrollment, in which a student was receiving Title IV aid, HEA program funds, under any federal or state law involving the possession or sale of illegal drugs, will result in the loss of eligibility for any Title IV, HEA program funds, loans, or work-study assistance.

This information would be obtained from the Free Application for Federal Student Aid (FAFSA) from question 23, that asks if "students have been convicted for the possession or sale of illegal drugs." Upon receiving this information from the Federal Processor, the Office of Financial Aid will notify students in a timely manner if they have lost eligibility and will then also be advised upon how they can regain eligibility.

Student Health Services

Greetings from the Director of Student Health and Wellness

Ron Giles,
Director for Student Health and Wellness
rgiles@chatham.edu
412-365-1269

The Office of Student Health and Wellness is responsible for coordinating the physical, mental and wellness lifestyle of our students, providing social and support services to our students and the Chatham community. The departments under Student Health and Wellness consist of 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.

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 basic first aid intervention, illness and injury assessment, and starter doses of over-the-counter medication. Chatham has partnered with the UPMC Urgent Care of Shadyside to attend to our students' urgent health needs at their location, a few miles away from our campus. If you are a registered Chatham student, you will be seen for basic services free of charge at that location. No co-payment is required for these services. However, if you visit a UPMC Urgent Care center other than Shadyside the co-payment ***will not be waived***. Our Medical Assistant will also help make the necessary arrangements for transportation to the UPMC Urgent Care facility when you are in need of care.

Students that require on-going maintenance care can be referred to numerous physicians in the neighboring area.

Health Services Office Hours:

Student Health Services is open during the academic year with part-time medical assistant coverage.

Monday through Thursday……9:00 a.m. – 3:00 p.m.

What Services Does UPMC Urgent Care Shadyside Provide You as a Chatham Student?

The medical staff at Urgent Care is ready to help you with the following services:

- History of the chief complaint;
- History of the present illness;
- Review of social and/or family history;
- Review of appropriate systems and vitals as appropriate (blood pressure, temperature, pulse, etc.);
- Physical exam by physician including Sports, Camp and Driver License Physicals;
- Order appropriate diagnostic tests including pregnancy, EKG, rapid strep, rapid mono, and glucose testing, fecal blood hemocult, Pulse O2 and urinalysis. All others are to be paid for by the patient or patient's insurance;
- Review of test(s) results and diagnosis;
- Review of treatment options;
- Procedures needed including minor suturing, minor foreign body removal;
- Discharge instructions;
- Typical diagnosis included in full service visits includes: Minor Burns, Minor Gastrointestinal Disorders, Upper Respiratory Infections, Allergies, Sprains, X-Rays, Blood Draws, Abrasions, Insect Bites/Bee Stings, Ear Infections, Fevers, Poison Ivy, and Rashes; and
- Refer to Health Department or Family Planning for any STD Related Testing
- Follow-up visits are permitted and will include, but are not limited to, the review of test results, inspection of wounds and removal of sutures.

Visiting UPMC Urgent Care Shadyside - What You Need to Know:

1. If you are a registered Chatham student for this semester, you will be seen for the above services free of charge. No co-payment is needed for these services.
2. If the services rendered result in additional health testing and procedures, the student's health insurance will be charged or the student will be billed accordingly.
3. If you are utilizing the Urgent Care facility, you, as a student need to provide a valid Chatham ID in order to be rendered the service.
4. The above services will be the same for the Fall and Spring semesters. During the summer sessions, transportation will be provided by Chatham. However, all visits to the UPMC-Urgent Care facility will be billed to the students' personal insurance.

Visiting UPMC Urgent Care Shadyside - What You Need to Know:

The UPMC Urgent Care facility is located in Shadyside, a 10-minute ride from our main campus.

- Address: 5231 Centre Avenue, Pittsburgh, PA 15232 (across from Shadyside Hospital).
- Phone: (412)623-4114

Hours of Urgent Care Services: 9:00 a.m. – 9:00 p.m. every day/365 days of the year

Transportation to Off–Campus Healthcare

Students requiring transportation to and from UPMC Urgent Care Shadyside can call Chatham Public Safety at 412-365-1230 or 412-365-1111 (emergency number). Let the Staff Officer responding to the call know that you need a transport to the Urgent Care facility.

What Do I Do Between 9:00 p.m. and 9:00 a.m.?

After 9:00 p.m., if a student requires medical attention, they should first notify their Resident Assistant (RA) or Graduate Resident Director (GRD). The RA or GRD will call Public Safety for assistance or transportation. Students can also call our Public Safety Office in case of need/emergency.

RA on call phones are answered from 8:00 p.m. to 8:00 a.m. daily

- Chatham Apartments RA: 412-670-8818
- Fickes RA: 412-670-6379
- Laughlin/Rea RA: 412-526-9063
- Woodland RA: 412-526-9358
- Dilworth RA: 412-925-0014
- GRD On Call: 412-951-0003 (answered 24/7)
- Public Safety Office: (412) 365-1230 or (412) 365-1111 (emergency number)

Should a student need emergency treatment they will be transported via public safety or EMS to the UPMC Shadyside Hospital Emergency Room. Please note the charges from the use of the emergency room may not be totally covered by the Student Insurance plan (if you are enrolled).

Vaccinations

Chatham requires that all incoming students provide their vaccination records to Med+Proctor before the first day of classes. Med+Proctor is an online immunization verification tool used to track students' vaccinations and compliance. Failure to provide your records will prevent you from enrolling for subsequent semesters. MMR (Measles, Mumps, & Rubella), Meningococcal & Hepatitis B are required. Others, such as vaccines for chickenpox, tetanus, hepatitis A, and polio, are only recommended so that we have that information on file should illness break out on campus.

Meet the Staff

Ron Giles
Director for Student Health & Wellness
412-365-1269
rgiles@chatham.edu

Val Martincek
Part-time Medical Assistant
412-365-1714

Fees

- **There is no charge for visiting Health Services.**
- **Student Health Services does not direct bill insurance plans.**

Crime Statistics

Chatham University prepares this annual Crime Report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. This report contains policies, procedures, and crime-related statistical information.

The full text of this report is published and available for download on this site. Printed copies are available at the Public Safety Department in the Rea Garage or by request to the Assistant Director, Public Safety & Transportation.

Download the 2016 Annual Security & Fire Safety Report

View Frequently Asked Questions

Chatham University's Public Safety Department receives statistical reports from the Pittsburgh and Gibsonia/Richland Township Police Departments for crimes in or near the campus boundaries. Police statistics are combined with information from Chatham's Public Safety Department, the Office of Student Affairs and other designated campus officials (including, but not limited, to residence life staff, advisors to students and student organizations, and athletic coaches) to provide the total record of reported crimes, arrests and disciplinary referrals within a calendar year.

The Clery Act requires colleges and universities to:

- Publish an annual report every year by October 1 that contains three years of campus crime statistics and certain campus security policy statements;
- Disclose crime statistics for the campus, public areas immediately adjacent to or running through the campus, and certain non-campus facilities. The statistics must be gathered from campus or police security, local law enforcement, and other University officials who have "significant responsibility for student and campus activities";
- Provide "emergency warning" notices of those crimes that have occurred and post an ongoing "threat to students and employees"; and
- Disclose in a public crime log "any crime that occurred on campus or within the patrol jurisdiction of the campus police or the campus security department and is reported to the campus police or security department".

Fire Safety

Reporting a Fire

Fires should be immediately reported to the camps police at 412.365.1111. Pittsburgh Police, Fire, and EMS can be reached by dialing 911.

Fire Drills

Fire Drills are conducted in student housing twice a year by Student Affairs, Facilities Management and Public Safety.

Fire Safety Policies

Smoke detectors have been installed in each student room for the protection of the occupants in case of fire. Woodland Hall has a full sprinkler system, while Fickes Hall has a partial sprinkler system.

Smoking is not permitted in any buildings.

Residence Life permits students to use U.L. approved hot pots, coffeemakers and microwave ovens. Other types of cooking devices are not permitted or have restricted use. See the Student Handbook for additional information.

Candles, incense, space heaters and halogen lights are not permitted in student housing. See the Student Handbook for additional information.

Chatham University has detailed Fire Plans, Evacuation Plans, and Emergency Response Plans, which are posted on MyChatham.

Fire Safety Education and Training

Area Coordinators, Graduate Resident Directors, and Resident Assistants are trained and given specific information on who to contact in an emergency, how to assess an emergency, how to respond using general response steps, and how to respond to fire emergencies.

Fire Safety Improvements and Upgrades

Chatham University reviews the fire systems annually and implements upgrades, repairs, or revisions whenever issues are identified.

Evacuation Procedures

If you hear the fire alarm sound, you are required to immediately evacuate the building.

Remember **RACE**:

R – Rescue anyone in immediate danger and Remove yourself from danger.
A – Alarm by pulling the fire alarm and notifying Public Safety at 412.365.1111.
C – Contain the fire and smoke by closing doors as you evacuate.
E – Extinguish the fire using the proper extinguisher. If the fire is too intense, evacuate.

Once you evacuate a building, meet in the designated meeting location and/or remain a safe distance from the building until the campus police inform you that are may go back inside.

Student Housing Fire Safety Systems

Building	Smoke and/or heat detectors	Partial or full sprinkler system	Fire extinguishers	Evacuation/ Emergency information posted	Redundant monitoring system
Chatham Apartments	Y		Y	Y	Y
Chung Apartments	Y		Y	Y	
Fickes Hall	Y	Y	Y	Y	Y
Haber Apartments	Y		Y	Y	
Hicks Estate	Y		Y	Y	Y
Laughlin Apartments	Y		Y	Y	Y
Linzer Apartments	Y		Y	Y	
Pelletreu Apartments	Y		Y	Y	Y
Rea Hall	Y		Y	Y	Y
Woodland Hall	Y	Y	Y	Y	Y
Orchard Hall (Eden Hall Campus)	Y	Y	Y	Y	Y

2013 Fire Log

Date	Time	Location	Nature of Fire	Injuries	Deaths	Cost
Jan-Feb			None			
Mar-Apr			None			
May-Jun			None			
Jul-Aug			None			
Sep-Oct			None			
Nov-Dec			None			

2014 Fire Log

Date	Time	Location	Nature of Fire	Injuries	Deaths	Cost
Jan-Feb			None			
Mar-Apr			None			
May-Jun			None			
Jul-Aug			None			
Sep-Oct			None			
Nov-Dec			None			

2015 Fire Log

Date	Time	Location	Nature of Fire	Injuries	Deaths	Cost
Jan-Feb			None			
Mar-Apr	9:30 pm	Buhl	False alarm			
May-Jun			None			
Jul-Aug			None			

Date	Time	Location	Nature of Fire	Injuries	Deaths	Cost
Sep-Oct	7:00 pm	Woodland	False alarm			
Nov-Dec	4:00 am	Pelletreu	False alarm			
	9:10 pm	Chatham Apts.	False alarm			
	8:35 am	Orchard Hall	False alarm			
	9:00 am	Orchard Hall	False alarm			

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Catalog Discliamer

As of our date of publication, our catalog is true and correct in content and policy, but the provisions of it 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.

2018-2019 Chatham University Course Catalog

Degrees

Bachelor of Arts, Accounting
Bachelor of Arts, Arts Management: *Dance, Media Arts, Music, Visual Arts*
Bachelor of Arts, Biochemistry
Bachelor of Arts, Biology: *Cell & Molecular Biology, Human Biology*
Bachelor of Arts, Business Administration
Bachelor of Arts, Chemistry
Bachelor of Arts, Communication: *Graphic Design, Human Communication, Journalism, Public Relations*
Bachelor of Arts, Criminology
Bachelor of Arts, Cultural Studies
Bachelor of Arts, Early Elementary Education
Bachelor of Arts, Economics
Bachelor of Arts, English
Bachelor of Arts, Healthcare and Business Management
Bachelor of Arts, History
Bachelor of Arts, International Business
Bachelor of Arts, International Studies: *Africa, Asia, Europe, Latin America, Middle East*
Bachelor of Arts, Management
Bachelor of Arts, Management Information Systems
Bachelor of Arts, Marketing
Bachelor of Arts, Mathematics
Bachelor of Arts, Media Arts: *Graphic Design, Photography, Film & Digital Technology*
Bachelor of Arts, Music
Bachelor of Arts, Physics
Bachelor of Arts, Policy Studies
Bachelor of Arts, Political Science
Bachelor of Arts, Psychology
Bachelor of Arts, Social Services Administration
Bachelor of Arts, Sustainability: *Sustainable Business & Management, Sustainable Policy & Communication*
Bachelor of Arts, Visual Arts: Art History
Bachelor of Arts, Visual Arts: Studio Arts
Bachelor of Arts, Women's and Gender Studies

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

Bachelor of Science, Applied Data Science Analytics
Bachelor of Science, Biochemistry
Bachelor of Science, Biology: *Cell & Molecular Biology, Human Biology*
Bachelor of Science, Chemistry
Bachelor of Science, Environmental Science
Bachelor of Science, Exercise Science
Bachelor of Science, Mathematics
Bachelor of Science, Nursing, *RN to BSN*
Bachelor of Science, Physics
Bachelor of Science, Sustainability: *Natural Resource Management, Sustainable Technology*

Master of Accounting

Master of Arts, Communication
Master of Arts, Food Studies
Master of Arts, Creative Writing
Master of Arts, Interdisciplinary Design Degree

Master of Arts, Psychology
Master of Arts, Teaching

Master of Business Administration
Master of Education, Education Instructional Studies
Master of Education, Special Education
Master of Fine Arts, Creative Writing
Master of Fine Arts, Film & Digital Technology
Master of Fine Arts, Interdisciplinary Design Degree
Master of Interior Architecture
Master of Occupational Therapy
Master of Physician Assistant Studies
Master of Professional Writing

Master of Science, Athletic Training
Master of Science, Biology
Master of Science, Counseling Psychology
Master of Science, Healthcare Informatics
Master of Science, Interior Architecture
Master of Science, Nursing: *Leadership, Educator, Informatics*
Master of Sustainability: *Urban and Energy Systems, Ecology and Resource Management, Business and Innovation, Food Systems, and Policy and Economy*

Master of Arts, Food Studies and Master of Business Administration
Master of Sustainability, and Master of Business Administration

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

Certification, Art Education, K-12
Certification, Secondary Education (Discipline Specific)

Student Rights and Responsibilities

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

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

In turn, the recognition of rights and the granting of privileges by the University require responsibilities on the part of the students. In the academic sphere, these responsibilities include acknowledgement of the scholarship of others and the responsibility of relying on one’s own work and not that of others. In the social sphere, the student must respect the laws of the Commonwealth of Pennsylvania and the nation, and each individual should act so as to ensure the rights, welfare, and security of others. In accepting admission to Chatham University, students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules considered by the University community as part of its Honor Code. Each year at Opening Convocation students reaffirm their commitment to the Honor Code.

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

Office of Admission

UNDERGRADUATE ADMISSION

- Admission Procedures for First-Year Students
- Admission Procedures for Early Entrants
- Admission Procedures for High School Dual Enrollment
- Admission Procedures for Transfer Students
- Conditional Admission
- Admission Procedures for Gateway Students
- Admission Procedures for the Pathways to Nursing Program
- Admission requirements for the Fully Online Undergraduate Programs
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- Admission Procedures for Non-Degree International Students

INTEGRATED DEGREE PROGRAM (IDP)

- IDP in Science & Health Science
- IDP in Business, Creative and Liberal Arts, Education and Sustainability
- IDP Admission for Transfer Students and Current Students
- Three-Year Undergraduate Program in Interior Architecture
- Collaborative Programs: Carnegie Mellon University
- Collaborative Programs: Duquesne University

GRADUATE ADMISSION

- School of Arts, Science and Business
- School of Health Sciences
- Falk School of Sustainability & Environment
- Non-Degree Seeking Student
- International Applications
- Conditional Admission

Undergraduate Admission

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

+ Admission Procedures for First-Year Students

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

APPLICATION

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

ADMISSION

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

First-year student applicants must submit the following:

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

Students with a minimum 3.0 cumulative GPA may apply using our SAT optional policy and choose not to submit their SAT/ACT scores at the time of application. If not submitting their scores, in addition to the required application materials, they must also submit the following:

- Résumé
- Graded essay
- On campus interview
- Portfolio (optional but highly recommended)

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

TUITION AND ROOM DEPOSIT

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

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

DEFERRED ENTRANCE

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

+ Admission Procedures for Early Entrants

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

+ Admission Procedures for High School Dual Enrollment

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

+ Admission Procedures for Transfer Students

APPLICATION

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

TRANSFER CREDITS

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

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

ENROLLMENT REQUIREMENTS

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

TUITION AND ROOM DEPOSIT

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

+ Conditional Admission

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

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

+ Admission Procedures for Gateway Students

Chatham University was one of the first schools in the country to make a strong commitment to adult students through the creation of its Gateway Program. The Gateway Program opens opportunities to students over the age of 23 who are seeking a first baccalaureate degree. To date, more than 800 Gateway Program graduates are enjoying exciting careers, enriching their lives and the lives of those around them. These students recognize that intellectual growth continues through adulthood and that continuing education fosters that growth. Gateway students have distinguished themselves in the academic and extracurricular life of the College. The Gateway Program has enriched the educational experience of all Chatham students by fostering an exchange of ideas and perspectives among learners from different generations. Gateway students share in all the educational and co-curricular resources of the College, and they enjoy the support of the Gateway Student Association. Admission to Chatham University's Gateway Program is based on a review and evaluation of the information provided by the candidate to the Office of Admissions. As part of the procedure, the candidate must submit the following:

- Completed application form
- Application fee is waived if applying via the online application.
- Official transcripts from high school and/or prior college(s) attended, as appropriate
- Essay or writing sample
- One or more letters of recommendation

A Gateway Program applicant also is advised to read closely those sections of the Catalog on the Prior Learning Assessment Program because these programs frequently apply to a Gateway student's experiences.

TUITION AND ROOM DEPOSIT

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

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

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

+ Admission Procedures for the Pathways to Nursing Program

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

- The Chatham University online or paper application
- The supplemental Pathways to Nursing UPMC Shadyside School of Nursing application
- An essay explaining what becoming a nurse means to you (300-350 words)
- At least two (2) letters of recommendation
- High School transcripts showing graduation date

- Post-secondary Education: all transcripts must be submitted
- SAT (Chatham Code: 2081), ACT (Chatham Code: 3538)
- Completion of the following high school courses with a "C" or higher.
  - 4 years of English
  - 2 years of Science (Biology or Chemistry) with a related Laboratory
  - 2 years of Mathematics (1 of which is Algebra)
  - 3 years of Social Studies
  - Recommended: Anatomy and Physiology
- TEAS test score of "proficient" or higher. Offered by ATI at https://atitesting.com/Home.aspx and required for admission to Shadyside School of Nursing
  - Chatham offers a Nursing Entrance Exam Preparation Course for students hoping to improve upon their math, science, reading and vocabulary skills prior to taking the TEAS test

If accepted for admission to UPMC Shadyside School of Nursing, the candidate will receive a written offer of acceptance. To reserve a space in the incoming class, the candidate must acknowledge acceptance in writing per the letter offering admission to the school.

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 UPMC Shadyside School of Nursing Information Session.

Students not meeting the requirements to enter or remain enrolled in the UPMC Shadyside School of Nursing Program will receive written notification from the School of Health Sciences Dean's office advising them to select an academic major other than Pathways to Nursing. Students are required to complete appropriate documentation to secure a different academic major and advisor. The University Registrar's Office will automatically change the student's major to "undeclared" if the appropriate documentation is not completed in a timely manner.

+ Admission Requirements for the RN-to-Bachelor of Science in Nursing

Admission Requirements for the RN-to-Bachelor of Science in Nursing. Applicant must:

- Complete the online application
- Submit proof of completion of an RN degree (Associate or Diploma) with a minimum 2.0 GPA
- Submit a copy of a current unencumbered RN license
- Submit a copy of official transcripts of all completed post-high school education from all schools attended

+ Admission Requirements for the Fully Online Undergraduate Programs

BA IN HEALTHCARE AND BUSINESS MANAGEMENT

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

BA IN BUSINESS ADMINISTRATION
BA IN PSYCHOLOGY

- Completed free online application at https://www.chatham.edu/apply
- Admission Essay: Provide a description of your academic and professional goals. Assess how you believe that the completion of the BA degree will help you achieve these goals (minimum 500 words).
- Official Academic Transcripts from all accredited colleges or universities previously attended
- Students may receive transfer credits for courses in which they have received a letter grade of "C" or better.
- High School Diploma or GED with GPA of 2.5 of higher if less than 24 prior college credits
- Official SAT or ACT scores are highly Suggested if no prior college
- Letter of recommendation may be requested if no test scores

+ Non-Degree Seeking Student

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

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

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

+ Admission Procedures for International Undergraduate Students

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

Applicants should submit the following materials:

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

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

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

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

PROOF OF FINANCE

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

+ Admission Procedures for Non-Degree International Students

Chatham Semester Students enrolled in an undergraduate degree program outside the U.S. may study at Chatham for up to one year. To

apply, you must have a 2.5 grade point average (on a 4.0 scale). If your native language is not English, you must meet the minimum required scores on a standardized language exam (550/79 on TOEFL, 6.0 on IELTS). If your scores fall under those limits, you may be required to either take both academic courses and English language courses or complete Chatham's ELP program before you are eligible for the Chatham Semester.

Interested students should submit the following:

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

CHATHAM INTERNSHIP

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

Students must submit the following:

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

ENGLISH LANGUAGE PROGRAM

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

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

EXCHANGE STUDENTS

Exchange student applications are submitted to Chatham by exchange partner institutions. Students must be pre-approved by their home institution. To apply, students submit:

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

GENERAL EDUCATION REQUIREMENTS FOR INTERNATIONAL STUDENTS

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

Integrated Degree Program (IDP)

Selecting an Integrated Degree Program (IDP). Applicants who meet the academic standards will automatically be considered for guaranteed admission. To select an IDP, select the Integrated Degree Program option on the undergraduate application and select the corresponding graduate program you wish to pursue.

+ IDP in Science & Health Science

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

HEALTH SCIENCE

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

SCIENCE

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

ADMISSION REQUIREMENTS

High school seniors meeting the following conditions will be considered for guaranteed admission:

1. Minimum cumulative high school GPA of 3.5
2. Minimum SAT (critical reading + math) of 1200 or ACT composite of 26 for health sciences program or 1100 SAT or 24 ACT for science programs
3. Seven science/math high school units
4. Full application review including college preparation curriculum, extracurricular involvement and application essay

MAINTAINING GUARANTEED ADMISSION ELIGIBILITY

IDP in Nursing

Current Chatham undergraduate students who obtained **guaranteed** admission into the MSN program are required to submit the following when they enroll in **NUR 499**.

- IDP Intention Form

Current Chatham graduate students who obtained **guaranteed** admission into the DNP program are required to submit the following when they enroll in **NUR 670**.

- IDP Intention Form

IDP in DPT, MOT and MPAS

Current Chatham undergraduate students who obtained **guaranteed** admission into the MOT, DPT or MPAS programs are required to submit the following by **October 1** of their graduate application year.

- Application

    - DPT: apply at PTCAS*
    - MOT: apply at OTCAS*
    - MPAS: apply at CASPA*
- IDP Intention Form
- Maintain required programmatic GPA
    - DPT and MOT: cumulative GPA of 3.5 and prerequisite GPA of 3.4
    - MPAS: cumulative GPA of 3.5 and science GPA of 3.4
- Complete prerequisites courses, shadowing requirements**, and a satisfactory interview

*As a result of your guaranteed admission status, you are not required to complete the following items on CAS: GRE and letter of recommendations/evaluations
**Prerequisite course and shadowing requirements are listed on the admission pages for each graduate program

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IDP in MAP and MSCP

Current Chatham undergraduate students who obtained **guaranteed** admission into the MAP or MSCP programs are required to submit the following by **December 1** of their junior year.

- Chatham Graduate Application
- IDP Intention Form
- Maintain cumulative GPA of 3.5

An academic advisor will work closely with you to ensure that you complete the requirements and prerequisite courses. (A grade of "B" or better in each prerequisite is required for the Master of Physician Assistant Studies and Master of Science in Counseling Psychology program. A grade of "C" or better in each prerequisite is required for the Doctor of Physical Therapy, Master of Occupational Therapy, Doctor of Physical Therapy (DPT) science programs).

PREFERRED ADMISSION

Current Chatham undergraduate students who obtained preferred admission into an IDP are required to submit the IDP Intention Form in addition to all required documentation and fulfilling all program application requirements by December 1 of their junior year with the exception of MOT, DPT, or MPAS. Students with preferred admission into MOT, DPT, or MPAS must do so by October 1 of their graduate application year. This document details all programmatic requirements.

ADMISSION NOTIFICATION

Students will receive admission notification within one month of application completion. Decisions may include:

- Guaranteed acceptance for Integrated Degree Program
- Preferred Admission to Integrated Degree Program
- Acceptance to Chatham University with opportunity to reapply to IDP program during sophomore or junior year at Chatham

+ IDP in Business, Creative and Liberal Arts, Education, Health Science, and Sustainability

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

BUSINESS

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

CREATIVE AND LIBERAL ARTS

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

EDUCATION

- Master of Arts in Teaching (MAT)

HEALTH SCIENCE

- Master of Science in Athletic Training (MSAT)

SUSTAINABILITY

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

ADMISSION REQUIREMENTS

High school seniors meeting the following conditions will be considered for guaranteed admission:

1. Minimum cumulative high school GPA of 3.25 for all programs except Athletic Training which requires a 3.0
2. Minimum SAT (critical reading + math) of 1010 or ACT composite of 21
3. Full application review including college preparation curriculum, extracurricular involvement and application essay.

MAINTAINING GUARANTEED ADMISSION ELIGIBILITY

IDP in MSAT

Current Chatham undergraduate students who obtained **guaranteed** admission into the MSAT program are required to submit the following by **December 1** of their junior year.

- Chatham Graduate Application
- IDP Intention Form
- Maintain cumulative GPA of 3.0

IDP in all other Chatham Graduate Programs

Current Chatham undergraduate students with guaranteed admission to any other graduate program are required to submit the following by December 1 of their junior year.

- Chatham Graduate Application
- IDP Intention Form
- Maintain cumulative GPA of 3.25

PREFERRED ADMISSION

Current Chatham undergraduate students who obtained preferred admission into an IDP are required to submit the IDP Intention Form in addition to all required documentation and fulfilling all program application requirements by December 1 of their junior year with the exception of MOT, DPT, or MPAS. Students with preferred admission into MOT, DPT, or MPAS must do so by October 1 of their graduate application year. This document details all programmatic requirements.

ADMISSION NOTIFICATION

Students will receive admission notification within one month of application completion. Decisions may include:

- Guaranteed acceptance for Integrated Degree Program
- Preferred Admission to Integrated Degree Program
- Acceptance to Chatham University with opportunity to reapply to IDP program during sophomore or junior year at Chatham

+ IDP Admission for transfer students and students who do not meet academic program requirements

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

TRANSFER STUDENTS

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

CURRENT STUDENTS

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

+ RN-to-MSN Educator Track

The RN-to-MSN Educator Track is a 47 credit track in which students complete both BSN and MSN courses simultaneously. Upon admission, students will meet with their academic advisor to review their undergraduate plan of study. During this time transfer credits will be discussed and any outstanding general education requirements will be identified. All general education requirements will need completed by the 4th semester of study. Both the BSN and MSN degrees awarded.

ADMISSION REQUIREMENTS

1. Copy of official transcripts of all completed college level coursework from all schools attended with proof of completion of an RN degree (associate or diploma) with a minimum 3.0 GPA
2. Proof of active, unencumbered RN license
3. Current résumé/curriculum vitae
4. Admission essay

+ BSN-to-DNP Executive Track

The BSN-to-DNP Executive Track is a 53 credit track in which students complete both MSN and DNP courses simultaneously. Students will work with their academic advisors to ensure they adhere to the prescribed curriculum. Both the MSN and DNP degrees are awarded.

ADMISSION REQUIREMENTS

1. Copy of official transcripts of all completed college level coursework from all schools attended with proof of completion of an BSN degree with a minimum 3.0 GPA
2. Proof of active, unencumbered RN license
3. Current résumé/curriculum vitae
4. Admissions essay
5. Two professional letters of reference
6. Interviews may be requested (to be held in person, over the phone, or via Skype)

+ Three-Year Undergraduate Program in Interior Architecture

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

+ Collaborative Programs: Carnegie Mellon University

CMU'S JOHN HEINZ III COLLEGE

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

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

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

Master of Arts Management (MAM)
Master of Information Systems Management (MISM)

CERTIFICATION PROGRAM IN MUSIC EDUCATION WITH CARNEGIE MELLON UNIVERSITY

In order to provide an opportunity for students with an interest in Music Education, a cooperative program in Music Education Certification has been established with Carnegie Mellon University. At Chatham, students take the courses required for the Music major. Concurrently, at Carnegie Mellon, student's cross-register for the courses required for certification in Music Education. In four years, upon successful completion of all courses in both programs, students receive a Bachelor of Arts degree in Music and Certification in Music Education.

COLLABORATION IN TEACHER TRAINING WITH CARNEGIE MELLON UNIVERSITY

To advance the professional training of teachers, Chatham University and Carnegie Mellon University have established a five-year program open to qualified students. Students accepted in this program complete bachelor's degrees at CMU while also completing the requirements for teaching certification at Chatham. In the fifth year, students complete a Master of Arts in Teaching at Chatham.

BA AND BS IN PHYSICS WITH CARNEGIE MELLON UNIVERSITY

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

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

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

+ Collaborative Programs: Duquesne University

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

To apply students must

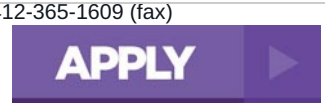
a. Earn a cumulative grade point average of 3.5 for three years at Chatham University (90 credit hours);
b. Completion of the Chatham Core courses, all of the foundation courses and 25% of the requirements in the undergraduate curricular major field at Chatham University;
c. A minimum LSAT score in the 60th percentile on the applicable LSAT. It is assumed that the LSAT will be taken in the Fall of the student's third year at Chatham University, however, by request, a student may defer taking the LSAT until the Spring of his or her third year. Students may take the LSAT more than once;
d. In-person interview with Chatham University Committee followed by Recommendations to a selection committee appointed by the Vice President for Academic Affairs, Chatham

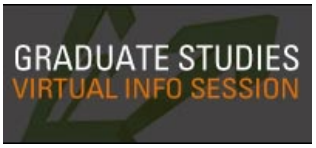
Graduate Admissions

Congratulations on taking the first steps to new possibilities and opportunities for your future, and thank you for your interest in graduate studies at Chatham University.

Our Graduate Admission Team welcomes you. We look forward to providing you with detailed information on graduate programs and services, and we are available to assist you through the entire admission process. Whether you are simply looking for information or ready to apply, we are happy to hear from you.

The Graduate Admission Team
gradadmission@chatham.edu
412-365-1825
412-365-1609 (fax)





Virtual Tour

Graduate Admission

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

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

+ School of Arts, Science and Business

DEFERRED ENTRANCE

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

ADMISSION REQUIREMENTS BY PROGRAM

Visit the program sites for detailed admission requirements for each program:

- Master of Accounting (MAcc)
- Master of Arts in Teaching (M.A.T.)
- Master of Arts/Master of Fine Arts in Interdisciplinary Design (MA/MFA)
- Master of Business Administration (MBA)
- Master of Communication (MA)
- Master of Education in Special Education (MEd)
- Master of Fine Arts in Creative Writing (MFA) - Low Residency
- Master of Fine Arts in Creative Writing Program (MFA) - Full Residency
- Master of Fine Arts in Film and Digital Technology Program (MFA)
- Master of Interior Architecture Program (MIA)
- Master of Professional Writing (MPW)
- Master of Science in Biology Program (MS)
- Master of Science in Green Chemistry Program (MSc)
- Master of Science in Interior Architecture (MSIA)

+ School of Health Sciences

DEFERRED ENTRANCE

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

ADMISSION REQUIREMENTS BY PROGRAM

Visit the program sites for detailed admission requirements for each program:

- Doctor of Nursing Practice (DNP)
- Professional Doctorate of Occupational Therapy (OTD)
- Doctor of Physical Therapy Program (DPT)
- Doctor of Psychology in Counseling Psychology Program (PsyD)
- Master of Arts in Psychology (MA)
- Master of Occupational Therapy Program (MOT)
- Master of Physician Assistant Studies Program (MPAS)
- Masters of Science in Counseling Psychology (MS)
- Master of Science in Healthcare Informatics (MHI)
- Master of Science in Nursing (MSN)

+ Falk School of Sustainability & Environment

DEFERRED ENTRANCE

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

ADMISSION REQUIREMENTS BY PROGRAM

Visit the program sites for detailed admission requirements for each program:

- Master of Arts in Food Studies and Accelerated Master of Food Studies-EARTH (MA)
- Dual Degree Master of Sustainability, Master of Business Administration (MSUS/MBA)
- Dual Degree Master of Arts in Food Studies, Master of Business Administration (MAFS/MBA)
- Master of Sustainability and Accelerated Master of Sustainability-EARTH (MSUS)

+ Non-Degree Seeking Student

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

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

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

+ International Applications

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

1. 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
2. Official TOEFL iBT score of 79, TOEFL pBT or 550, IELTS of 6.5. Applicants whose TOEFL scores are less than the above may be eligible for conditional admission with required English Language Program instruction (consult the Office of Admission)
    - Please Note: some graduate programs have program specific TOEFL/IELTS requirements above the minimum university requirements.
3. Proof of financial resources to cover educational and living expenses while attending Chatham
4. Copies of I-20 and U.S. visa if currently residing in the United States
5. International students must provide a course-by-course credential evaluation for all postsecondary coursework from outside the United

States.

+ Conditional Admission

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

← back to catalog

Office of Admission

Undergraduate Admission
Integrated Degree Program (IDP) Admission
Graduate Admission

Admissions

Welcome to the home for Chatham University's School of Continuing and Professional Studies (SCPS). SCPS specializes in online and low-residency programs at the undergraduate, graduate, and certificate level. Feel free to explore our program offerings within the links below. If you have additional questions about enrollment, our Admission Office is available to assist you with the process.

For more information please contact:

Graduate Admission
Chatham University
Woodland Road Pittsburgh, PA 15232
Email: gradadmission@chatham.edu
Phone: 412-365-1825
Toll free: 866-815-2050
Fax: 412-365-1609

State Authorization Details

Due to new federal regulation, all universities offering distance education programs and practical experiences in states other than their own must receive authorization. Visit our State Authorization page for details and a listing of states where Chatham is currently authorized to offer these programs.

Information for Non-Degree Seeking Students

Students who wish to take classes at Chatham without enrolling in a degree program may apply to the University as a Non-Degree Seeking Student. Non-degree applications for both undergraduate and graduate studies are accepted by SCPS. To start the process, please fill out and return the Chatham Non-Degree Seeking Student Application. The application and required official transcripts may be returned to:

Chatham University
Berry Hall/SCPS Admission
Woodland Road
Pittsburgh, PA 15232

For additional information, please call (412) 365-1498 or email GradAdmission@Chatham.edu .

Non Degree Seeking Admission (Graduate and Undergraduate)

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

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

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

Financial Aid

The Financial Aid Office at Chatham University is here to assist all students including, prospective first-year, transfer, undergraduate, graduate and doctoral students to understand their options in financing their education. We have dedicated financial aid counselors who are here for you throughout your time at Chatham University. Even after you graduate, we are still here to help you with any of your loan repayment questions.

Please take a look at the information provided here for further information about the Financial Aid process at Chatham University. If you have any questions or need assistance, please do not hesitate to call us or stop in our office. There is always someone that can help and no appointment is needed.

We look forward to working with you during your time here at Chatham University.

OFFICE OF FINANCIAL AID

Braun Hall, Shadyside Campus
Hours: Monday through Friday, 8 a.m. to 5 p.m.
Phone: (412) 365-2781
Fax: (412) 365-1871
E-mail: financialaid@chatham.edu

FAFSA School Code: 003244

Office of Financial Aid

Braun Hall
Woodland Road
Pittsburgh, PA 15232
financialaid@chatham.edu Phone: 412-365-2781
Fax: 412-365-1871

Net Price Calculator

Financial Aid

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Braun Hall
Woodland Road
Pittsburgh, PA 15232
financialaid@chatham.edu Phone: 412-365-2781
Fax: 412-365-1871

Net Price Calculator

Financial Aid Staff

Office of Financial Aid

Braun Hall
Woodland Road
Pittsburgh, PA 15232

financialaid@chatham.edu
(412) 365-2781 (phone)
(412) 365-1871 (fax)

Rebecca Blauch

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Jennifer Burns

Assistant Vice President of Financial Aid
jburns@chatham.edu

Sarah Fink

Assistant Director of Financial Aid
sfink@chatham.edu

Financial Aid Eligibility

Financial aid is the assistance students receive from federal, state, institutional, and private sources to help finance their University 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. Schools use 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.

To receive federal student aid, you must meet certain requirements. You must:

- Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security Number (unless you're from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service if you are male and 18 to 25 years of age (go to www.sss.gov for more information).
- Have a high school diploma or a General Education Development (GED) Certificate or pass an exam approved by the U.S. Department of Education.
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs.
- Not have a drug conviction for an offense that occurred while you were receiving federal student aid (such as grants, loans, or work-study).

Also ...

- You must not owe a refund on a federal grant or be in default on a federal student loan.
- You must demonstrate financial need (except for unsubsidized Stafford Loans).
- You must maintain Satisfactory Academic Progress.

Types of Financial Aid

Click a box below to view further details for each type of financial aid.

+ Scholarships

In recognition of the academic achievements of our students, Chatham University offers a comprehensive merit scholarship program. Scholarships are awarded to full-time undergraduate students (including transfers and international students) without regard to financial need. All applicants are considered. Applicants may contact the Office of Admissions for full details at admission@chatham.edu or (412) 365-1100 or toll-free (800) 837-1290.
Click here to view Undergraduate Financial Aid Programs.

+ Grants

- **Federal Pell Grants** are available to undergraduate students with demonstrated financial need.
- **Federal Supplemental Educational Opportunity Grants (SEOG)** are available to undergraduate students with exceptional financial need.
- **Pennsylvania State Grants (PHEAA)** are available to undergraduate Pennsylvania residents with demonstrated financial need.
- Other **State Grants** are offered by some states offer grants for their residents to use toward educational costs outside the home state.

Students in Arkansas, Connecticut, Delaware, Maine, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia and Washington, DC should contact their state agencies for more information about these programs.

- **Chatham Grants and Endowed Scholarships** are funds made available by Chatham University and are awarded to undergraduate students who demonstrate financial need. The amounts of these awards vary. Chatham aid is available for eight terms of full-time study.

+ Federal Student Employment Program

The Federal Student Employment Program (formerly called work-study) is provided through federal funds and available to students with demonstrated financial need. Students employed under this program work approximately 13 – 16 hours per week in various jobs on campus or in off-campus community service positions. If you have questions about the program, see our answers to frequently asked questions. For information about job opportunities, contact Chatham's Career Development office.

+ Student Loan Programs

Federal loans are available to United States citizens and permanent residents only.

- **The Federal Direct Subsidized Stafford Loan** is awarded to students who have demonstrated financial need. Repayment and interest charges begin 6 months after graduation or cessation of at least half-time enrollment. Students must file a Master Promissory Note (MPN) to receive these funds. Direct Stafford Loans are funded through the US Department of Education using funds obtained from the US Treasury. The MPN can be completed online at www.studentloans.gov.
- **The Federal Direct Unsubsidized Stafford Loan** is available to all students who have been denied or show reduced eligibility for the need-based Federal Subsidized Student Loan. The Unsubsidized Stafford loan also provides additional loan eligibility to independent students. While repayment beings 6 months after graduation or cessation of at least half-time enrollment, the student can make interest payments or have the interest capitalized during in-school, grace or deferment periods. Students must file a Master Promissory Note (MPN) to receive these funds. Direct Stafford Loans are funded through the US Department of Education using funds obtained from the US Treasury. The MPN can be completed online at www.studentloans.gov. You do not have to complete a separate MPN for Subsidized and Unsubsidized Stafford Loans. Your signature on the MPN will remain valid, so you will not need to complete a new MPN annually.
- **The Federal Direct Parent PLUS Loan** is loan borrowed by a parent on the student's behalf. The parent must be credit-approved for the loan. This loan currently has a fixed interest rate of 7.9%, and the parent is able to defer the loan while the student is enrolled at least part-time. The PLUS loan is funded by the Department of Education. All parent borrowers much first complete a Master Promissory Note online at www.studentloans.gov. This process must be completed for each year or term that the parent intends to borrow a Parent PLUS Loan.

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. Private loan programs vary and are available from many lenders. These programs usually require the borrow to be creditworthy, or apply with a credithworhty cosigner. At this time, Chatham University does not have a preferred lender list, but as a borrower you have the option of choosing your own lender.

We understand that decisions involving alternative ways to finance your education can be very confusing. For your convenience we are providing a comparison chart, which contains pertinent information about both loans.

+ For International Students

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, visit the International Scholarship page or contact the international admissions counselor at the Office of Admissions.

QUESTIONS?

If you have questions about financial aid options, please contact the Financial Aid Office at: 412-365-2781 or send us an e-mail at financialaid@chatham.edu.

Tuition Reduction Benefit Program

Chatham University offers a 20% tuition reduction grant for full time employees and members of professional organizations that are enrolling at the University, whose organization or employer is a member of the University's Corporate & Strategic Partner Program listed below.

To be eligible for this benefit, students must submit a signed membership/employment verification form to the University prior to their first term at Chatham. Verification of employment or membership is required for each term enrolled. Chatham students who choose to use the Tuition Reduction Benefit Program are not eligible for other reduced tuition rates at the University.

The Tuition Reduction Benefit does not extend to students enrolling in the University's Master of Occupational Therapy, Doctor of Physical Therapy, Master of Physician Assistant Studies, Doctor of Psychology in Counseling Psychology, Master of Science in Nursing (MSN), RN to Master of Science in Nursing Educator Track (RN-MSN) and RN-to-Bachelor of Science in Nursing programs.

Is your company not on the list? That doesn't mean you are out of luck. Contact the Chatham university Office of Admission about getting your current employer in partnership with Chatham's Tuition Reduction Benefit Program plan.

A Second Chance, Inc.
A&D Health Care Professionals, Inc.
Accessabilities, Inc.
ACS, Inc.
Advanced Breast Care
AGM Physical Therapy, LLC
Ajaya Phoenix Design & Construction
Aleph Institute, PA
Alfery Pediatric Physical Therapy PC
All About Kids Therapy
Allegheny County
Allegheny County Coroner's Office
Allegheny Intermediate Unit and SmartStart Candidates
American Healthways
American Occupational Therapy Association (AOTA)
AmeriCorps Programs
Anderson Physical Therapy
Anne Arundel Community College
Appoquinimink School District
Appoquinimink School District
Ardent Resources, PA
Armada
Armstrong County Memorial Hospital
ATI Allegheny Ludlum
Atlanta International PT, Inc.
Atlantic Emergency Associates
Atlanticare Regional Medical Center/Atlanticare Health System
Avantius Medical Equipment
Avonworth School District
Baker Installations
Bank of America
BayCare Health System
Bayer Corporation

Beginnings Calvary Episcopal Church

Bethel Park School District

big Burrito Restaurant Group

BNY Mellon

Bodiography Contemporary Ballet

Boise VAMC

Bon Tool Co.

Bradley Center

Brandywine School District

Brevillier Village

Bridgeport Physical Therapy

Brother's Brother Foundation

C.N.S.I

Capital City Physical Therapy LLC

Carilion Clinic

Carlow College

CASA of Allegheny County (Court Appointed Special Advocate)

Catholic Health

Center for Community Resources

Center for Orthopedic & Spine Physical Therapy, P.C. (COSPT)

Central PA Rehabilitation Services Inc. (CPRS)

Children's Home (The)

Children's Hospital of Pittsburgh

Children's Museum of Pittsburgh

Christiana Care Health System

Cigna

City of Pittsburgh

Civil & Environmental Consultants

Clarion Rehab Services

Cleveland Clinic

Clinica del Norte Pediatrics PLLC

Colorado Springs School District 11

Community College of Allegheny County

Community College of Rhode Island (Liston Campus)

Community Intervention Associates

Composidie, Inc.

Cook Myosite, Inc.

Covenant Health

Cox, Matthews and Associates, Inc.

Craft Manufacturing

CRECER

Crossroad Health Center

CTI Physical Therapy

CWPT Physical Therapy Services

Delaware Occupational Therapy Association (DOTA)

Designing Futures Inc.

Development Dimensions International

Devicka Persaud Med P.C.

Dialysis Clinic, Inc.

Diocese of Greensburg

Doctors on Call

Dollar Bank-PTC Member company

Duquesne Light

Durham V.A. Medical Center

D'Youville College

East End Food Co-op

Eastern Gateway Community College

Eat'n Park Hospitality Group

Eisenhower Elementary School

Ellis School

Emergency Medical Associates and Affiliates

Excela Health - Latrobe Hospital

Fahringer, McCarty, Grey, Inc.

Family Links

Family Services of Western Pennsylvania

Feeding Friends Children's Feeding Clinic and Therapy Services, Inc

Firelands Regional Medical Center

First Commonwealth Bank

Five Star Development, Inc.

Florida Occupational Therapy Association (FOTA)

Forms+Surfaces

Fox Chapel Area School District

FOX Rehabilitation

Franklin Regional Schools

Friends School of Wilmington

GAI Consultants

Garden of Peace Project (GPP)

Gateway Rehabilitation Center

Georgia Vocational Rehabilitation Agency

Giant Eagle, Inc.

Girl Scouts Western Pennsylvania

GLBRI/DCM

Goddard Riverside Community Center

Goodwill SWPA

Greg Coll Creative

Grove Manor

Hampton Township School District

Harris School Solutions

Harrland Healthcare Consulting, LLC

HCWP Hospital Consortium of Western PA/Amerinet Central*

Health South Sewickley

Heinz North America

Heritage Valley Health System

High Point Medical PC

Highlands School District

Highmark (Highmark is also parent company of Gateway Health Plan)

Hillel Academy of Pittsburgh

Hilltop Children's Center

Holy Family Institute

Home Health Services Foundation, Inc. (also called VNA Western PA)

Homewood Children's Village

Hosanna House, Inc

Hughes Physical Therapy Services

Ikon Office Solutions (Ricoh)

Impaqt (3W Interactive, Inc.)

Indiana Regional Medical Center

Information Resources, Inc.

Innovations in Technology

Inspira Medical Centers, Inc.

Intra Op Anesthesia LLC

James E. Van Zandt VA Medical Center

Jameson Hospital

Jersey Central Physical Therapy

Jewart's Gymnastics

Jewish Association of Aging

Jewish Residential Services

Jutsu Aiki, Inc.

Kabob - G Grill

Keiser University - West Palm Beach Campus

Ketchum Inc.

Kinder Care Learning Center

Kramer Research, LLC

KTA-Tator, Inc.

L & M Medical Group

La Vite Ristorante

LaBarge, Inc. (now known as Ducommun LaBarge Technologies)

Lakeland Health Care

Lami Grubb Architects

Laughlin Children's Center

Laurel Highlands Health Center

Liberty Extended Day Program

LifeCare Hospitals of Pittsburgh

Lifeline Therapy

Litehouse Rehabilitation

Little Clinic (The)

Livengrin Foundation

Lytle EAP Partners

Magee Women's Hospital of UPMC

Malone Central School District

Management Science Associates, Inc. (MSA)

Massachusetts Nurses Association

McCullough-Hyde Memorial Hospital

McKesson Specialty

Medrad, Inc.

Menorah Park Center for Senior Living

Mercy Health System

Miami Dade College

Minute Clinic LLC

Mon Yough Community Services

Montgomery County Public Schools

Montour School District

Moon Area School District

MRR, Inc.

Muskigum University

Neighborhood Academy (The)

NEOCS

New Hope Functional Medicine & Chiropractic

New Jersey Anesthesia Associates

New Jersey Occupational Therapy Association (NJOTA)

New York City Department of Education

Newtown Public Schools

Niagara Health System

Non Profit Organizations** (see below)

North Carolina Occupational Therapy Association (NCOTA)

Northern Indiana Health Care System Veteran's Affairs

Northport VAMC

Northwell Health

Northwestern Michigan University

Oakmont Orthopedic & Sports Physical Therapy Center

Office of Inspector General

OhioHealth Corporation

Outside In School of Experiential Education, Inc.

Overton Brooks VA Medical Center

Oxford Development Company

Park Rehabilitation

Parkview Health

Patriot Medical LLC

Pennsylvania Leadership Charter School

Philip Pelusi

Philips Respironics

Phipps Conservatory and Botanical Gardens

Pine Richland School District

Pittsburgh Center for Massage Therapy, Inc. (PCMT)

Pittsburgh Glass Works LLC

Pittsburgh Mercy

Pittsburgh Technology Council Member Companies** (see below)

PLS Logistics Services

Plum Borough School District

PNC Financial Services

Port Authority

Preferred Physical Therapy, Inc.

Pressley Ridge

Primary Care Specialists

Prince George's County Public Schools -OT

Prohealth Housecalls, Inc.

Providence Connections Inc.

PT Group Acquisition, LLC

Pyramid Healthcare

Quaker Valley School District

Rebuild Independence LLC

Reed Smith LLP

Repco II Inc.

Residential Care Services

Resources for Human Development (RHD)

Respiratory Specialists of Florida

Ricoh USA

Riverside Physical Therapy

Riverview Health Clinic

Riverview Towers

RJ Lee Group

Rodef Shalom Congregation

SAE International, Inc.

Sage Colleges (The)

Seneca Valley School District

Shackelford County Community Resource Center d/b/a Resource Care Community Health Center

Shady Side Academy

Shining Way Esthetics LLC

Sidney Physical Therapy

Sisterson & Company, LLP

Small Farm Central

SMC Business Councils Member Companies** (see below)

Snap Retail

Somnia, Inc. - Palm Springs Anesthesia Services, PC

Somnia, Inc. - Anesthesia Associates of El Paso PA

Somnia, Inc. - Anesthesia Associates of Maryland, LLC

Somnia, Inc. - Anesthesia Services of San Joanquin PC

Somnia, Inc. - Bronx Anesthesia Services PC

Somnia, Inc. - CA Outpatient Anesthesia Services PC

Somnia, Inc. - Frederick Anesthesia Services, LLC

Somnia, Inc. - Grayling Anesthesia Associates, PC

Somnia, Inc. - Hazleton Anesthesia Services, PC

Somnia, Inc. - Lynbrook Anesthesia Services, PC (formally South Shore Anesthesia Services)

Somnia, Inc. - Manassas Surgery Center Anesthesia Services, LLC

Somnia, Inc. - Mid-Westchester Anesthesia Services, PC

Somnia, Inc. - Primary Anesthesia Services, PC

Somnia, Inc. - Providence WA Anesthesia Services, PC

Somnia, Inc. - Resource Anesthesiology Associates of CT, PC

Somnia, Inc. - Resource Anesthesiology Associates of IN, LLC

Somnia, Inc. - Resource Anesthesiology Associates of KY, PSC

Somnia, Inc. - Resource Anesthesiology Associates of MD, LLC

Somnia, Inc. - Resource Anesthesiology Associates of MI, PC

Somnia, Inc. - Resource Anesthesiology Associates of MO, PC

Somnia, Inc. - Resource Anesthesiology Associates of NM, Inc

Somnia, Inc. - Resource Anesthesiology Associates of VA, LLC

Somnia, Inc. - Resource Anesthesiology Associates, PC

Somnia, Inc. - Tri-State Anesthesia Services, PC

Somnia, Inc. Saddlebrook Anesthesia Services, PC

South Allegheny School District

South Pointe Plaza

Southwestern Human Services

SparkBase, Inc.

Specialty MedConsultants, LLC

Spot Therapy, LLC

Springfield College

St. Clair Hospital

St. Joseph's Healthcare Hamilton

Stanaford Infusion Services

State and Government Employees** (see below)

Stockton University

Student Conservation Association, Inc.

Summer Winds Resort Services, LLC

SUNY Downstate Medical Center

Suzanne & Associates, LLC

Tadiso, Inc.

Take Care Health Systems/Walgreens

TAYESE, LLC (previously Northwood Physical Therapy)

TechShop

Ted Sokol Cutting Horses

Texas Health Resources

The Sight Center of NWPA

Therapeutic Innovations Intl., LLC

Thermo Fisher Scientific

ThoughtForm, Inc.

TIC-The Industrial Company

Touro College - Occupational Therapy Department

Tri Rivers Consulting Services, Inc.

Triangle Fastener Corporation

Turtle Creek MH/MR

U.N.I. Urgent Care Center

UCI

Union Church Child Care

United Community Hospital

United Services for Children

Universal Institute

Universal Rehabilitation Institute

UPMC

Upstate Medical University

VA Butler Healthcare

VA Medical Center (#529)

Veolia Water Technologies

Vincentian

Virginian (The)

Visionspin LLC

Visiting Nurse Health Systems

Walter Reed, Bethesda

Wesley College

Wesley Spectrum Services (Spectrum Family Network)

West Allegheny School District

West Park Rehab

West Penn Allegheny Health System (Including Allegheny General Hospital, West Penn Hospital, Alle-Kiski Medical Center, Canonsburg General Hospital, West Penn Forbes Regional, and Allegheny General-Bellevue Campus)

West Penn Allegheny Physician's Practice Network (throughout West Penn Health System)

Western PA School for Blind Children

Westmoreland County

Westmoreland County Community College

Windsor Healthcare Communities

Winston-Salem State University

Wombat Security Technologies

Woodland Hills School District

Work Injury Solutions

Worklife Therapy Services

Yeshiva Schools

Young Scholars of Western PA Charter School

NOTE: to be eligible for this benefit, your organization must have completed the Corporate & Strategic Partner Program - Tuition Reduction Benefit program form. If your company or membership organization name does not appear on this list, they have not yet done so.

FINANCIAL AID RESOURCE NOTE: 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 & Strategic Partner Tuition Reduction Benefit Program. As required by federal guidelines, the 20% tuition reduction must be counted as a financial aid resource for students receiving financial aid assistance. Some limitations may apply by program.

Please contact Chatham Admissions at 800-837-1290 with any questions.

Yellow Ribbon Program

Chatham University is pleased to announce its participation in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program). A provision of the Post-9/11 Veterans Educational Assistance Act of 2008, the program provides matching funds from the Department of Veterans Affairs as a supplement to the Post-9/11 GI Bill®. The Post-9/11 GI Bill covers tuition and fees not to exceed the maximum in-state tuition & fees at a public Institution of Higher Learning. The Yellow Ribbon Program will match tuition and fees in excess of the portion funded by the GI Bill.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill

Eligibility

Individuals may be eligible if they:

- Served an aggregate period of active duty after September 10, 2001, of at least 36 months;
- Were honorably discharged from active duty for a service connected disability and served 30 continuous days after September 10, 2001;
- Are dependents eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

There is no minimum number of credit hours required for participation and awards will continue in subsequent years in which the student maintains satisfactory progress, conduct, and attendance.

Benefits

For a full-time undergraduate student (12-21 credit hours), the combined support from the GI Bill and Yellow Ribbon Program for the 2014-15 academic year is estimated as follows:

Chatham University Tuition & Mandatory Fees	$34,440
Less: Post-9/11 GI Bill	($21,085)
Less: Chatham University Yellow Ribbon Program Waiver	($6,677.50)
Less: VA Yellow Ribbon Program Match	($6,670.50)
Remaining Student Obligation	-0-

The Yellow Ribbon Program covers tuition and mandatory fees and does not include room and board or books and supplies which are provided for separately under the Post-9/11 GI Bill. These benefits will replace merit scholarships awarded at the time of acceptance.

Application Process

If eligible, students should apply for Benefits under the Post-9/11 GI Bill with the Department of Veterans Affairs upon acceptance. Please forward your Certificate of Eligibility to the Office of the Registrar to be considered for the Yellow Ribbon Program. Please visit the Department of Veterans Affairs website for additional information at http://www.benefits.va.gov/gibill/yellow_ribbon.asp. The Yellow Ribbon Program FAQ is available at https://www.gibill.va.gov/GI_Bill_Info/CH33/Yellow_ribbon.htm. For additional information about the GI bill, please visit http://www.benefits.va.gov/gibill/.

International Student Aid

Undergraduate Scholarships

- Scholarships for International Students

Website Links

- International Financial Aid and College Scholarship Search
- Fast Web scholar
- Student Awards
- International Student
- International Scholarships
- Fulbright State Scholarship
- Scholarship Expert
- International Student Loans
- Signature Loan

Canadian Student Aid

- The CanHelp Loan - 781-843-5334 and 1-888-296-4332
- Provincial Loans
- CanLearn.ca
- Alberta
- British Columbia or 1-800-O-CANADA (1-800-622-6232)
- Manitoba
- New Brunswick
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan

European Student Aid

- American-Scandinavian Foundation (ASF)
- The Sweden-America Foundation
- United Kingdom

Japanese Student Aid

- Hagiwara Scholarship

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

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Financial Aid Eligibility

Financial aid is the assistance students receive from federal, state, institutional, and private sources to help finance their University 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. Schools use 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.

To receive federal student aid, you must meet certain requirements. You must:

- Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security Number (unless you're from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service if you are male and 18 to 25 years of age (go to www.sss.gov for more information).
- Have a high school diploma or a General Education Development (GED) Certificate or pass an exam approved by the U.S. Department of Education.
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs.
- Not have a drug conviction for an offense that occurred while you were receiving federal student aid (such as grants, loans, or work-study).

Also ...

- You must not owe a refund on a federal grant or be in default on a federal student loan.
- You must demonstrate financial need (except for unsubsidized Stafford Loans).
- You must maintain Satisfactory Academic Progress.

Types of Financial Aid

Click a box below to view further details for each type of financial aid.

+ Scholarships

In recognition of the academic achievements of our students, Chatham University offers a comprehensive merit scholarship program. Scholarships are awarded to full-time undergraduate students (including transfers and international students) without regard to financial need. All applicants are considered. Applicants may contact the Office of Admissions for full details at admission@chatham.edu or (412) 365-1100 or toll-free (800) 837-1290.
Click here to view Undergraduate Financial Aid Programs.

+ Grants

- **Federal Pell Grants** are available to undergraduate students with demonstrated financial need.
- **Federal Supplemental Educational Opportunity Grants (SEOG)** are available to undergraduate students with exceptional financial need.
- **Pennsylvania State Grants (PHEAA)** are available to undergraduate Pennsylvania residents with demonstrated financial need.
- Other **State Grants** are offered by some states offer grants for their residents to use toward educational costs outside the home state.

Students in Arkansas, Connecticut, Delaware, Maine, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia and Washington, DC should contact their state agencies for more information about these programs.

- **Chatham Grants and Endowed Scholarships** are funds made available by Chatham University and are awarded to undergraduate students who demonstrate financial need. The amounts of these awards vary. Chatham aid is available for eight terms of full-time study.

+ Federal Student Employment Program

The Federal Student Employment Program (formerly called work-study) is provided through federal funds and available to students with demonstrated financial need. Students employed under this program work approximately 13 – 16 hours per week in various jobs on campus or in off-campus community service positions. If you have questions about the program, see our answers to frequently asked questions. For information about job opportunities, contact Chatham's Career Development office.

+ Student Loan Programs

Federal loans are available to United States citizens and permanent residents only.

- **The Federal Direct Subsidized Stafford Loan** is awarded to students who have demonstrated financial need. Repayment and interest charges begin 6 months after graduation or cessation of at least half-time enrollment. Students must file a Master Promissory Note (MPN) to receive these funds. Direct Stafford Loans are funded through the US Department of Education using funds obtained from the US Treasury. The MPN can be completed online at www.studentloans.gov.
- **The Federal Direct Unsubsidized Stafford Loan** is available to all students who have been denied or show reduced eligibility for the need-based Federal Subsidized Student Loan. The Unsubsidized Stafford loan also provides additional loan eligibility to independent students. While repayment beings 6 months after graduation or cessation of at least half-time enrollment, the student can make interest payments or have the interest capitalized during in-school, grace or deferment periods. Students must file a Master Promissory Note (MPN) to receive these funds. Direct Stafford Loans are funded through the US Department of Education using funds obtained from the US Treasury. The MPN can be completed online at www.studentloans.gov. You do not have to complete a separate MPN for Subsidized and Unsubsidized Stafford Loans. Your signature on the MPN will remain valid, so you will not need to complete a new MPN annually.
- **The Federal Direct Parent PLUS Loan** is loan borrowed by a parent on the student's behalf. The parent must be credit-approved for the loan. This loan currently has a fixed interest rate of 7.9%, and the parent is able to defer the loan while the student is enrolled at least part-time. The PLUS loan is funded by the Department of Education. All parent borrowers much first complete a Master Promissory Note online at www.studentloans.gov. This process must be completed for each year or term that the parent intends to borrow a Parent PLUS Loan.

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. Private loan programs vary and are available from many lenders. These programs usually require the borrow to be creditworthy, or apply with a credithworhty cosigner. At this time, Chatham University does not have a preferred lender list, but as a borrower you have the option of choosing your own lender.

We understand that decisions involving alternative ways to finance your education can be very confusing. For your convenience we are providing a comparison chart, which contains pertinent information about both loans.

+ For International Students

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, visit the International Scholarship page or contact the international admissions counselor at the Office of Admissions.

QUESTIONS?

If you have questions about financial aid options, please contact the Financial Aid Office at: 412-365-2781 or send us an e-mail at financialaid@chatham.edu.

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Undergraduate Financial Aid

Chatham University is proud to offer both need-based financial aid and merit-based scholarships to incoming undergraduate students.

Our Financial Aid website is designed to assist you with the financial aid process. We have provided information on the financial aid application process, scholarships, loans, plus many other topics. Please use the links to the right to easily navigate all of Chatham's financial aid information.

FINANCIAL AID WEBSITES

- PHEAA
- Helpful Calculators
- Department of Education
- Student Loan Locator
- FAFSA on the Web (school code: 003244)
- Pell Grants

SCHOLARSHIP WEBSITES

The following sites house databases with many thousands of scholarship opportunities. All sites are free and some offer e-mail updates as new scholarships become available.

- Fast Aid
- Wired Scholar
- Fast Web
- College Board
- Sallie Mae Scholarships
- Pittsburgh Foundation
- College Scholarships

PITTSBURGH PROMISE

Eligible Pittsburgh Public School students have the opportunity to receive a scholarship from The Pittsburgh Promise that would pay up to $10,000 each year for up to four years to help with expenses related to tuition. To maintain eligibility, students must have a minimum 2.0 Grade Point Average (GPA) to continue to receive yearly Promise funds. Visit the Pittsburgh Promise website to determine scholarship eligibility and apply.

QUESTIONS?

If you have questions about financial aid, please contact the Office of Financial Aid at (412) 365-2781 or financialaid@chatham.edu.

Office of Financial Aid

Braun Hall
Woodland Road
Pittsburgh, PA 15232
financialaid@chatham.edu Phone: 412-365-2781
Fax: 412-365-1871

Net Price Calculator

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

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Undergraduate Loan Information
Student Loan Programs

Federal Loans:

Federal Loans are available to United States citizens and permanent residents only.

+ FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

The Federal Direct Subsidized Stafford Loan is awarded to students who have demonstrated financial need. Repayment and interest charges begin 6 months after graduation or cessation of at least half-time enrollment. Students must file a Master Promissory Note (MPN) to receive these funds.

Direct Stafford Loans are funded through the US Department of Education using funds obtained from the US Treasury. More information on how to apply can be found below in the Federal Direct Unsubsidized Stafford Loan section.

+ FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

The Federal Direct Unsubsidized Stafford Loan is available to all students who have been denied or show reduced eligibility for the need-based Federal Subsidized Student Loan. The Unsubsidized Stafford loan also provides additional loan eligibility to independent students.

While repayment begins six months after graduation or cessation of at least half-time enrollment, the student can make interest payments or have the interest capitalized during in-school, grace or deferment periods. Students must file a Master Promissory Note (MPN) to receive these funds. You do not have to complete a separate MPN for Subsidized and Unsubsidized Stafford Loans. Your signature on the MPN will remain valid, so you will not need to complete a new MPN annually.

To complete an MPN:

1. Go to www.studentloans.gov and click on the green "Sign In" button in the "Manage My Direct Loan" box.
2. To sign in, you will need to provide your Social Security number, the first two characters of your last name, your date of birth, and your Department of Education issued PIN. This is the same PIN that you used to sign your FAFSA. If you do not have a PIN, or need to request a duplicate, you may do so online at www.pin.ed.gov. The PIN will also act as your electronic signature on the MPN.
3. Once you have signed in, there is a 'Complete MPN' link on the left-hand main menu.
4. As a borrower, you must also complete Direct Loan Entrance Counseling. This is an online counseling session that ensures that you understand your rights and obligations as a borrower. From your account at www.studentloans.gov, click on 'Complete Entrance Counseling' on the left-hand main menu.

+ FEDERAL DIRECT PARENT PLUS LOAN

The Federal Direct Parent PLUS Loan is a loan borrowed by a parent on the dependent student's behalf. The parent must be credit-approved for the loan. This loan currently has a fixed interest rate of 7.9%, and the parent is able to defer the loan while the student is enrolled at least part-time. The PLUS loan is funded by the Department of Education. All parent borrowers much first complete a Parent PLUS Loan Application online at www.studentloans.gov. From the website, click on "Request PLUS Loan" to begin the application process. If credit approved for the loan, the parent borrower should then complete a PLUS Loan Master Promissory Note, also online at www.studentloans.gov. The Master Promissory Note must only be completed once, but the Parent PLUS Loan Aplication process must be completed for each year or term that the parent intends to borrow a Parent PLUS Loan. If a parent applies and is denied for the Parent PLUS Loan, the student may be eligible for additional Unsubsidized Stafford Loan funding. Please contact the Office of Financial Aid if your parent is denied for a Federal Direct Parent PLUS Loan.

Private Loans:

After exhausting the opportunities available from the federal aid programs, many students will consider private loan programs as a source of funding. As always, taking on debt for any reason should be done deliberately and only for the amounts needed. Additional information regarding the availability of federal student aid is available from the Department of Education publication, Federal Aid First.

The terms and conditions of these credit-based private loan programs vary, and as such, students are encouraged to review the details of the programs before selecting a private loan program. Private loans are not eligible for loan consolidation programs made available for federal student loans. Interest rates, fees (both at the time of borrowing and at repayment), credit checks, and annual and aggregate loan limits require careful evaluation by the student as a consumer.

As part of the application process, students will be required to complete the Private Education Loan Applicant Self-Certification Form available through their lender's website, or it may be obtained here. Information needed to complete this form, such as cost of attendance, may be obtained here, while estimated financial assistance may be obtained from the student's Financial Aid Award Letter.

HOW TO CHOOSE A PRIVATE LENDER:

1. GETTING STARTED »

Private loans are funded through a lender, and choosing a lender is an important decision - it involves a financial obligation that will be a part of your life for many years to come. Picking a lender can seem like a daunting task, but it doesn't have to be. You may choose any educational loan lender you prefer. Remember to always take advantage of your federal loan options first.

Below is a historical list of lenders who continue to participate in the private loan program and who within the last three years Chatham University students have used. **The University does not endorse any lender. You may choose any educational loan lender you prefer**.

Historical Lender List

2. BE FINANCIAL AID SAVVY AND DO YOUR RESEARCH »

Before you apply for the loan you will want to make sure you have done your research. Here are loan term **definitions you should know before applying**:

Master promissory note

This is the agreement between you and the lender that you will re-pay the money when you graduate or fall below part time status. This is a legal contract. Please keep a copy for your records.

Interest rate

The interest rate for the Stafford loan, Perkins loan and Plus loans are fixed. For a private loan the interest rate will vary. While you may see a low interest rate on a lender's website keep in mind that the low interest rate may depend on qualifying for the lender's benefit program.

Loan fees

Some lenders will charge you an origination fee to use them as a lender while others will not. Remember that no origination fees do not save you any money in repayment, but you will receive more money up front.

Interest rate reductions for using automatic payments

Some lenders will reduce your interest rate if you repay your loan through pre-scheduled automatic bank debits. Although the reduction in interest rate varies, the reduction is typically 0.25%.

LIBOR

a term used for private student loans. This is the 3 month average of the London Interbank Offered Rate. LIBOR is the average interest rate paid on deposits of US dollars in the London market. APR - the Annual Percentage Rate, a rate that factors in the interest rate, fees, and other terms.

PRIME

the Prime Lending Rate as published in the Wall Street Journal. This is the rate banks charge their most creditworthy customers.

Loan limits

The aggregate loan limit for the Stafford loan is specific to the type of student you are. (See chart). For private loans, the aggregate limit is based on each lender's terms. This is the maximum you can borrow per year, as well as your entire time in school.

Repayment Terms

This is the amount of time you have to pay back the loan.

Postponement options

If you need to postpone making payments, you can take advantage of deferment and forbearance options. Call your lender to learn more.

3. KNOW WHAT QUESTIONS TO ASK / WHAT TO LOOK FOR »

Some questions you may want to ask are:

1. How often do you capitalize interest during postponement periods?
2. What are your repayment benefits? What percent of borrowers receive these benefits?
3. What do I have to do to receive these benefits and how are the benefits lost?
4. If I borrow $10,000 over my college career and I receive all these benefits, what will be the total dollar amount I will owe by the end of my 10 year repayment?
5. If I borrow $10,000 over my college career and I receive NONE of these benefits, what will be the total dollar amount I will repay by the end of my repayment?
6. Do you have a history of selling your loans?
7. How long have you been originating private loans?
8. What kind of debt management education do you provide?
9. How quickly can I talk to a real person when I call? How long am I on hold?
10. Is the lender able to provide insight and borrower education from pre-enrollment through repayment?

4. WHAT HAPPENS NEXT? »

You have selected a lender, now it is time to apply using their website! Did you know that peak processing begins before school starts in the fall? Our sample timeline will guide you through the loan processes.

PRIVATE STUDENT LOANS:
April/May - Shop around for your lender.
June - On your lender's website complete the application/promissory note. Please note, at that time your co-signer must also complete his/her portion of the application. Follow up with your lender 4-5 days after completing the application. This is the time to verify that your application is complete and that no further information is required. (Common missing items include a copy of a driver's license, pay stub, or co-signer signature.)
July - The lender will then notify the financial office office will begin the process of certifying your student loan.
August-September - The lender will electronically send the loan funds to Chatham University.

Please note that individual loan providers have their own applications and timelines. Plan to apply at least 45 days prior to the date the bill is due.

Borrowers may compare lender discounts and other borrower benefits with the following loan comparison tools:

- College Board Student Loan Comparison Calculator
- Loan Discount Analyzer from FinAid.org

Chatham University adheres to the Financial Aid Code of Conduct based on the Higher Education Opportunity Act of 2008.

International Students:

International students may borrow a private non-federal loan if they are credit approved with a creditworthy United States citizen as a cosigner.

Questions?

If you have questions about financial aid, please contact the Office of Financial Aid at 412-365-2781 or send us an e-mail at financialaid@chatham.edu.

Undergraduate Scholarships

Chatham University, in an effort to recognize academic excellence, awards scholarships to deserving incoming full-time students. Many of these scholarships are funded by our various endowed scholarships. To qualify for a Chatham Scholarship, students must complete an admissions application, be granted acceptance to the University, and, in some cases, interview or audition.

In addition, Chatham offers generous need-based financial aid. Students must complete the Free Application for Federal Student Aid (FAFSA) in order to determine need-based aid. No other forms are required.

Please review Chatham University's merit scholarship policy here: Merit Scholarship Policy.

+ First-Year Students | + Transfer Students | + International Students

Merit Scholarship

$3,000-$16,000 annually

Based on academic excellence, students may qualify for a Chatham Merit Scholarship. The scholarship amount will be determined once the student is admitted to the University. You do not need to submit a separate application for this scholarship.

Amount: $3,000-$16,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Presidential Scholarship

Full Tuition annually

The Presidential Scholarship is an annually renewable scholarship that covers tuition for each academic year, for a total of four years (or 120 credits) of study at Chatham University.

Amount: Tuition annually
Renewable: annually based on cumulative GPA of 3.0 or higher and full-time enrollment. *Application deadline:* February 1

Online Application

Rachel Carson Scholarship

Full Tuition annually

The Rachel Carson Scholarship is an annually renewable scholarship that covers tuition for each academic year, for a total of four years (or 120 credits) of study at Chatham University.

Amount: Tuition annually
Renewable: annually based on cumulative GPA of 3.0 or higher and full-time enrollment. *Application deadline:* February 1

Online Application

Heffer Family Scholarship for Women
$10,000 annually

The Heffer Family Scholarship for Women is a $10,000 annually renewable scholarship awarded to female students who have a proven record of academic achievement, leadership capacity, as well as community and co-curricular involvement. Up to two (2) new scholarships are awarded each year. Learn more.

Amount: $10,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.
Application deadline: February 1

Online Application

Rachel Carson Healthy Planet Award
$5,000 annually

The Rachel Carson Healthy Planet Award will be given to a deserving student from each high school and community college across the United States who embodies the spirit of Rachel Carson in his or her dedication to sustainability and community development.

Amount: $5,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment
Application deadline: June 1

Online Application

Scholarship Interview Days
Up to $3,000 annually

For students who display outstanding leadership qualities. Students should attend Chatham University's Scholarship Interview Days to qualify for the scholarship. Only accepted students are eligible to attend in this event. Participation must occur prior to the student's first term at Chatham University. Dates are posted on the Events page.

Amount: Up to $3,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Legacy Award
$5,000 annually

Awarded to children, grandchildren, and siblings of Chatham alumni.

Amount: $5,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Pittsburgh Promise Housing Scholarship
$2,000 annually

The Pittsburgh Promise housing scholarship is good for up to four years for full-time, on-campus Promise Scholars who graduated from high school in 2018 or later.

Amount: $2,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Minna Kaufmann Ruud Music Scholarship

Up to $3,500 annually

For qualified vocalists who plan to major in music or incorporate music into an interdepartmental major while a student at Chatham. Participation in Chatham Choir is required. To apply for this scholarship, please submit the completed application form. Once we receive your application, you will be contacted to audition. An audition is required.

Amount: Up to $3,500
Renewable: annually with annual audition

Download Application

Eagle Scout & Girl Scout Gold Awards

Up to $3,000 annually

Offered to Eagle Scout recipients and Girl Scout Gold recipients. Candidates must provide copy of medal and/or badge, proof of membership, and completed Award application.

Amount: Up to $3,000
Renewable: annually based on a cumulative GPA of 2.0 or higher, full-time enrollment, and participation in Chatham's community service activities.
Priority Deadline: March 1

Download Eagle Scout Award Application

Download Girl Scout Gold Award Application

AFS/YFU/Rotary International Scholarship

Up to $2,500 annually

For students who have participated in American Field Service (AFS), Youth for Understanding (YFU), or Rotary abroad programs. To apply for this scholarship, please submit the completed application form, a letter of interest and an essay describing your intercultural experience. There are a limited number of scholarships available.

Amount: Up to $2,500
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.
Priority deadline: March 1

Download Application

Visual Arts Scholarship

Up to $2,000 annually

For students who plan to major in visual arts at Chatham University. Awards are based on assessment of completed visual arts scholarship application. Students must submit portfolio or work on CD (JPEG format), DVD, mini DV, via URL or as a printed image. A limited number of scholarships will be awarded before the March 1 priority deadline. Scholarship applications received after March 1 will be considered only if funds are available.

Amount: Up to $2,000
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Interior Architecture Scholarship

Up to $2,000 annually

For students who plan to major in interior architecture at Chatham University. Based on completed interior architecture scholarship application. Students must submit portfolio (art or interiors work) or essay on why you want to study interior architecture at Chatham University.

A limited number of scholarships will be awarded before the March 1 priority deadline. Scholarship applications received after March 1 will be considered only if funds are available.

Amount: Up to $2,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.
Priority deadline: March 1

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Boy Scout & Girl Scout Award

Up to $1,000 annually

Offered to men/women who were members of Boy Scouts/Girl Scouts for a minimum of two years, but not Eagle Scout/Gold Award recipients. Candidates must provide proof of membership and completed scholarship application.

Amount: Up to $1,000
Renewable: annually based on a cumulative GPA of 2.0 or higher and full-time enrollment.
Priority Deadline: March 1

Download Boy Scout Award Application

Download Girl Scout Award Application

Family Tuition Grant

$2,000 annually

Awarded to students who have a sibling currently attending Chatham.

Amount: $2,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Select Language ▼

Undergraduate Scholarships

Chatham University, in an effort to recognize academic excellence, awards scholarships to deserving incoming full-time students. Many of these scholarships are funded by our various endowed scholarships. To qualify for a Chatham Scholarship, students must complete an admissions application, be granted acceptance to the University, and, in some cases, interview or audition.

In addition, Chatham offers generous need-based financial aid. Students must complete the Free Application for Federal Student Aid (FAFSA) in order to determine need-based aid. No other forms are required.

Please review Chatham University's merit scholarship policy here: Merit Scholarship Policy.

+ First-Year Students | + Transfer Students | + International Students

Merit Scholarship

$3,000-$16,000 annually

Based on academic excellence, students may qualify for a Chatham Transfer Merit Scholarship. The scholarship amount will be determined once the student is admitted to the University. You do not need to submit a separate application for this scholarship.

Amount: $3,000-$14,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Rachel Carson Scholarship

Full Tuition annually

The Rachel Carson Scholarship is an annually renewable scholarship that covers tuition for each academic year, for a total of four years (or 120 credits) of study at Chatham University.

Amount: Tuition annually
Renewable: annually based on cumulative GPA of 3.0 or higher and full-time enrollment. *Application deadline:* April 1

Online Application

Rachel Carson Healthy Planet Award

$5,000 annually

The Rachel Carson Healthy Planet Award will be given to a deserving student from each high school and community college across the United States who embodies the spirit of Rachel Carson in his or her dedication to sustainability and community development.

Amount: $5,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment
Application deadline: June 1

Online Application

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Up to $3,000 annually

For students who display outstanding leadership qualities. Students should attend Chatham University's Scholarship Interview Days to qualify for the scholarship. Only accepted students are eligible to attend in this event. Participation must occur prior to the student's first term at Chatham University. Dates are posted on the Events page.

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Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

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Renewable: annually based on a cumulative GPA of 2.0 or higher, full-time enrollment, and participation in Chatham's community service activities.
Priority Deadline: March 1

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Amount: Up to $2,500
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.
Priority deadline: March 1

Download Application

Phi Theta Kappa Scholarship

Up to $2,000 annually

For transfer students with a cumulative college GPA of 2.0 or higher and membership in Phi Theta Kappa. Students must be Phi Theta Kappa members prior to the start of the term in which they are applying.

Amount: Up to $2,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Visual Arts Scholarship

Up to $2,000 annually

For students who plan to major in visual arts at Chatham University. Awards are based on assessment of completed visual arts scholarship application. Students must submit portfolio or work on CD (JPEG format), DVD, mini DV, via URL or as a printed image. A limited number of scholarships will be awarded before the March 1 priority deadline. Scholarship applications received after March 1 will be considered only if funds are available.

Amount: Up to $2,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.
Priority deadline: March 1

Download Application

Interior Architecture Scholarship

Up to $2,000 annually

For students who plan to major in interior architecture at Chatham University. Based on completed interior architecture scholarship application. Students must submit portfolio (art or interiors work) or essay on why you want to study interior architecture at Chatham University.

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Amount: Up to $1,000

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Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

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In addition, Chatham offers generous need-based financial aid. Students must complete the Free Application for Federal Student Aid (FAFSA) in order to determine need-based aid. No other forms are required.

Please review Chatham University's merit scholarship policy here: Merit Scholarship Policy.

+ First-Year Students + Transfer Students + International Students

International Student Merit Scholarship

$6,000-$16,000 annually

Based on academic performance, students may qualify for a Chatham International Student Merit Scholarship. The scholarship amount will be determined once the student is admitted to the University. You do not need to submit a separate application for this scholarship.

Amount: $6,000-$14,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Presidential Scholarship

Full Tuition annually

The Presidential Scholarship is an annually renewable scholarship that covers tuition for each academic year, for a total of four years (or 120 credits) of study at Chatham University.

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Renewable: annually based on cumulative GPA of 3.0 or higher and full-time enrollment. *Application deadline:* February 1

Online Application

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Application Deadline: February 1

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$5,000 annually

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Amount: $5,000
Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.
Application Deadline: June 1

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Download Application

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Privacy Policy

Legal Notice
Non-Discrimination Policy

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Yellow Ribbon Program

Chatham University is pleased to announce its participation in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program). A provision of the Post-9/11 Veterans Educational Assistance Act of 2008, the program provides matching funds from the Department of Veterans Affairs as a supplement to the Post-9/11 GI Bill®. The Post-9/11 GI Bill covers tuition and fees not to exceed the maximum in-state tuition & fees at a public Institution of Higher Learning. The Yellow Ribbon Program will match tuition and fees in excess of the portion funded by the GI Bill.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill

Eligibility

Individuals may be eligible if they:

- Served an aggregate period of active duty after September 10, 2001, of at least 36 months;
- Were honorably discharged from active duty for a service connected disability and served 30 continuous days after September 10, 2001;
- Are dependents eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

There is no minimum number of credit hours required for participation and awards will continue in subsequent years in which the student maintains satisfactory progress, conduct, and attendance.

Benefits

For a full-time undergraduate student (12-21 credit hours), the combined support from the GI Bill and Yellow Ribbon Program for the 2014-15 academic year is estimated as follows:

Chatham University Tuition & Mandatory Fees	$34,440
Less: Post-9/11 GI Bill	($21,085)
Less: Chatham University Yellow Ribbon Program Waiver	($6,677.50)
Less: VA Yellow Ribbon Program Match	($6,670.50)
Remaining Student Obligation	-0-

The Yellow Ribbon Program covers tuition and mandatory fees and does not include room and board or books and supplies which are provided for separately under the Post-9/11 GI Bill. These benefits will replace merit scholarships awarded at the time of acceptance.

Application Process

If eligible, students should apply for Benefits under the Post-9/11 GI Bill with the Department of Veterans Affairs upon acceptance. Please forward your Certificate of Eligibility to the Office of the Registrar to be considered for the Yellow Ribbon Program. Please visit the Department of Veterans Affairs website for additional information at http://www.benefits.va.gov/gibill/yellow_ribbon.asp. The Yellow Ribbon Program FAQ is available at https://www.gibill.va.gov/GI_Bill_Info/CH33/Yellow_ribbon.htm. For additional information about the GI bill, please visit http://www.benefits.va.gov/gibill/.

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$6,000-$16,000 annually

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Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.
Priority deadline: March 1

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Graduate Loan Information
Student Loan Programs

Federal Loans:

Federal Loans are available to United States citizens and permanent residents only.

+ FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

The Federal Direct Unsubsidized Stafford Loan is available to all students who have been denied or show reduced eligibility for the need-based Federal Subsidized Student Loan. The Unsubsidized Stafford loan also provides additional loan eligibility to independent students.

While repayment begins six months after graduation or cessation of at least half-time enrollment, the student can make interest payments or have the interest capitalized during in-school, grace or deferment periods. Students must file a Master Promissory Note (MPN) to receive these funds. You do not have to complete a separate MPN for Subsidized and Unsubsidized Stafford Loans. Your signature on the MPN will remain valid, so you will not need to complete a new MPN annually.

To complete an MPN:

1. Go to www.studentloans.gov and click on the green "Sign In" button in the "Manage My Direct Loan" box.
2. To sign in, you will need to provide your Social Security number, the first two characters of your last name, your date of birth, and your Department of Education issued PIN. This is the same PIN that you used to sign your FAFSA. If you do not have a PIN, or need to request a duplicate, you may do so online at www.pin.ed.gov. The PIN will also act as your electronic signature on the MPN.
3. Once you have signed in, there is a 'Complete MPN' link on the left-hand main menu.
4. As a borrower, you must also complete Direct Loan Entrance Counseling. This is an online counseling session that ensures that you understand your rights and obligations as a borrower. From your account at www.studentloans.gov, click on 'Complete Entrance Counseling' on the left-hand main menu.

+ FEDERAL DIRECT GRADUATE PLUS LOAN

The Federal Direct Graduate PLUS Loan is a federal loan that is available to graduate students, and can be used to cover educational expenses. In order to apply for the Federal Direct Graduate PLUS Loan, you will need to log in to your account at www.studentloans.gov and complete a Direct Graduate PLUS loan application. The application is where you specify the dollar amount that you are applying for. This application also initiates a credit check. Once you have logged in, click on the "Request PLUS Loan" link on the left-hand main menu. You will be notified in writing of the results of the credit check by the Direct Loan Servicer. If you are credit approved for the PLUS loan, please complete the Federal Direct Graduate PLUS Loan Master Promissory Note (MPN). An MPN is a promise to repay document that must be signed before any loan funds can be disbursed. The Direct Graduate PLUS Loan MPN may be completed online at www.studentloans.gov by clicking on the "Complete MPN" link on the left-hand main menu and selecting "Graduate PLUS" loan type. Students may borrow a Graduate PLUS Loan up to the Cost of Attendance provided in your financial aid award letter less any other aid received, including Stafford Loans.

Private Loans:

After exhausting the opportunities available from the federal aid programs, many students will consider private loan programs as a source of funding. As always, taking on debt for any reason should be done deliberately and only for the amounts needed. Additional information regarding the availability of federal student aid is available from the Department of Education publication, Federal Aid First.

The terms and conditions of these credit-based private loan programs vary, and as such, students are encouraged to review the details of the programs before selecting a private loan program. Private loans are not eligible for loan consolidation programs made available for federal student loans. Interest rates, fees (both at the time of borrowing and at repayment), credit checks, and annual and aggregate loan limits require careful evaluation by the student as a consumer.

As part of the application process, students will be required to complete the Private Education Loan Applicant Self-Certification Form available through their lender's website, or it may be obtained here. Information needed to complete this form, such as cost of attendance, may be obtained here, while estimated financial assistance may be obtained from the student's Financial Aid Award Letter.

HOW TO CHOOSE A PRIVATE LENDER:

1. GETTING STARTED »

Private loans are funded through a lender, and choosing a lender is an important decision - it involves a financial obligation that will be a part of your life for many years to come. Picking a lender can seem like a daunting task, but it doesn't have to be. You may choose any educational loan lender you prefer. Remember to always take advantage of your federal loan options first.

Below is a historical list of lenders who continue to participate in the private loan program and who within the last three years Chatham University students have used. **The University does not endorse any lender. You may choose any educational loan lender you prefer**.

Historical Lender List

2. BE FINANCIAL AID SAVVY AND DO YOUR RESEARCH »

Before you apply for the loan you will want to make sure you have done your research. Here are loan term **definitions you should know before applying**:

Master promissory note

This is the agreement between you and the lender that you will re-pay the money when you graduate or fall below part time status. This is a legal contract. Please keep a copy for your records.

Interest rate

The interest rate for the Stafford loan, Perkins loan and Plus loans are fixed. For a private loan the interest rate will vary. While you may see a low interest rate on a lender's website keep in mind that the low interest rate may depend on qualifying for the lender's benefit program.

Loan fees

Some lenders will charge you an origination fee to use them as a lender while others will not. Remember that no origination fees do not save you any money in repayment, but you will receive more money up front.

Interest rate reductions for using automatic payments

Some lenders will reduce your interest rate if you repay your loan through pre-scheduled automatic bank debits. Although the reduction in interest rate varies, the reduction is typically 0.25%.

LIBOR

a term used for private student loans. This is the 3 month average of the London Interbank Offered Rate. LIBOR is the average interest rate paid on deposits of US dollars in the London market. APR - the Annual Percentage Rate, a rate that factors in the interest rate, fees, and other terms.

PRIME

the Prime Lending Rate as published in the Wall Street Journal. This is the rate banks charge their most creditworthy customers.

Loan limits

The aggregate loan limit for the Stafford loan is specific to the type of student you are. (See chart). For private loans, the aggregate limit is based on each lender's terms. This is the maximum you can borrow per year, as well as your entire time in school.

Repayment Terms

This is the amount of time you have to pay back the loan.

Postponement options

If you need to postpone making payments, you can take advantage of deferment and forbearance options. Call your lender to learn more.

3. KNOW WHAT QUESTIONS TO ASK / WHAT TO LOOK FOR »

Some questions you may want to ask are:

1. How often do you capitalize interest during postponement periods?
2. What are your repayment benefits? What percent of borrowers receive these benefits?
3. What do I have to do to receive these benefits and how are the benefits lost?
4. If I borrow $10,000 over my college career and I receive all these benefits, what will be the total dollar amount I will owe by the end of my 10 year repayment?
5. If I borrow $10,000 over my college career and I receive NONE of these benefits, what will be the total dollar amount I will repay by the end of my repayment?
6. Do you have a history of selling your loans?
7. How long have you been originating private loans?
8. What kind of debt management education do you provide?
9. How quickly can I talk to a real person when I call? How long am I on hold?
10. Is the lender able to provide insight and borrower education from pre-enrollment through repayment?

4. WHAT HAPPENS NEXT? »

You have selected a lender, now it is time to apply using their website! Did you know that peak processing begins before school starts in the fall? Our sample timeline will guide you through the loan processes.

PRIVATE STUDENT LOANS:
April/May - Shop around for your lender.
June - On your lender's website complete the application/promissory note. Please note, at that time your co-signer must also complete his/her portion of the application. Follow up with your lender 4-5 days after completing the application. This is the time to verify that your application is complete and that no further information is required. (Common missing items include a copy of a driver's license, pay stub, or co-signer signature.)
July - The lender will then notify the financial office office will begin the process of certifying your student loan.
August-September - The lender will electronically send the loan funds to Chatham University.

Please note that individual loan providers have their own applications and timelines. Plan to apply at least 45 days prior to the date the bill is due.

Borrowers may compare lender discounts and other borrower benefits with the following loan comparison tools:

- College Board Student Loan Comparison Calculator
- Loan Discount Analyzer from FinAid.org

Chatham University adheres to the Financial Aid Code of Conduct based on the Higher Education Opportunity Act of 2008.

Questions?

If you have questions about financial aid, please contact the Office of Financial Aid at 412-365-2781 or send us an e-mail at financialaid@chatham.edu.

Privacy Policy

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Graduate Financial Aid

Degree-Seeking Graduate Programs
Students accepted into and enrolled in Chatham's master's degree programs and 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 their studies.

Teaching Certification Program
Students accepted into and enrolled in Chatham's teacher certification program and 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 their studies.

Other Certification Programs
Students enrolled in one of Chatham's certification programs (except for the teacher certification program) are not eligible for financial aid through the Federal Stafford Loan program. However, they may be eligible for an alternative loan and should contact a financial aid counselor for more information.

Non-Degree Seeking Students
Students taking classes in one of Chatham's graduate programs but not yet admitted to the program are not eligible for financial aid through the Federal Stafford Loan program. Non-Degree Seeking Students can take up to six credits before having to enroll in the program, at which time they become Degree-Seeking Students eligible for financial aid as noted in the paragraphs above.

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. Private loan programs vary and are available from many lenders. These programs usually require credit worthiness or a co-signer. Students and parents are free to choose any lender.

Office of Financial Aid

Braun Hall
Woodland Road
Pittsburgh, PA 15232
financialaid@chatham.edu Phone: 412-365-2781
Fax: 412-365-1871

Net Price Calculator

2018-2019 Graduate Assistantships

A limited number of **Graduate Assistantships and Fellowships** are available to full-time graduate students. These positions provide students with the opportunity to conduct research with a faculty member, assist with teaching responsibilities, or participate in and organize departmental or campus projects. Each position requires 10-15 hours per week of work during the academic year. In addition to providing financial assistance, these positions offer students valuable hands-on experience, expanded learning opportunities, and professional skill development.

Assistantships and Fellowships are awarded in the form of tuition remission and can provide a student with significant cost savings, depending on the number of credits taken per term. (Dollar amounts vary by position. Please contact your Admission counselor for specific details). Newly admitted graduate students for fall 2018 will be given preference in the awarding of these positions.

Chatham also offers a limited number of paid graduate **Student Employment** positions in various academic and administrative departments across campus. These positions are paid hourly, and individuals may hold both an assistantship and a campus work position, up to 19 hours per week. A listing of available positions for which students can apply is available to all deposited students. Please contact your Admission counselor for futher information.

Positions Available for 2018-2019

School of Arts, Science & Business

Falk School of Sustainability

School of Health Sciences - Psychology

Assistantship and Fellowship Requirements:

- Students must first apply for admission to a specific graduate program.
- Only students who have been admitted to a graduate program for full-time enrollment will be considered for an assistantship or fellowship position.
- Assistantships require a commitment of 10 hours per week of work during the academic year, while Fellowships require a 15 hour per week commitment.
- Positions are initially awarded for one year, and may be renewed for a second year, depending on academic and job performance. The maximum length of an award is two years, regardless of the length of the program in which the student is enrolled.
- Students who decline a position automatically forfeit the Award.
- Students must maintain full-time enrollment while holding an award position. If a student ceases to be enrolled full time during a semester, the tuition remission will be removed from the account and the student will be responsible for any resulting balance owed.
- A student who is awarded an Assistantship position may also hold an additional on-campus employment position, with total work hours not to exceed 19 per week.
- Students in the Integrated Degree Program (IDP) are not eligible for an Assistantship or Fellowship award.

Key Deadlines & Application Information

- Assistantship applications are available here.
- The priority deadline to submit an assistantship application is January 15, 2018 for the MFA in Creative Writing program and February 1, 2018 for all other graduate programs. Additional applications will be accepted through March 1, 2018 and on a rolling basis for any positions that are still open.
- Review of assistantship applications will begin in mid-January, and award notifications will be made on a rolling basis until all positions are filled. Most award notifications will be made in February and early March.
- Award recipients will be given a specific deadline by which they must accept the award. To accept, they must (1) submit a tuition deposit to confirm enrollment in their academic program, and (2) return a signed copy of an employment contract that is received with the award notification.

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

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Tuition Reduction Benefit Program

Chatham University offers a 20% tuition reduction grant for full time employees and members of professional organizations that are enrolling at the University, whose organization or employer is a member of the University's Corporate & Strategic Partner Program listed below.

To be eligible for this benefit, students must submit a signed membership/employment verification form to the University prior to their first term at Chatham. Verification of employment or membership is required for each term enrolled. Chatham students who choose to use the Tuition Reduction Benefit Program are not eligible for other reduced tuition rates at the University.

The Tuition Reduction Benefit does not extend to students enrolling in the University's Master of Occupational Therapy, Doctor of Physical Therapy, Master of Physician Assistant Studies, Doctor of Psychology in Counseling Psychology, Master of Science in Nursing (MSN), RN to Master of Science in Nursing Educator Track (RN-MSN) and RN-to-Bachelor of Science in Nursing programs.

Is your company not on the list? That doesn't mean you are out of luck. Contact the Chatham university Office of Admission about getting your current employer in partnership with Chatham's Tuition Reduction Benefit Program plan.

A Second Chance, Inc.
A&D Health Care Professionals, Inc.
Accessabilities, Inc.
ACS, Inc.
Advanced Breast Care
AGM Physical Therapy, LLC
Ajaya Phoenix Design & Construction
Aleph Institute, PA
Alfery Pediatric Physical Therapy PC
All About Kids Therapy
Allegheny County
Allegheny County Coroner's Office
Allegheny Intermediate Unit and SmartStart Candidates
American Healthways
American Occupational Therapy Association (AOTA)
AmeriCorps Programs
Anderson Physical Therapy
Anne Arundel Community College
Appoquinimink School District
Appoquinimink School District
Ardent Resources, PA
Armada
Armstrong County Memorial Hospital
ATI Allegheny Ludlum
Atlanta International PT, Inc.
Atlantic Emergency Associates
Atlanticare Regional Medical Center/Atlanticare Health System
Avantius Medical Equipment
Avonworth School District
Baker Installations
Bank of America
BayCare Health System
Bayer Corporation

Beginnings Calvary Episcopal Church

Bethel Park School District

big Burrito Restaurant Group

BNY Mellon

Bodiography Contemporary Ballet

Boise VAMC

Bon Tool Co.

Bradley Center

Brandywine School District

Brevillier Village

Bridgeport Physical Therapy

Brother's Brother Foundation

C.N.S.I

Capital City Physical Therapy LLC

Carilion Clinic

Carlow College

CASA of Allegheny County (Court Appointed Special Advocate)

Catholic Health

Center for Community Resources

Center for Orthopedic & Spine Physical Therapy, P.C. (COSPT)

Central PA Rehabilitation Services Inc. (CPRS)

Children's Home (The)

Children's Hospital of Pittsburgh

Children's Museum of Pittsburgh

Christiana Care Health System

Cigna

City of Pittsburgh

Civil & Environmental Consultants

Clarion Rehab Services

Cleveland Clinic

Clinica del Norte Pediatrics PLLC

Colorado Springs School District 11

Community College of Allegheny County

Community College of Rhode Island (Liston Campus)

Community Intervention Associates

Composidie, Inc.

Cook Myosite, Inc.

Covenant Health

Cox, Matthews and Associates, Inc.

Craft Manufacturing

CRECER

Crossroad Health Center

CTI Physical Therapy

CWPT Physical Therapy Services

Delaware Occupational Therapy Association (DOTA)

Designing Futures Inc.

Development Dimensions International

Devicka Persaud Med P.C.

Dialysis Clinic, Inc.

Diocese of Greensburg

Doctors on Call

Dollar Bank-PTC Member company

Duquesne Light

Durham V.A. Medical Center

D'Youville College

East End Food Co-op

Eastern Gateway Community College

Eat'n Park Hospitality Group

Eisenhower Elementary School

Ellis School

Emergency Medical Associates and Affiliates

Excela Health - Latrobe Hospital

Fahringer, McCarty, Grey, Inc.

Family Links

Family Services of Western Pennsylvania

Feeding Friends Children's Feeding Clinic and Therapy Services, Inc

Firelands Regional Medical Center

First Commonwealth Bank

Five Star Development, Inc.

Florida Occupational Therapy Association (FOTA)

Forms+Surfaces

Fox Chapel Area School District

FOX Rehabilitation

Franklin Regional Schools

Friends School of Wilmington

GAI Consultants

Garden of Peace Project (GPP)

Gateway Rehabilitation Center

Georgia Vocational Rehabilitation Agency

Giant Eagle, Inc.

Girl Scouts Western Pennsylvania

GLBRI/DCM

Goddard Riverside Community Center

Goodwill SWPA

Greg Coll Creative

Grove Manor

Hampton Township School District

Harris School Solutions

Harrland Healthcare Consulting, LLC

HCWP Hospital Consortium of Western PA/Amerinet Central*

Health South Sewickley

Heinz North America

Heritage Valley Health System

High Point Medical PC

Highlands School District

Highmark (Highmark is also parent company of Gateway Health Plan)

Hillel Academy of Pittsburgh

Hilltop Children's Center

Holy Family Institute

Home Health Services Foundation, Inc. (also called VNA Western PA)

Homewood Children's Village

Hosanna House, Inc

Hughes Physical Therapy Services

Ikon Office Solutions (Ricoh)

Impaqt (3W Interactive, Inc.)

Indiana Regional Medical Center

Information Resources, Inc.

Innovations in Technology

Inspira Medical Centers, Inc.

Intra Op Anesthesia LLC

James E. Van Zandt VA Medical Center

Jameson Hospital

Jersey Central Physical Therapy

Jewart's Gymnastics

Jewish Association of Aging

Jewish Residential Services

Jutsu Aiki, Inc.

Kabob - G Grill

Keiser University - West Palm Beach Campus

Ketchum Inc.

Kinder Care Learning Center

Kramer Research, LLC

KTA-Tator, Inc.

L & M Medical Group

La Vite Ristorante

LaBarge, Inc. (now known as Ducommun LaBarge Technologies)

Lakeland Health Care

Lami Grubb Architects

Laughlin Children's Center

Laurel Highlands Health Center

Liberty Extended Day Program

LifeCare Hospitals of Pittsburgh

Lifeline Therapy

Litehouse Rehabilitation

Little Clinic (The)

Livengrin Foundation

Lytle EAP Partners

Magee Women's Hospital of UPMC

Malone Central School District

Management Science Associates, Inc. (MSA)

Massachusetts Nurses Association

McCullough-Hyde Memorial Hospital

McKesson Specialty

Medrad, Inc.

Menorah Park Center for Senior Living

Mercy Health System

Miami Dade College

Minute Clinic LLC

Mon Yough Community Services

Montgomery County Public Schools

Montour School District

Moon Area School District

MRR, Inc.

Muskigum University

Neighborhood Academy (The)

NEOCS

New Hope Functional Medicine & Chiropractic

New Jersey Anesthesia Associates

New Jersey Occupational Therapy Association (NJOTA)

New York City Department of Education

Newtown Public Schools

Niagara Health System

Non Profit Organizations** (see below)

North Carolina Occupational Therapy Association (NCOTA)

Northern Indiana Health Care System Veteran's Affairs

Northport VAMC

Northwell Health

Northwestern Michigan University

Oakmont Orthopedic & Sports Physical Therapy Center

Office of Inspector General

OhioHealth Corporation

Outside In School of Experiential Education, Inc.

Overton Brooks VA Medical Center

Oxford Development Company

Park Rehabilitation

Parkview Health

Patriot Medical LLC

Pennsylvania Leadership Charter School

Philip Pelusi

Philips Respironics

Phipps Conservatory and Botanical Gardens

Pine Richland School District

Pittsburgh Center for Massage Therapy, Inc. (PCMT)

Pittsburgh Glass Works LLC

Pittsburgh Mercy

Pittsburgh Technology Council Member Companies** (see below)

PLS Logistics Services

Plum Borough School District

PNC Financial Services

Port Authority

Preferred Physical Therapy, Inc.

Pressley Ridge

Primary Care Specialists

Prince George's County Public Schools -OT

Prohealth Housecalls, Inc.

Providence Connections Inc.

PT Group Acquisition, LLC

Pyramid Healthcare

Quaker Valley School District

Rebuild Independence LLC

Reed Smith LLP

Repco II Inc.

Residential Care Services

Resources for Human Development (RHD)

Respiratory Specialists of Florida

Ricoh USA

Riverside Physical Therapy

Riverview Health Clinic

Riverview Towers

RJ Lee Group

Rodef Shalom Congregation

SAE International, Inc.

Sage Colleges (The)

Seneca Valley School District

Shackelford County Community Resource Center d/b/a Resource Care Community Health Center

Shady Side Academy

Shining Way Esthetics LLC

Sidney Physical Therapy

Sisterson & Company, LLP

Small Farm Central

SMC Business Councils Member Companies** (see below)

Snap Retail

Somnia, Inc. - Palm Springs Anesthesia Services, PC

Somnia, Inc. - Anesthesia Associates of El Paso PA

Somnia, Inc. - Anesthesia Associates of Maryland, LLC

Somnia, Inc. - Anesthesia Services of San Joanquin PC

Somnia, Inc. - Bronx Anesthesia Services PC

Somnia, Inc. - CA Outpatient Anesthesia Services PC

Somnia, Inc. - Frederick Anesthesia Services, LLC

Somnia, Inc. - Grayling Anesthesia Associates, PC

Somnia, Inc. - Hazleton Anesthesia Services, PC

Somnia, Inc. - Lynbrook Anesthesia Services, PC (formally South Shore Anesthesia Services)

Somnia, Inc. - Manassas Surgery Center Anesthesia Services, LLC

Somnia, Inc. - Mid-Westchester Anesthesia Services, PC

Somnia, Inc. - Primary Anesthesia Services, PC

Somnia, Inc. - Providence WA Anesthesia Services, PC

Somnia, Inc. - Resource Anesthesiology Associates of CT, PC

Somnia, Inc. - Resource Anesthesiology Associates of IN, LLC

Somnia, Inc. - Resource Anesthesiology Associates of KY, PSC

Somnia, Inc. - Resource Anesthesiology Associates of MD, LLC

Somnia, Inc. - Resource Anesthesiology Associates of MI, PC

Somnia, Inc. - Resource Anesthesiology Associates of MO, PC

Somnia, Inc. - Resource Anesthesiology Associates of NM, Inc

Somnia, Inc. - Resource Anesthesiology Associates of VA, LLC

Somnia, Inc. - Resource Anesthesiology Associates, PC

Somnia, Inc. - Tri-State Anesthesia Services, PC

Somnia, Inc. Saddlebrook Anesthesia Services, PC

South Allegheny School District

South Pointe Plaza

Southwestern Human Services

SparkBase, Inc.

Specialty MedConsultants, LLC

Spot Therapy, LLC

Springfield College

St. Clair Hospital

St. Joseph's Healthcare Hamilton

Stanaford Infusion Services

State and Government Employees** (see below)

Stockton University

Student Conservation Association, Inc.

Summer Winds Resort Services, LLC

SUNY Downstate Medical Center

Suzanne & Associates, LLC

Tadiso, Inc.

Take Care Health Systems/Walgreens

TAYESE, LLC (previously Northwood Physical Therapy)

TechShop

Ted Sokol Cutting Horses

Texas Health Resources

The Sight Center of NWPA

Therapeutic Innovations Intl., LLC

Thermo Fisher Scientific

ThoughtForm, Inc.

TIC-The Industrial Company

Touro College - Occupational Therapy Department

Tri Rivers Consulting Services, Inc.

Triangle Fastener Corporation

Turtle Creek MH/MR

U.N.I. Urgent Care Center

UCI

Union Church Child Care

United Community Hospital

United Services for Children

Universal Institute

Universal Rehabilitation Institute

UPMC

Upstate Medical University

VA Butler Healthcare

VA Medical Center (#529)

Veolia Water Technologies

Vincentian

Virginian (The)

Visionspin LLC

Visiting Nurse Health Systems

Walter Reed, Bethesda

Wesley College

Wesley Spectrum Services (Spectrum Family Network)

West Allegheny School District

West Park Rehab

West Penn Allegheny Health System (Including Allegheny General Hospital, West Penn Hospital, Alle-Kiski Medical Center, Canonsburg General Hospital, West Penn Forbes Regional, and Allegheny General-Bellevue Campus)

West Penn Allegheny Physician's Practice Network (throughout West Penn Health System)

Western PA School for Blind Children

Westmoreland County

Westmoreland County Community College

Windsor Healthcare Communities

Winston-Salem State University

Wombat Security Technologies

Woodland Hills School District

Work Injury Solutions

Worklife Therapy Services

Yeshiva Schools

Young Scholars of Western PA Charter School

NOTE: to be eligible for this benefit, your organization must have completed the Corporate & Strategic Partner Program - Tuition Reduction Benefit program form. If your company or membership organization name does not appear on this list, they have not yet done so.

FINANCIAL AID RESOURCE NOTE: 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 & Strategic Partner Tuition Reduction Benefit Program. As required by federal guidelines, the 20% tuition reduction must be counted as a financial aid resource for students receiving financial aid assistance. Some limitations may apply by program.

Please contact Chatham Admissions at 800-837-1290 with any questions.

Yellow Ribbon Program

Chatham University is pleased to announce its participation in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program). A provision of the Post-9/11 Veterans Educational Assistance Act of 2008, the program provides matching funds from the Department of Veterans Affairs as a supplement to the Post-9/11 GI Bill®. The Post-9/11 GI Bill covers tuition and fees not to exceed the maximum in-state tuition & fees at a public Institution of Higher Learning. The Yellow Ribbon Program will match tuition and fees in excess of the portion funded by the GI Bill.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill

Eligibility

Individuals may be eligible if they:

- Served an aggregate period of active duty after September 10, 2001, of at least 36 months;
- Were honorably discharged from active duty for a service connected disability and served 30 continuous days after September 10, 2001;
- Are dependents eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

There is no minimum number of credit hours required for participation and awards will continue in subsequent years in which the student maintains satisfactory progress, conduct, and attendance.

Benefits

For a full-time undergraduate student (12-21 credit hours), the combined support from the GI Bill and Yellow Ribbon Program for the 2014-15 academic year is estimated as follows:

Chatham University Tuition & Mandatory Fees	$34,440
Less: Post-9/11 GI Bill	($21,085)
Less: Chatham University Yellow Ribbon Program Waiver	($6,677.50)
Less: VA Yellow Ribbon Program Match	($6,670.50)
Remaining Student Obligation	-0-

The Yellow Ribbon Program covers tuition and mandatory fees and does not include room and board or books and supplies which are provided for separately under the Post-9/11 GI Bill. These benefits will replace merit scholarships awarded at the time of acceptance.

Application Process

If eligible, students should apply for Benefits under the Post-9/11 GI Bill with the Department of Veterans Affairs upon acceptance. Please forward your Certificate of Eligibility to the Office of the Registrar to be considered for the Yellow Ribbon Program. Please visit the Department of Veterans Affairs website for additional information at http://www.benefits.va.gov/gibill/yellow_ribbon.asp. The Yellow Ribbon Program FAQ is available at https://www.gibill.va.gov/GI_Bill_Info/CH33/Yellow_ribbon.htm. For additional information about the GI bill, please visit http://www.benefits.va.gov/gibill/.

Office of Student Accounts

The Office of Student Accounts is responsible for overseeing the billing and collection of tuition, room, board, fees, and other university related charges. Located on the first floor of Braun Hall, the office is available to serve you from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Upon acceptance to Chatham University a student account will be established for you. Your student account will be used to manage the billing and payment of tuition and other fees related to your enrollment at Chatham. As a student it is important for you to understand the student account process as well as the importance of paying your account on time. To assist you in understanding this process, we are providing the following billing and payment information.

Tuition and Fees

A comprehensive schedule of tuition and fees is available at the following link on the University website under Financial Information 2018-2019, http://www.chatham.edu/tuitionfee.

Billing and Monthly Account Statement

OFFICE OF STUDENT ACCOUNTS

The Office of Student Accounts will generate and mail term invoices to all registered students approximately a month prior to the start of the semester. Invoices will be in the student's name and sent to their billing address on file. Important financial and payment information will be included with the invoice. The invoice will list a payment due date, generally the 15th of the month, in which your student account must be paid. **Monthly account statements will continue to be sent to those students with remaining balances.** The statement **will show** all University charges and credits for the previous month, as well as any unpaid financial obligation to the University. Failure to pay the amount due by the due date listed on the statement will result in a late payment fee **and a financial hold on the account**.

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.

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Corporate Payment Options

OFFICE OF STUDENT ACCOUNTS

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 BILLING 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 Form**
- **COMPANY REIMBURSEMENT 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.
    - **Reimbursement Program Form**
- **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.

  - **UPMC Tuition Advancement Employee Application**

- **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, **which includes all Undergraduate Chatham Aid**, 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.

  - **Tuition Reduction Form**

- **ALUMNI DISCOUNT PROGRAM**
  As an added benefit for students holding an undergraduate degree from Chatham University, Chatham is offering a special 20% tuition reduction benefit for most graduate programs at Chatham University.

  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, **which includes all Graduate Chatham Aid**, they will not be eligible for the alumni discount program benefit. As required by federal guidelines, the 20% tuition reduction must be counted as a financial aid resource for students receiving financial aid assistance.

  - **Learn more »**

Institutional Refund Policy

OFFICE OF STUDENT ACCOUNTS

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

Seven-Week Sessions

- Before the 5th day of the session: 100%
- 6th - 7th day of session: 80%
- 8th - 14th day of session: 50%
- 15th day of session and beyond: 0%

Fourteen-Week Sessions

- Before the 5th day of the session: 100%
- 6th - 13th day of session: 80%
- 14th - 26th day of session: 50%
- 27th day of session and beyond: 0%

Fifteen-Week Sessions

- Before the 5th day of the session: 100%
- 6th - 14th day of session: 80%
- 15th - 28th day of session: 50%
- 29th day of session and beyond: 0%

Refunds for charges in room and board status will be calculated based on the same schedule used for a complete withdrawal or leave of absence. The date used for this calculation is the date on which the director of residence life and/or the vice president for student affairs receives written notification of the student's intent to live off-campus. Students sign a Housing Contract for two semesters. If a student chooses to live off-campus for the second semester, she must notify the director of residence life in writing by December 1. Students will be held to their Housing Contract for the second semester if written notification is not received by December 1, and their student account will be billed room and board charges for the spring semester.

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

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

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Tuition & Fees

Undergraduate Tuition & Fees

Undergraduate programs are charged on a full-time or part-time basis. To be considered a full-time student for purposes of determining charges and full-time eligibility for financial aid, a student must be enrolled for 12 credits in the fall, spring, and summer terms.

» See details

Graduate Tuition & Fees

Graduate programs, with the exception of the Health Sciences programs (DPT and PA), are charged on a per-credit basis. To be considered a full-time graduate student, a student must be enrolled for 9 credits in the fall, spring, and summer terms.

» See details

Late Registration Policy

Any current student who registers after the designated open registration period each semester will be assessed a $150 Late Registration Fee. This is a non-refundable fee added to the student's term invoice.

Financial Clearance Policy

Effective with the Fall 2006 registration cycle, Chatham University implemented a new financial clearance policy. Any pre-registered student will be responsible to make payment arrangements and financially clear by the published tuition due date each semester. Students who do not financially clear by the published tuition due date will be assessed a $150 Late Financial Clearance Fee. This is a non-refundable fee added to the student's balance.

Return of Title IV Funds

To remain eligible for Federal student aid during the semester, the student must be attending classes, taking exams and completing required course work.

The United States Department of Education requires the University to determine the amount of Title IV (Federal aid) earned by a student who withdraws (officially or unofficially) or fails to complete the payment period (semester/module). The University must determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the period of time in which the student was enrolled during the semester. We are required to perform a Return of Title IV Funds calculation for students who withdraw (officially or unofficially) from all classes, or receive failing grades in all courses in a semester.

The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the payment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the payment period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of a payment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the payment period. Please note students who are enrolled in

modules, or courses which do not span the entire length of a semester, would also be included in this calculation.

The following earned Federal aid is included in a Return of Title IV Funds Calculation if disbursed or could have been disbursed:

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

The unearned portion of Federal student aid funds will be returned to the appropriate aid program(s). The funds are returned in the following order:

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

Students withdrawing from classes are responsible for payment of any balance due after the required return of Federal student aid funds.

Earned aid is not related in any way to institutional charges. In addition, the University's institutional refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course or courses may be required to return unearned aid and still owe the university for the course or courses. For more information on Chatham University's withdrawal and institutional charges' policies, please consult the catalog.

Students who stop attending all classes without officially withdrawing will be subject to a return of Federal student aid funds at the end of the semester based on the withdrawal date/last documented date of attendance as determined by Chatham University.

Tuition & Fees

Undergraduate education at Chatham University consists of tuition and fees for expenses associated with lodging, food, insurance, facilities, technology, and travel. Nearly 99% of Chatham students receive financial aid, which makes a great Chatham education affordable and helps our students achieve their education goals.

2018-2019

+ 2018-2019 ESTIMATED COSTS

Below is an estimate of list costs (without financial aid discounts) for a student who lives on campus and a student who commutes to classes on campus. Final totals will be dependent on each student's financial aid package, room and board preferences, applicable fees, and health insurance needs.

TUITION/FEES	
Tuition Flat Rate (12-21 credits per term)	
Mandatory Fees	
Tuition & Fees Sub-Total	
ROOM & BOARD*	
Room (multiple occupancy)	
Meal Plan (Unlimited meals)	
Room & Board Sub-Total	

Did you know? Depending on a student's financial aid package, scholarships and grant aid can significantly reduce the listed tuition price above. Be sure to speak with your admission counselor and Office of Financial Aid to see what financial aid you may qualify for.

** Your amounts will vary depending on your room and meal plan choices. See all options below.*

+ 2018-2019 ROOM AND MEAL PLAN OPTIONS

ROOM RATES

- Multiple Occupancy Room (Double, Triple or Quad): $2,835 - $3,130 per term
- Single Room: $3,035 - $3,435 per term
- Apartment (for Sophomores, Juniors & Seniors only): $2,600 - $4,150 per term
- Orchard Hall, Eden Hall Campus (for Sophomores, Juniors, & Seniors only): $1,350 (single room) - $1,425 (single room, 2-person suite) per term. Undergraduate residents are required to purchase the Chatham Eden Hall Meal Plan.

** Certain housing options are billed at a premium. Please refer to the Office of Residence Life for exact charges based on residence hall and room option selected.*

TRADITIONAL RESIDENTIAL STUDENTS (UPPER CAMPUS HOUSING):

All meal plan selections are priced for term only. Meals expire at the end of each term; any remaining Flex will roll over from Fall to Spring, only if a Spring meal plan is purchased. Flex will expire at the end of the spring term.

- Chatham Platinum: Anytime Plan, unlimited meal access, $25 Flex Dollars: $3,087 per term
- Chatham Gold: 19 meals/week, $55 Flex Dollars: $2,925 per term
- Chatham Silver: 14 meals/week, $110 Flex Dollars: $2,925 per term
- Chatham Bronze: 10 meals/week, $220 Flex Dollars: $2,925 per term
- Chatham Steel (Not available for First-Year Students): 200 meals, $200 Flex Dollars: $2,368 per term

APARTMENT AND COMMUTER MEAL PLANS (LOWER CAMPUS HOUSING & COMMUTERS)

While lower campus residential students and commuters are able to select any of the Chatham plans, the following meal plans are built to give a little more flexibility to those that have access to kitchens. Commuter students are not required to have a meal plan.

- Rachel Platinum: 5 meals/week, $220 Flex Dollars: $1,276 per term
- Rachel Gold: 100 meals, $200 Flex Dollars: $1,276 per term
- Rachel Silver: 50 meals, $20 Flex Dollars: $798 per term
- Rachel Bronze: 25 meals, $200 Flex Dollars: $531 per term

EDEN HALL MEAL PLAN

Only available for residents of Orchard Hall.

- Anytime Plan, unlimited meal accesses, $50 Flex Dollars; $2,232 per term

Eden Hall - Anytime access plans provide continuous access to the Eden Hall Dining Commons. Enter and exit the Dining Commons as frequently as you'd like and eat as many meals as you'd like. Flex dollars roll over fall semester to spring semester but not academic year to academic year. Flex dollars can be used at any Chatham dining facility; Shadyside, Eastside Café, Café Rachel, Eden Hall Dining Commons or the Anne Mallinson Café.

ADDITIONAL MEAL PLAN INFORMATION

Additional Cougar Dollars are available for purchase at the Student Accounts office or through MyChatham for those who want to add dining dollars to their meal plans. For every $50 purchased, $55 is received.

+ 2018-2019 FEE DETAILS

LABORATORY AND COURSE FEES

Applied Art Fee	$75 per course
Applied Digital Art Fee	$100 per course
Applied Music Fee	$600 per term/one-hour lesson per week
Applied Music Fee	$300 per term/half-hour lesson per week
Computing Fee	$100
Field Placement Fee	$75 per course
Photography Course Fee	$75 per course
Science Laboratory Fee	$75 per course
Simulation Fee	Varies
Student Teacher Placement Fee	$525

CONTINGENT FEES

Admission Application Fee	$35 per application
Chatham Abroad Administrative Fee	Varies
Collection Fee	Varies
Graduation Fee	$100 per degree
Health Services/Medical Professional Fee	Varies
Late Add/Drop Fee	$50 per course
Late Financial Clearance Fee	$150 per term
Late Payment Fee	$35 per month
Late Registration Fee	$150 per term
Liability Insurance Fee	$20 per term
Replacement ID Card Fee	$25 per card
Returned Payment Fee	$50 per check
Student Health Insurance Policy *Fee is optional (depending on your situation) and estimated as of December 2017. Subject to change.*	$890.00 per term

2017-2018

+ 2017-2018 ESTIMATED COSTS

Below is an estimate of list costs (without financial aid discounts) for a student who lives on campus and a student who commutes to classes on campus. Final totals will be dependent on each student's financial aid package, room and board preferences, applicable fees, and health insurance needs.

TUITION/FEES	
Tuition Flat Rate (12-21 credits per term)	
Mandatory Fees	
Tuition & Fees Sub-Total	
ROOM & BOARD*	
Room (multiple occupancy)	
Meal Plan (Unlimited meals)	
Room & Board Sub-Total	

Did you know? Depending on a student's financial aid package, scholarships and grant aid can significantly reduce the listed tuition price above. Be sure to speak with your admission counselor and Office of Financial Aid to see what financial aid you may qualify for.

** Your amounts will vary depending on your room and meal plan choices. See all options below.*

+ 2017-2018 ROOM AND MEAL PLAN OPTIONS

ROOM RATES

- Multiple Occupancy Room (Double, Triple or Quad): $2,635 - $2,910 per term
- Single Room: $2,635 - $3,195 per term
- Apartment (for Sophomores, Juniors & Seniors only): $2,415 per term
- Orchard Hall, Eden Hall Campus (for Sophomores, Juniors, & Seniors only): $1,350 (single room) - $1,425 (single room, 2-person suite) per term. Undergraduate residents are required to purchase the Chatham Eden Hall Meal Plan.

** Certain housing options are billed at a premium. Please refer to the Office of Residence Life for exact charges based on residence hall and room option selected.*

RESIDENCE HALL MEAL PLANS

- Chatham Platinum: Unlimited meals, $35 Flex Dollars: $2,940 per term
- Chatham Gold: 19 meals/week, $65 Flex Dollars: $2,785 per term
- Chatham Silver: 14 meals/week, $120 Flex Dollars: $2,785 per term
- Chatham Bronze: 10 meals/week, $230 Flex Dollars: $2,785 per term
- Chatham Steel: 200 meals, $210 Flex Dollars: $2,255 per term

APARTMENT AND COMMUTER MEAL PLANS

(Required for all students in Chatham and Chung Apartments)

- Cougar Platinum: 5 meals/week, $230 Flex Dollars: $1,215 per term
- Cougar Gold: 100 meals, $210 Flex Dollars: $1,215 per term
- Cougar Silver: 50 meals, $210 Flex Dollars: $760 per term
- Cougar Bronze: 25 meals, $210 Flex Dollars: $505 per term

Students can change their meal plan option through the end of the add/drop period. The last day of add/drop is stated in the University academic calendar. Any unused portion of a meal plan at the end of the term is forfeited. Any unused flex dollars are forfeited at the end of the academic year.

EDEN HALL MEAL PLAN

- Anytime Plan, unlimited meal accesses, $60 Flex Dollars; $2,125 per term

Eden Hall - Anytime access plans provide continuous access to the Eden Hall Dining Commons. Enter and exit the Dining Commons as frequently as you'd like and eat as many meals as you'd like. Flex dollars roll over fall semester to spring semester but not academic year to academic year. Flex dollars can be used at any Chatham dining facility; Shadyside, Eastside Café, Café Rachel, Eden Hall Dining Commons or the Anne Mallinson Café.

+ 2017-2018 FEE DETAILS

LABORATORY AND COURSE FEES

Applied Art Fee	$75 per course
Applied Digital Art Fee	$100 per course
Applied Music Fee	$600 per term/one-hour lesson per week
Applied Music Fee	$300 per term/half-hour lesson per week
Field Placement Fee	$75 per course
Photography Course Fee	$75 per course
Science Laboratory Fee	$75 per course
Simulation Fee	Varies
Student Teacher Placement Fee	$525

CONTINGENT FEES

Admission Application Fee	$35 per application
College Fee	$240 per term
Chatham Abroad Administrative Fee	Varies
Collection Fee	Varies
Computing Fee	$100
Graduation Fee	$100 per degree
Health Services/Medical Professional Fee	Varies
Late Add/Drop Fee	$50 per course
Late Financial Clearance Fee	$150 per term
Late Payment Fee	$150 per term
Late Registration Fee	$150 per term
Liability Insurance Fee	$20 per term
Replacement ID Card Fee	$25 per card
Returned Payment Fee	$50 per check
Student Health Insurance Policy	$890.00 per term

Graduate Tuition & Fees

Chatham graduate programs are charged on a per-credit or term-based basis. To be considered a full-time graduate student, a student must be enrolled for nine credits in the fall term, the spring term, and the summer term.

+ TUITION & FEES 2018-2019

The majority of Chatham's graduate programs are priced on a per-credit basis. Please visit the individual program's Tuition & Fees page to view the per-credit costs for each program. The Doctorate of Occupational Therapy, Doctor of Physical Therapy and the Master of Physician Assistant Studies Programs are priced on a per-term basis. Please visit their Tuition & Fees pages to view the per-term costs for each program.

GRADUATE HOUSING

- Apartments (one to three bedroom): $6,485 - $7,805 per term
- Orchard Hall, Eden Hall Campus - $1,350 (single room) - $1,425 (single room, 2-person suite) per term. Graduate residents are required to purchase the Meal Plan.

** Included in apartment pricing are all utilities plus cable and wifi. Certain housing options are billed at a premium. Please refer to the Office of Residence Life for exact charges based on residence hall and room option selected.*

APARTMENT & COMMUTER MEAL PLANS

- Rachel Platinum: 5 meals/week, $220 Flex Dollars: $1,276 per term
- Rachel Gold: 100 meals, $200 Flex Dollars: $1,276 per term
- Rachel Silver: 50 meals, $200 Flex Dollars: $798 per term
- Rachel Bronze: 25 meals, $25 Flex Dollars: $505 per term

Students can change their meal plan option through the end of the add/drop period. The last day of add/drop is stated in the University academic calendar. Any unused portion of a meal plan at the end of the term is forfeited. Any unused flex dollars are forfeited at the end of the academic year.

EDEN HALL MEAL PLANS

Only available for residents of Orchard Hall.

Anytime Plan, unlimited meal accesses, $50 Flex Dollars; $2,232 per term

Eden Hall - Anytime access plans provide continuous access to the Eden Hall Dining Commons. Enter and exit the Dining Commons as frequently as you'd like and eat as many meals as you'd like. Flex dollars roll over fall semester to spring semester but not academic year to academic year. Flex dollars can be used at any Chatham dining facility; Shadyside, Eastside Café, Café Rachel, Eden Hall Dining Commons or The Dairy Barn Café.

MISCELLANEOUS FEES*

COLLEGE CLINICAL FEES

- Doctor of Psychology in Counseling Psychology: $115.00 yearly

- Master of Science in Counseling Psychology: $115.00 yearly

COLLEGE FEES

- Occupational Therapy: $250 per term
- Physician Assistant Studies: $250 per term
- Doctor of Physical Therapy: $250 per term
- Other Graduate Programs: $28 per credit, $250 max per term

LIABILITY INSURANCE FEE

- Counseling Psychology Program: $20 per term
- Education Program: $20 per term

COMBINE LAB/LIABILITY INSURANCE FEE

- Occupational Therapy: $207 per term
- Physician Assistant Studies: $207 per term
- Doctor of Physical Therapy: $207 per term

ONLINE TEXTBOOK FEE

- Physician Assistant Studies: $25 per term

SIMULATION FEE

- Physician Assistant Studies: $45.83 per term
- Doctor of Physical Therapy: $17.86 per term
- Master of Occupational Therapy: $14.00 per term

OTHER FEES

- Student Health Insurance Policy: $890 per term
  Fee is optional (depending on your situation) and estimated as of December 2017. Subject to change.

** This is a list of the most common miscellaneous fees associated with enrollment at Chatham University. Some courses and activities may require additional fees not listed here.*

For further information regarding tuition and fees, placement and rotation charges, financial policies and procedures, the institutional refund policy, and other important information, please reference the current University catalog.

LATE REGISTRATION POLICY

Any current student who registers after the designated open registration period each semester will be assessed a $150 Late Registration Fee. This is a non-refundable fee added to the student's term invoice.

FINANCIAL CLEARANCE POLICY

Any pre-registered student will be responsible to make payment arrangements and financially clear by the published tuition due date each semester. Students who do not financially clear by the published tuition due date will be assessed a $150 Late Financial Clearance Fee. This is a non-refundable fee added to the student's balance.

+ TUITION & FEES 2017-18

The majority of Chatham's graduate programs are priced on a per-credit basis. Please visit the individual program's Tuition & Fees page to view the per-credit costs for each program. The Doctorate of Occupational Therapy, Doctor of Physical Therapy and the Master of Physician Assistant Studies Programs are priced on a per-term basis. Please visit their Tuition & Fees pages to view the per-term costs

for each program.

GRADUATE HOUSING

- Apartments (one to three bedroom): $5,880 - $7,480 per term
- Orchard Hall, Eden Hall Campus - $1,350 (single room) - $1,425 (single room, 2-person suite) per term. Graduate residents are required to purchase one of the Cougar Meal Plans.

** Included in apartment pricing are all utilities plus cable and wifi. Certain housing options are billed at a premium. Please refer to the Office of Residence Life for exact charges based on residence hall and room option selected.*

APARTMENT & COMMUTER MEAL PLANS

- Cougar Platinum: 5 meals/week, $230 Flex Dollars: $1,215 per term
- Cougar Gold: 100 meals, $210 Flex Dollars: $1,215 per term
- Cougar Silver: 50 meals, $210 Flex Dollars: $760 per term
- Cougar Bronze: 25 meals, $25 Flex Dollars: $505 per term

Students can change their meal plan option through the end of the add/drop period. The last day of add/drop is stated in the University academic calendar. Any unused portion of a meal plan at the end of the term is forfeited. Any unused flex dollars are forfeited at the end of the academic year.

EDEN HALL MEAL PLANS

Anytime Plan, unlimited meal accesses, $60 Flex Dollars; $2,125 per term

Eden Hall - Anytime access plans provide continuous access to the Eden Hall Dining Commons. Enter and exit the Dining Commons as frequently as you'd like and eat as many meals as you'd like. Flex dollars roll over fall semester to spring semester but not academic year to academic year. Flex dollars can be used at any Chatham dining facility; Shadyside, Eastside Café, Café Rachel, Eden Hall Dining Commons or The Dairy Barn Café.

MISCELLANEOUS FEES*

COLLEGE CLINICAL FEES

- Doctor of Psychology in Counseling Psychology: $115.00 yearly
- Master of Science in Counseling Psychology: $115.00 yearly

COLLEGE FEES

- Occupational Therapy: $242 per term
- Physician Assistant Studies: $242 per term
- Doctor of Physical Therapy: $242 per term
- Other Graduate Programs: $27 per credit, $242 max per term

LIABILITY INSURANCE FEE

- Counseling Psychology Program: $20 per term
- Education Program: $20 per term

COMBINE LAB/LIABILITY INSURANCE FEE

- Occupational Therapy: $201 per term
- Physician Assistant Studies: $201 per term
- Doctor of Physical Therapy: $201 per term

ONLINE TEXTBOOK FEE

- Physician Assistant Studies: $25 per term

SIMULATION FEE

- Physician Assistant Studies: $45.83 per term
- Doctor of Physical Therapy: $17.86 per term
- Master of Occupational Therapy: $14.00 per term

OTHER FEES

- Student Health Insurance: $890.00 per term
  All full-time students are required to have health insurance coverage. Full-time students who wish to enroll in the Chatham University Student Health Insurance Plan can do so online at my.chatham.edu. A charge of $890.00 per term will be billed automatically.

** This is a list of the most common miscellaneous fees associated with enrollment at Chatham University. Some courses and activities may require additional fees not listed here.*

For further information regarding tuition and fees, placement and rotation charges, financial policies and procedures, the institutional refund policy, and other important information, please reference the current University catalog.

LATE REGISTRATION POLICY

Any current student who registers after the designated open registration period each semester will be assessed a $150 Late Registration Fee. This is a non-refundable fee added to the student's term invoice.

FINANCIAL CLEARANCE POLICY

Any pre-registered student will be responsible to make payment arrangements and financially clear by the published tuition due date each semester. Students who do not financially clear by the published tuition due date will be assessed a $150 Late Financial Clearance Fee. This is a non-refundable fee added to the student's balance.

Tuition & Fees

Payment Options

In an effort to help students pay financial obligations associated with their enrollment, Chatham University is pleased to offer the following financing options:

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. Designed to ease the burden of paying for college, this payment plan helps many Chatham students and families pay the balance due each term that is not covered by financial aid assistance. An informational brochure for the payment plan 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. The program is managed through Educational Computer Systems, Inc. (ECSI) on behalf of Chatham University. Please access the online application at https://borrower.ecsi.net/ to apply for the Tuition Payment Plan. Questions regarding the application process can be directed to ECSI by e-mailing cservice@ecsi.net, or by calling 866-927-1438.

For more information download the Tuition Payment Plan brochure [PDF].

CORPORATE PAYMENT OPTIONS

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

COMPANY REIMBURSEMENT PROGRAM

The Company Reimbursement Program is offered for students who work for an employer who offers tuition reimbursement. The program allows students to defer payment of the reimbursed portion of their educational expenses until 30 days after the end of the term. Students are required to submit a completed Corporate Payment Options Application & Contract and a letter from their employer verifying employment and eligibility to participate in their company's tuition reimbursement program. Any amount not covered by tuition reimbursement must be paid in accordance with standard Chatham University payment policies.

COMPANY BILING PROGRAM

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

TUITION ADVANCEMENT

Tuition Advancement is a special program for employees of the University of Pittsburgh Medical Center (UPMC). Students must first submit the completed Corporate Payment Options Application & Contract in order to receive a special UPMC invoice. The student submits this invoice to the UPMC Employee Service Center along with the required UPMC advancement application. The Employee Service Center will

process the advancement request and provide the student with an advancement letter indicating the amount of advancement. The student then submits the advancement letter to Chatham as a form of payment. Chatham University will then bill UPMC for all advancement amounts. Any amount not covered by tuition advancement must be paid in accordance with standard Chatham University payment policies.

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 to the Office of Student Accounts. For more information visit the Office of Student Accounts page.

Office of the University Registrar

Welcome to the University Registrar's Office at Chatham. We are located on the first floor of Braun Hall, Room 101, and we are open from Monday through Friday 8:00 a.m. to 5:00 p.m.

Mission

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

The University Registrar's Office provides several types of academic services to students:

- Forms processing
  - Drop/Add (must be able to document an exception to normal portal registration)
  - Independent Study Proposal (must include syllabus and all required signatures)
  - Leave of Absence (must be processed before the first day of the semester)
  - Major/Minor/Catalog Change Declarations
  - Pass/Fail Grading Declaration (must be declared before add/drop deadline)
  - Retroactive Petitions (see separate page for details)
  - Study at Another Institution
  - Withdrawal
- Conferring student records for those who complete degree requirements and submit an application
- Enrollment verifications via student self-service on myChatham
- Grades processing
- Issuing of diplomas for cleared students
- Processing registrations and drop/add transactions for credit courses.
- Providing copies of unofficial transcripts via myChatham and assisting students in obtaining official transcripts
- Publishing the schedule of classes and the final examination schedule
- Re-enrollment advising

Questions?

If you have questions, please contact the Office of the University Registrar at (412) 365-2963 or email us at registrar@chatham.edu.

Contact Information

Office of the University Registrar
103 Braun Hall
Woodland Road
Pittsburgh, PA 15232
412-365-2963 (p)
412-365-1643 (f)
registrar@chatham.edu

Registrar Links

Official Transcripts

Enrollment Verification

Order a Replacement Diploma

Pittsburgh Consortium for Higher Education, PCHE, Cross Registration

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Office of the University Registrar

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

+ Access to Student Educational Records

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

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Chatham University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-5920

Another exception in FERPA which permits disclosure without consent pertains to disclosure of "directory information" unless the student has taken steps to withhold "directory information" from disclosure. Directory information is defined by Chatham University to include the following:

> Name, local address, permanent address, Chatham e-mail address, local telephone number, permanent telephone number, date and place of birth, major field of study, honors and awards (e.g. Dean's List recognition), participation in and photos of officially recognized activities and sports, height and weight of members of athletic teams, photograph, class year, enrollment status (including current enrollment, dates of attendance, full-time/part-time, withdrawn), degrees conferred, dates of conferral, graduation distinctions, and the institution attended immediately prior to admission to

Chatham.

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

1. Student grades can be accessed via the Web. This grading page is considered an official document from Chatham University from our secure website that is password protected. Students who are not currently enrolled and whose student accounts are past due will NOT be able to access the grading page.
2. The student's advisor has access to the student's academic record via the Web. This academic record page is from our secure website that is password protected. Access is granted for advising purposes only, and the record is not to be released to a third party.

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

- To persons in an emergency if necessary to protect the health or safety of the student or other persons.
- To parents, if the student is dependent under the Internal Revenue Code.
- To parents, regarding a student's use or possession of alcohol or controlled substance if the students 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.

+ Adding and Dropping Courses

In consultation with their advisors, students may add or drop courses until the end of the add/drop period for the semester (see the Academic Calendar). If a course is closed, the student must obtain the instructor's signature on the add/drop/course withdrawal form available online under Documents & Forms on myChatham or in the University Registrar's Office.

UNDERGRADUATE

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

GRADUATE

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

+ Auditing Courses

The course audit option is restricted to Chatham courses, undergraduate or graduate level, and does not apply to independent studies. No credit is granted for course audits, and an AU will be recorded on the transcript as the grade. When a course audit option is selected, the student may be required to participate in class discussion, do practicum work, submit written work, and take examinations.

UNDERGRADUATE

Full-time students may audit a course by obtaining permission from the instructor and completing a course audit application available from the University Registrar. Audits must be declared at the point of registration. Courses for major or minor credit may not be audited. General Education credits may not be audited.

GRADUATE

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

completing a course audit application.

+ Change of Grade

A student who questions his/her grade should confer with the instructor of the course. If he/she agrees that the grade is incorrect, the instructor corrects the grade using the Grade Change application on myChatham. Once the grade has been updated, usually within three business days, the student will be able to view the change on their unofficial transcript.

All grade changes must be made within one year after the end of the semester in which the course was taken. After one year, the burden of proof falls on the student to submit information which speaks to an administrative error.

+ Cross-registration PCHE

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

+ Degree Conferral

APPLICATION FOR DEGREE CONFERRAL

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

HOW TO SUBMIT AN APPLICATION FOR DEGREE CONFERRAL TO RECEIVE YOUR DIPLOMA

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

+ Final Examination Schedule

The undergraduate final examination schedules for fall and spring semesters are produced by the University Registrar's Office and follow a Monday-Thursday schedule. Maymester and summer terms do not have final examination weeks

+ Final Grades

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

+ Grade Point Average

A student's grade point average (GPA) is calculated after the completion of each term; both cumulative and term GPAs appear in the student's grade report and transcript. Pluses and minuses are included in the calculation. If a student earns an F grade in a course taken on

a pass/fail basis, the F is included in the grade point calculation; P grades do not affect the GPA.

UNDERGRADUATE GRADES

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
I		Incomplete work in a course
M		Military leave of absence
P		Pass, minimal value C+
W		Withdrawal from a course, no credit
CR		Credit earned for Prior Learning Assessment
NS		No show, no credit
TR		Transfer credit

GRADUATE GRADES

Grade	Grade Point Value	Description
A	4.00	Excellent
A-	3.67	
B+	3.33	Satisfactory
B	3.00	
B-	2.67	
C+	2.33	Course must be repeated
C	2.00	Course must be repeated
C-	1.67	Course must be repeated
D	1.00	Course must be repeated
F	0.00	Unsatisfactory performance, no credit
I		Incomplete work in a course
M		Military leave of absence
P		Pass, minimal value B-
W		Withdrawal from a course, no credit
CR		Credit earned for Prior Learning Assessment
NS		No show, no credit
TR		Transfer credit

+ Graduate Continuing Registration Credit

All non-cohort graduate students are required to continuously register for a Graduate Continuing Credit during the time they are completing their final project or thesis and are no longer taking any other formal courses. Additionally, this one credit requirement is applicable to any student who requests an incomplete grade in their final project or thesis for the purpose of receiving a time extension. Students who are registered for this credit will receive an incomplete grade for their final project or thesis course, and a passing or failing grade for the Graduate Continuing Credit. Once they receive a passing grade for the Graduate Continuing Credit, the incomplete grade in the final project or thesis course will be changed to the appropriate grade.

Failure to register for the Graduate Continuing Credit during the subsequent semester's add/drop deadline will result in a failing grade for the final project or thesis course. Students who request a Leave of Absence in order to avoid registering for the Graduate Continuing Credit

will not be granted the leave.

+ Incomplete Grades

An incomplete grade may be given to a student when a documented illness or another documented extenuating circumstance legitimately prevents the completion of course requirements. 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 by the established date on the University's Academic Calendar. Incomplete grades which are not satisfied by the established deadline will convert to the grade of F. Once an incomplete grade has been converted to an F grade, it cannot be reversed, but it can be changed to another letter grade if it falls within the one year deadline for grade changes. If the incomplete is satisfied by the established deadline, a regular letter grade will be recorded upon notification by the instructor to the University Registrar's Office. It is important to note that as long as the "I" is on the record for a course, a student may not enroll for credit in any course that has that course as a stated prerequisite, and **the student cannot graduate.**

Students who believe they can demonstrate a legitimate need for an incomplete must have instructor's approval. The instructor may ask the student to complete an incomplete grade contract which is available under Documents and Forms on myChatham. An incomplete grade contract helps to establish the terms of the arrangement. If the student is asked to complete the contract, once it's completed the student should return it to the appropriate Academic Dean's Office for forwarding to the instructor.

To be eligible to receive an incomplete grade, a student must have regularly attended class meetings in accordance with the instructor's attendance policy, completed all assignments by the instructor's stated deadlines, and maintained a passing grade of at least "C-" for undergraduate courses, and "B" for graduate courses. The deadline for requesting an incomplete grade is the last day of classes for the semester in which the course was taken.

***The only exception to this policy is for graduate students who are enrolled in graduate continuing credit courses.**

+ Integrative Capstone Grading Regulations - Undergraduate

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

+ Midterm Grades - Undergraduate

All midterm grades are available for viewing on myChatham under My Grades. These grades will not become a part of the student's permanent record. The date is available on the Academic Calendar.

+ Pass/Fail Grades

UNDERGRADUATE

With the guidance of an advisor, a student may decide to take a course on a pass/fail basis rather than under the traditional grading system. The election of the pass/fail option must be declared at the time of registration. For a cross-registered course, students must declare the pass/fail option to the Chatham University Registrar within two weeks of the beginning of the course. Students may enroll for no more than 30 pass/fail credits during their studies at the University. General education, major and minor courses may not be taken pass/fail. Exceptions to pass/fail grades within a major or minor include internships, certain Chatham Abroad and lifetime activity courses in the wellness program. Students choosing to take courses on a pass/fail basis will be graded as follows:

P = Pass, minimal value C+
F = Unsatisfactory, no credit

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

GRADUATE

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

+ Posting of Academic Honors

Academic honors also are conferred at Commencement as follows: cum laude: a cumulative average of 3.5 to 3.74; magna cum laude: a cumulative average of 3.75 to 3.89; summa cum laude: a cumulative average of 3.9 to 4.0. A student must complete at least 60 credit hours at Chatham to qualify for consideration for academic honors.

Registration

All registration, adding, and dropping of courses occurs online. Students must register for classes on the dates indicated on the Academic 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 may be assessed a non-refundable fee. Please see the Financial Aid and Student Accounts sections for information pertaining to the financial implications of registration and schedule adjustments. In addition to the calendar, graduate students should review the Institutional Refund Policy.

Repeating Courses

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

UNDERGRADUATE

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

GRADUATE

When a student earns a grade lower than B-, the same course must be repeated. A student is allowed to repeat only two courses, but each course only once. If the repeated grade earned is less than B-, the student will be dismissed.

Retroactive Petitions

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

Student Attendance

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

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

Transcripts

Current and former students whose student accounts are in good standing may request an official copy of their University records. A fee is charge per transcript ordered, and additional processing fees are charged for each address. Students whose accounts are delinquent cannot receive official transcripts until accounts are paid in full, including possible late fees and collections costs.

Current Students: Should use the Self-Service tool on myChatham or in the student portal to order a transcript to avoid having to sign and submit a release form. By securely logging in to one of those systems, you are authenticating your identity.

Former Students: Should visit www.transcriptsplus.net/order to place an order. Orders are authorized via electronic signature and you need to include your social security number or your Chatham student number.

Verifications

GENERAL

After the start of the semester, general enrollment information can be verified via the National Student Clearinghouse Self-Service portal.

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

PROGRAM SPECIFIC

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

Education
Occupational Therapy
Physician Assistant
Physical Therapy Psychology

+ Withdrawal from Courses

After the add/drop period, students have the option to withdraw from a course until the last day to withdraw deadline as posted on the Academic Calendar. A grade of W will be recorded on the transcript. This action must be completed by way of the add/drop/course withdrawal form available online under Documents & Forms on myChatham or in the University Registrar's Office.

Pittsburgh Council on Higher Education (PCHE) Cross Registration

The purpose of cross college and university registration is to provide opportunities for enriched educational programs by permitting students at any of the PCHE institutions to take courses at any other PCHE institution. The opportunity to cross register is open to each full-time graduate and undergraduate student enrolled in a PCHE college or university. Part-time students are normally not permitted to cross register.

What are the benefits?

- No additional tuition charge; however students must pay special course or laboratory fees to the host institution.
- Full credit and grade are transferred to the home institution.
- There is a broader range of course offerings to choose from.

What are the guidelines?

- Enrollment is limited to no more than one course per term/semester.
- Students advisor or dean must assure course eligibility.
- Students may not cross register for classes at a PCHE institution in which they are already enrolled as a student.
- Academic rules and regulations of the host institution prevail.
- Students do not acquire status at the host institution but have library and bookstore privileges.
- Permission is required to add or to drop a course after the home and host institutions' deadlines.
- Students enrolled in approved joint co-op programs between two PCHE institutions are exempt from the requirement of being full-time at either school.
- Cross-registration applies to only fall or spring terms.
- For many students it is not advisable to cross register for any class in the last term before graduation.

DOWNLOAD INSTRUCTIONS DOWNLOAD FORM

Are you seeing an error message or unable to view the PDF form? Click here to view troubleshooting instructions for the PCHE Cross-Registration form. If you still encounter issues opening the form please contact the Chatham HelpDesk at http://services.chatham.edu or (412) 365-1112.

Participating Institutions

- University of Pittsburgh
  http://www.registrar.pitt.edu/schedule_of_classes.html
- Robert Morris University
  http://www.rmu.edu/OnTheMove/findoutmore.open_page?iPage=700
- Carlow University
  http://www.carlow.edu/Course_Schedule.aspx
- Carnegie Mellon University
  https://enr-apps.as.cmu.edu/open/SOC/SOCServlet
- Community College of Allegheny County http://www.ccac.edu/default.aspx?id=137302
- Duquesne University
  http://duq.edu/academics/university-registrar/class-schedules
- La Roche College
  http://www.laroche.edu/academic-affairs/schedules.htm
- Pittsburgh Theological Seminary
  http://www.pts.edu/Registrar

- Point Park University
  http://www.pointpark.edu/About/AdminDepts/RegistrarsOffice/StudentResources/Coursebook
- Chatham University
  http://www.chatham.edu/academics/schedule/course_schedule.cfm

Contact Information

Office of the University Registrar
103 Braun Hall
Woodland Road
Pittsburgh, PA 15232
412-365-2963 (p)
412-365-1643 (f)
registrar@chatham.edu

Registrar Links

Official Transcripts

Enrollment Verification

Order a Replacement Diploma

Pittsburgh Consortium for Higher Education, PCHE, Cross Registration

Office of the University Registrar

HOW TO REQUEST AN ENROLLMENT VERIFICATION

Current Students:

General enrollment information is available via an enrollment verification certificate through the self-service portal on myChatham. Student Self-Service saves you a trip to the University Registrar's Office by providing you with the ability to perform the following services securely via the Web, 24/7:

- Print enrollment verification certificates to send to organizations requiring proof of your enrollment
- Check the deferment forms and electronic notifications sent to your lenders
- Obtain a list of your student loan lenders
- View your enrollment history
- View enrollment verifications provided to student service providers at your request

Student Self-Service is easy to use and secure. You can try it for yourself right now by logging onto myChatham and selecting the Student Self-Service Enrollment Verification button. Student Self-Service is provided through the National Student Clearinghouse, a nonprofit organization serving the higher education community. As a result of this service, we will no longer be filling out forms or issuing letters.

Former Students:

There are two ways to receive general information pertaining to your prior enrollment history:

1. Official transcripts are available at: iwantmytranscript.com/chatham. The charge is $6.00
2. DegreeVerify through the National Student Clearinghouse at: degreeverify.org. Through this service you will be able to obtain instant online verification of college degrees or attendance. The charge is $9.95.

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

Education
Occupational Therapy
Physician's Assistant
Physical Therapy
Psychology

Contact Information

Office of the University Registrar
103 Braun Hall
Woodland Road
Pittsburgh, PA 15232
412-365-2963 (p)
412-365-1643 (f)
registrar@chatham.edu

Registrar Links

Official Transcripts

Enrollment Verification

Order a Replacement Diploma

Pittsburgh Consortium for Higher Education, PCHE, Cross Registration

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Order a Replacement Diploma

To order a replacement diploma, please **download the form** and return it to the Registrar's Office. You may fax it to 412-365-1643, scan and email it to registrar@chatham.edu, or mail it to:

Office of the University Registrar
Chatham University
Woodland Road
Pittsburgh, PA 15232

The Replacement Diploma bears the graduate's name as it is listed on the student's official record, the student's graduation date and degree, is 8 1/2 by 11 inches in size, and bears the same signatures that appear on diplomas for current graduates. There is a $25 fee for a replacement diploma, and it will be mailed to the current address that is written on the form. Normal processing time for replacement diplomas is 2 weeks; please allow for more time during peak periods, such as the beginning and end of the semester.

Contact Information

Office of the University Registrar
103 Braun Hall
Woodland Road
Pittsburgh, PA 15232
412-365-2963 (p)
412-365-1643 (f)
registrar@chatham.edu

Registrar Links

- Official Transcripts
- Enrollment Verification
- Order a Replacement Diploma
- Pittsburgh Consortium for Higher Education, PCHE, Cross Registration

Chatham University Honor System and Academic Integrity Policy

Academic Policies

Bachelor Degree Overview

General Education

Academic Program Options

Prior Learning Assessment and Transfer of Credit

Advising

Welcome to the Office of Academic Affairs

The links provided on the left side bar of this page will assist you in locating Chatham University's academic policies and procedures. The academic affairs list provided below provides you with quick links to the various academic areas of the university and their respective webpages. Please do not hesitate to contact our office at 412-365-1157 for further assistance.

Jenna Templeton, Vice President of Academic Affairs

Mary Simbari, Executive Administrative Assistant

Leah Christy, Administrative Assistant

Pat Downey, Dean, School of Health Science

Darlene Motley, Dean, School of Arts Science and Business

Peter Walker, Dean, Falk School of Sustainability & Environment

Jill Ausel, Director, Library

Dana Brown, Executive Director, Center for Women and Politics

Alberta Certo, Director, Assessment and Institutional Effectiveness

Rebecca Harris, Director, The Center for Woman's Entrepreneurship

Mark Kassel, Director, Chatham Online

Cindy Kerr, Director, Programs for Academic Access, Confidence, and Excellence, PACE

Maria Kroniser, University Registrar

Chris Musik, Director, International Studies

Jessie Ramey, Director, Womens' Institute

Robert Zhang, Director, Institutional Research

Contact Us

Phone: 412-365-1157
Fax: 412-365-1620
www.chatham.edu
/academicaffairs

Location / Hours

2nd Floor
Mellon Administration Building

Office Hours:
Monday - Friday
(9:00 a.m. - 5:00 p.m.)

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Site Map
Privacy Policy

Legal Notice
Non-Discrimination Policy

Translate

Chatham University Honor System and Academic Integrity Policy

As an institution, Chatham University expects all members of its community to hold themselves to the highest standards of academic and personal integrity in living, working and studying together. As a member of this community, students agree to abide by the Honor Code, take responsibility for their actions and to be held accountable for the impact and consequences these actions have on themselves and others.

Academic misconduct is a serious and significant violation of the Honor Code which undermines its tenets of intellectual independence, consideration for the rights and wellbeing of others, honesty in all relationships, and personal integrity.

To uphold the tenets of the Honor Code it is necessary to establish standards around academic integrity to ensure that the pursuit of knowledge at the University adheres to the principles of academic honesty and provides guidance for evaluating the quality of student work in a fair manner.

The purpose of this policy is to outline the academic integrity process in place at Chatham University to identify, report, and adjudicate acts of academic misconduct by students within all academic pursuits at the University.

+ 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.

Click here for the for the Student Judicial Process.

+ Student Judicial Process

- Jurisdiction of Chatham University
- Zero Tolerance for Violence
- Presidential Interim Suspension
- Conduct Standing

+ Academic Integrity and Academic Misconduct

ACADEMIC INTEGRITY

Academic Integrity is defined as upholding the tenets of the Chatham University Honor Code of intellectual independence, consideration for the rights and wellbeing of others, honesty in all relationships, and personal integrity as they relate to all academic pursuits at the University.

ACADEMIC MISCONDUCT

Academic misconduct is defined as failure to abide by the tenets of the Chatham University Honor Code of intellectual independence, consideration for the rights and wellbeing of others, honesty in all relationships, and personal integrity as they relate to academic pursuits at the University.

Acts of academic misconduct are distinguished by the nature of the act according to the reasonable belief of the instructor and fall into two broad categories - Technical and Substantiated.

Technical acts of academic misconduct are those reasonably believed by an instructor to be purely technical in nature without intent to achieve an academic advantage. Technical acts include, but are not limited to incorrectly citing, paraphrasing, and attributing sources within an academic course or exercise. Technical acts of academic misconduct do not present egregious and blatant attempts to use sources in a manner consistent with substantiated acts of academic misconduct.

Substantiated acts of academic misconductare those reasonably believed by an instructor to achieve an academic advantage and violate the tenets of the Chatham University Honor Code of intellectual independence, consideration for the rights and well-being of others, honesty in all relationships, and personal integrity as they relate to academic pursuits at the University. Substantiated acts include, but are not limited to the following:

- **Alteration of University Documents:** Forgery of any signatures; submitting an altered transcript of grades to or from another institution or employer; putting one's name on another individual's work; or falsely altering a previously graded exam or assignment.
- **Cheating:** Cheating includes fraud, deceit, or dishonesty in an academic course or exercise in an attempt to meet academic requirements by gaining an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids on any academic course or exercise.

  Examples of cheating include, but are not limited to 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; obtaining a copy of an exam without instructor permission; and sharing copies of exams with students who have yet to take the exam.
- **Disturbance in the Classroom or Lab:** Disturbances in a traditional or online classroom or lab that serve to create an unfair academic advantage for oneself or a disadvantage for another member of the academic community.

  Examples of disturbing a classroom or lab include, but are not limited to stealing or damaging lab equipment and/or experiments; pulling the fire alarm to avoid a course or exercise.
- **Facilitating Academic Misconduct:** When an individual helps or attempts to help another individual carry out an act of academic misconduct.

  Examples of facilitating academic misconduct include, but are not limited to collusion; willingly providing or selling a paper, notes, handouts, and/or any other materials in an unapproved manner that provide an academic advantage to another student; or agreeing to take a test, write a paper, or complete an assignment for someone else.
- **False Representation, Fabrication or Alteration of Information:** The unauthorized falsification or invention of any information or citation in any academic course or exercise.

  Examples of false representation, fabrication, or alteration of information include, but are not limited to furnishing false information about oneself or a writer and/or speaker; fabricating or altering information and presenting it as legitimate; providing false or misleading information to an instructor or any other University official.
- **Plagiarism:** Plagiarism is when one represents the organizational design, ideas, phrases, sentences or larger units of discourse from

another writer and/or speaker without proper acknowledgement in an academic course or exercise. Plagiarism occurs when one fails to document all the sources of text and ideas that derive from someone else's work.

Examples of plagiarism include, but are not limited to, failure to enclose text copied directly from a source in quotation marks and to identify the source; failure to identify a source of summarized or paraphrased material; failure to identify the source of an idea taken from someone else's work; cutting and pasting from electronic sources without citation; self-plagiarism of one's previous work in an unapproved manner; and failure to acknowledge sources from various formats or mediums, including web pages, television, films, artwork, digital or sound recordings, speeches, and traditional hard copy.

+ Reporting Acts of Academic Misconduct

Individual Responsibility as a Member of the Chatham University Community

Any member of the Chatham University community who has witnessed an apparent act of academic misconduct (technical or substantiated), or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has the responsibility to inform the Academic Integrity Officer or their designee as soon as possible at academicintergrity@chatham.edu to ensure adherence to the University's academic integrity policy and procedures.

Contacting the Academic Integrity Officer initiates notification of instructors, Chairs/Program Directors, and/or Deans to apparent acts of academic misconduct in order to comply with this policy and its procedures.

+ Procedures for Addressing Acts of Academic Misconduct

IDENTIFYING THE ACT OF ACADEMIC MISCONDUCT

1. The instructor identifies a technical or substantiated act of academic misconduct.
2. The instructor notifies the Academic Integrity Officer or their designee that they have identified a technical or substantiated act of academic misconduct.
3. The Academic Integrity Officer consults with the instructor about the Academic Integrity Policy and Procedures to begin the process to address the act of academic misconduct with a student and indicates whether or not this is the student's first offense.

   If it is not the student's first offense of a technical or substantiated act of academic misconduct, the Academic Integrity Officer in consultation with the Dean of the appropriate school will determine how to proceed based on the procedures outlined in this policy. In addition, professionally accredited programs may have approved policies in place that students are also bound by and should reference in addition to those outlined here.

   Previous acts of academic misconduct committed by a student in the same course, but not discovered and/or reported until the most recent act is identified, may be entered into the Academic Misconduct Form. However, these retroactive notifications will not impact the classification of the offense and/or the appropriate judicial response as outlined in this policy.

   Technical and/or substantiated acts of academic misconduct identified after a grade has been submitted for a course or at any other point while the student is still actively enrolled should be reported and proceed through the appropriate disciplinary process. However, in accordance with University policy regarding the changing of grades, acts of academic misconduct reported and adjudicated for a course one year after a grade has been submitted will not result in a grade change, but may result in appropriate sanctions being given to the student.

   In those instances where an act of academic misconduct occurs at the end of an academic semester/term before the appropriate disciplinary process can take place, a grade of Incomplete will be given to a student for the course until the case is reviewed, sanctions, if appropriate, are given and completed, and any potential appeals are made which could further determine the student's final grade.

   A student subject to an academic action which requires the student to withdraw from the University before the appropriate disciplinary process has occurred will be notified that academic integrity proceedings must take place. The student will receive reasonable accommodations in order to participate in the process. If a student chooses not to respond to these notifications, the appropriate disciplinary process will proceed without the student present. The student will be notified of the outcome of the proceedings and is required to complete any sanctions related to the act of academic misconduct in addition to those requirements associated with the student's academic action in order to return to the University.

   Students who commit an act of academic misconduct in their final academic semester/term and intend to graduate will not be permitted to do so until the case has proceeded through the appropriate disciplinary process.

Technical Acts of Academic Misconduct

1. If the act of academic misconduct is categorized as technical and is the student's first offense, the instructor should identify the appropriate course-based and institutional sanctions for the student in consultation with their Department Chair/Program Director or their designee and fill out an Academic Misconduct Form which should include a description and documentation of the technical act.

2. The instructor shall notify the student about a concern regarding academic misconduct and schedule a meeting with the student to discuss the act and review the Academic Misconduct Form.

3. The instructor, with or without the Department Chair/Program Director or their designee shall meet with the student to discuss the technical act of academic misconduct and review the Academic Misconduct Form. The form provides space for a student to sign to 1.) acknowledge they have met with the instructor to discuss the act of academic misconduct and 2.) acknowledge responsibility for the act of academic misconduct.

   If an informal resolution is not reached, or the student or faculty member requests a hearing, the Academic Integrity Officer will notify the lead of the appropriate Academic Integrity Council subcommittee to convene a hearing to review the case in a timely manner using the process outlined for adjudicating the substantiated acts of academic misconduct.

4. The Academic Misconduct Form, with or without signatures from a student, outlining appropriate course-based and institutional sanctions, including a description and supporting documentation of the technical act, is sent to the Academic Integrity Officer.

   If the form is signed, the incident continues to follow the process outlined for technical acts of academic misconduct. If the form is not signed and/or a student refuses to acknowledge responsibility, the act is automatically elevated to a substantiated act of academic misconduct.

5. When the Academic Integrity Officer receives a copy of the Academic Misconduct Form for a technical act, the Dean of the appropriate school in which the student is enrolled is notified to review and determine the appropriateness of the sanctions put forth by the instructor. 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 sanctions. Prior technical or substantiated acts of academic misconduct may be considered only in recommending sanctions, not in determining guilt or innocence.

6. On behalf of the Dean, the Academic Integrity Officer informs the instructor, department chair/program director, student, the student's advisor, the Vice President for Student Affairs/ Dean of Students, the Vice President for Academic Affairs, and any others who should be notified concerning the sanctions of the Dean's decision. The decision will be communicated in writing in a timely manner and must include the date by which a student must complete any sanctions.

7. A student must complete the required sanctions satisfactorily by the identified deadline and submit verification to the Academic Integrity Officer and any other appropriate individual identified. Failure to complete sanctions will result in additional repercussions.

8. The Academic Integrity Officer informs the instructor, department chair/program director, student, the student's advisor, the Vice President for Student Affairs/Dean of Students, the Vice President for Academic Affairs, and any others who should be notified of the completion of sanctions.

9. The student has the right to file a written appeal with the Vice President for Academic Affairs within five (5) business days.

Substantiated Acts of Academic Misconduct

1. If the act of academic misconduct is categorized as substantiated and is the student's first offense, the instructor should identify the appropriate course-based and institutional sanctions for the student in consultation with their Department Chair/Program Director or their designee and fill out an Academic Misconduct Form which should include a description and supporting documentation of the substantiated act.

2. The instructor shall notify the student about a concern regarding academic misconduct and schedule a meeting with the student to discuss the act and review the Academic Misconduct Form.

3. The instructor, with or without the Department Chair/Program Director or their designee shall meet with the student to discuss the act of academic misconduct and review the Academic Misconduct Form. The form provides space for a student to sign to 1.) Acknowledge they have met with the instructor to discuss the act of academic misconduct and 2.) acknowledge responsibility for the act of academic misconduct.

4. The Academic Misconduct Form, with or without signatures from a student, outlining appropriate course-based and institutional sanctions, including a description and supporting documentation of the substantiated act, is sent to the Academic Integrity Officer.

5. The Academic Integrity Officer determines if the student who is accused of committing a substantiated act of academic misconduct is an undergraduate or graduate student and contacts the faculty lead of the appropriate subcommittee of the Academic Integrity Council to convene a hearing to review the case at a time convenient for the accused student and the reporting instructor.

6. Hearings will be heard by the appropriate Academic Integrity Council subcommittee and will be divided into four sections - the introduction delivered by the subcommittee lead, the presentation of the case by the student and the instructor, questioning by the subcommittee, and the subcommittee review and deliberation.

7. After the hearing, the lead of the Academic Integrity Council subcommittee presents a written summary of the subcommittee's deliberations and recommendations to the appropriate Dean and the Academic Integrity Officer in a timely manner.
8. 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 sanctions. Prior technical or substantiated acts of academic misconduct may be considered only in recommending sanctions, not in determining guilt or innocence.
9. On behalf of the Dean, the Academic Integrity Officer informs the instructor, department chair/program director, student, the student's advisor, the Vice President for Student Affairs/ Dean of Students, the Vice President for Academic Affairs, and any others who should be notified concerning the sanctions of the Dean's decision. The decision will be communicated in writing in a timely manner and must include the date by which a student must complete their sanctions.
10. A student must complete the required sanctions satisfactorily by the identified deadline and submit verification to the Academic Integrity Officer and any other appropriate individual identified. Failure to complete sanctions will result in additional repercussions.
11. The Academic Integrity Officer informs the instructor, department chair/program director, student, the student's advisor, the Vice President for Student Affairs/Dean of Students, the Vice President for Academic Affairs, and any others who should be notified concerning the sanctions that the sanctions.
12. The student has the right to file a written appeal with the Vice President for Academic Affairs (VPAA) within five (5) business days.

+ Consequences for Acts of Academic Misconduct

Appropriate sanctions for a technical act of academic misconduct may include, but are not limited to, 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; requiring an assigned paper or research project related to ethics or academic integrity; loss of privileges to complete a faculty course evaluation for the course in which the act was committed; scheduling a meeting with the Academic Integrity Officer; requiring the student to participate in a workshop, seminar, or tutorial on ethics, academic integrity, or specific writing mechanics; or the appointment of a writing tutor to assist with writing skills.

Appropriate sanctions for a substantiated act of academic misconduct may include, but are not limited to requiring the student to participate in a workshop or seminar on ethics or academic integrity; requiring an assigned paper or research project related to ethics or academic integrity; loss of privileges to complete a faculty course evaluation for the course in which the act was committed; scheduling a meeting with the Academic Integrity Officer; participation in a credit bearing course on ethics or academic integrity; failure of the course; removal of graduate fellowship or assistantship support; removal of scholarships or honors; academic integrity probation; academic integrity suspension for one or more semesters/terms; or academic integrity dismissal from the University in addition to any course-based or institutional sanctions recommended by the instructor, academic integrity council subcommittee, and Dean of the appropriate school.

A student who chooses to withdraw from the University rather than participate in the judicial process will be classified as having been withdrawn for reasons of academic misconduct. 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.

If a student does not complete the sanctions associated with their act of academic misconduct by the determined deadline, the student will be placed on academic integrity probation and a hold may be placed on the student's account. Extenuating circumstances which prevent a student from completing sanctions by the determined deadline must be documented and will be considered on a case by case basis.

+ Appeals to Decisions on Acts of Academic Misconduct

A student has the right to file a written appeal with the Vice President for Academic Affairs (VPAA) within five (5) business days of receiving the Dean's decision for the following reasons only: 1.) a procedural error unfairly and materially affected the outcome of the case 2.) evidence has been discovered that was not reasonably available at the time of the hearing or 3.) there was a clear abuse of discretion on the part of the Academic Integrity Council subcommittee.

The appeal must identify and cite the issues or findings the student is challenging as well as documentation supporting their position.

The VPAA will contact the student who makes an appeal regarding the next steps in the review of the appeal.

The VPAA's decision will be final and communicated to the student in writing within ten (10) business days.

Further instructions on how to write an appeal will be provided to a student with the Dean's decision. Questions about the appeals process should be directed to the Academic Integrity Officer.

+ Retention of Information

Chatham University retains information regarding all acts of academic misconduct for internal institutional purposes. Third party release of this information only occurs when official requests are deemed necessary. If a student is suspended, withdraws from the University or dismissed for an act of academic misconduct, this information becomes a part of the student's transcript documentation.

Student records of technical and/or substantiated acts of academic misconduct are maintained by the Academic Integrity Officer and shared with the Dean's Office of each School, as well as the Vice President of Student Affairs/Dean of Students and the Vice President for Academic Affairs.

Academic Policies

+ Satisfactory Academic Progress Policies

UNDERGRADUATE

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

GRADUATE

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

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

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

+ Academic Grade Appeals

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

The statute of limitation requires all grade changes to be completed within one year from date of issue. A student wishing to challenge a grade received in a course must first notify the instructor in writing in an effort to resolve the grievance. If the grievance is not settled, the student must then appeal the matter in writing to the Department Chair or Program Director.

If the issue remains unresolved, the student may then file an appeal with the appropriate Academic Dean, who will seek formal reconciliation. Appeals made to the appropriate Academic Dean must be in writing and must include written documentation from each stage of the appellate process. The Dean will investigate the case, hearing both the student and the faculty member and will render a decision. A student challenging the Dean's decision must file an appeal to the Vice-President of Academic Affairs (VPAA). The VPAA will investigate the case, hearing from the student, the faculty member, and the Dean, and will render a final decision.

In order to ensure that a student has access to all levels of appeal, and that all appeals are completed within the one year statutory limit, a student challenging a course grade must file an appeal according to the calendar shown below, following the timeline for the semester in which the grade was earned. Students missing these deadlines are welcome to pursue an appeal but cannot be guaranteed access to the full appeals process within the one year statutory limit for grade changes.

	Fall course	**Spring course**	**Summer course**
Faculty member records grade	Grades Due Date of current semester	Grades Due Date of current semester	Grades Due Date of current semester
Student emails faculty member with appeal	Drop/Add deadline of spring semester	Drop/Add deadline of fall semester	Drop/Add deadline of fall semester

Faculty member responds in writing	Spring Incomplete Grade Due Date	Fall Incomplete Grade Due Date	Fall Incomplete Grade Due Date
Student appeals to Chair in writing	Spring Withdrawal Date	Fall Withdrawal Date	Fall Withdrawal Date
Chair responds in writing	Spring Final Grades Due Date	Fall Final Grades Due Date	Fall Final Grades Due Date
Student appeals to Dean in writing	30 calendar days	30 calendar days	30 calendar days
Dean responds	Following Fall Incomplete Grade Due Date	Following Spring Incomplete Grade Due Date	Following Spring Incomplete Grade Due Date
Student appeals to VPAA	Following Fall Withdrawal Date	Following Spring Withdrawal Date	Following Spring Withdrawal Date
VPAA responds	30 calendar days	30 calendar days	30 calendar days

+ Academic Forgiveness - Undergraduate

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

+ Academic Warning - Undergraduate

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

+ Academic Probation

UNDERGRADUATE

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

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

GRADUATE

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

+ RN-BSN Academic Standing and Progression Policy

All RN-BSN students are required to complete a minimum total of 120 credit hours in college level courses. To progress toward the BSN degree students must earn a minimum grade of C- (70%) or better in a graded course, or a grade of pass in pass/fail courses, in all courses and maintain a minimum GPA of 2.0 or higher. Failure to meet these standards could result in the following academic actions:

1. A student will need to retake any required core RN-BSN course(s) with an earned grade below C- (70%) in a graded course or a grade of fail in pass/fail courses and earn a passing grade. A second earned grade below C- (70%) in a graded course or fail in pass/fail courses in ANY required core RN-BSN course in a subsequent session or semester will be cause for dismissal from the program.
2. A student who earns a GPA below 2.0 in any session (subterm), unless they are only enrolled in a pass/fail course, will be placed on Academic Warning. A student will also be placed on Academic Warning if they withdraw from the same required core RN-BSN course two times. The student must earn a GPA above 2.0 in the subsequent session (subterm), or successfully complete the course from

which the student withdrew, in order to return to good standing.

3. A student who earns a GPA below 2.0 in two consecutive sessions (subterms), or has a cumulative GPA below 2.0, will be placed on Academic Probation. A student placed on Academic Probation is strongly advised to meet with their Nursing Academic Advisor and the PACE Center to design a plan that will enable the student to return to good academic standing. The student must earn both a session (subterm) and semester (term) GPA of 2.0 or higher in order to have the probationary status removed.
4. A student who earns a GPA below 2.0 in three sessions (subterms), consecutive or not, or has a cumulative GPA below 2.0, will be placed on continued Academic Probation. A student on continued Academic Probation is required to create and complete a remediation plan with their Nursing Academic Advisor and collaborate with the PACE Center for the next enrolled session. The student must earn both a session (subterm) and semester (term) GPA of 2.0 or higher in order to return to good academic standing. Students unable to meet the requirements of continued Academic Probation are subject to Academic Suspension and Dismissal as described in the Chatham University Course Catalog.

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University-Initiated Separations

+ Academic Suspension and Dismissal

UNDERGRADUATE

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

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

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

If a student receives a final course grade of I (Incomplete), and the student's GPA without including that incomplete course meets one of the criteria above, the student will receive a letter of academic action requiring a mandatory leave of absence. If suspended, the student will still be required to complete the work for the incomplete course within the previously set time frame. (See section on Incomplete Grades above.)

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

Students enrolled in the RN-BSN Program will need to retake any required core RN-BSN course(s) with an earned grade below C- (70%) in a graded course or a grade of fail in pass/fail courses and earn a passing grade. A second earned grade below C- (70%) in a graded course or fail in pass/fail courses in ANY required core RN-BSN course in a subsequent session or semester will be cause for dismissal from the program.

A student will not be granted a second suspension, the student will be dismissed from the university.

GRADUATE

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

+ Dismissal Appeals

Dismissals may be appealed to the appropriate 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. The Dean will investigate the case, hearing both the student and the faculty member and will render a decision within 30 calendar days of receiving the petition. After the Dean's decision has been rendered, the appellant has the right to carry the appeal to the Vice President of Academic Affairs, in writing and must include supporting documentation to support the appeal. Such an appeal must be provided in writing to the Vice President of Academic Affairs' office no later than five (5) calendar days after the student has received the decision from the Dean. The Vice President of Academic Affairs will investigate the case, hearing both the student and the faculty member and will render a decision within 30 calendar days of receiving the petition. The Vice President of Academic Affairs will inform the student and the faculty member of the decision in writing. The Vice President of Academic Affairs' decision is final.
Individual graduate programs may have additional guidelines that are published in the program's student handbook.

+ Non-Academic Dismissal

MANDATORY LEAVE OF ABSENCE

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

+ Non-academic Withdrawal

MANDATORY LEAVE WITHDRAWAL

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

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

Student-Initiated Separations

Leave of Absence

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

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

Medical Schedule Cancellation

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

Withdrawal from the University

A withdrawal is a separation from the University. A student withdraws in an attempt to preserve the academic integrity of their record. Students will receive W's for their entire schedule of registered courses. This action is recorded on the student's transcript.

After consultation with their academic advisor, a student who wishes to withdraw from the University should contact their program director or department chair to complete a Withdrawal from the University form. The last day to withdraw is the last day of classes for the semester in which the withdrawal is sought. Any refund will be made in accordance with both the University’s and federal government’s refund policies.

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

Recognition of Academic Achievements

Dean's List (Fall and Spring Semesters) - Undergraduate

To qualify for the Dean's List, a full-time, degree-seeking undergraduate student must achieve a semester grade point average of 3.5 or above and successfully complete a minimum of 12 credits for a letter grade. Maymester courses do not count toward the 12 credits in the spring semester.

Students who are enrolled in integrated degree programs are eligible for the Dean's List only if they are taking 12 credits of undergraduate coursework in a semester. Eligibility is calculated using the semester grade point average from the undergraduate courses only.

Program Honors - Undergraduate

Program honors are awarded to students who distinguish themselves in their major field, interdisciplinary area, or multiple disciplinary concentration. Those honors are awarded at the discretion of the student's major program advisor and approved by the department chair or program director. The minimum standard for program honors is a 3.0 cumulative GPA, a 3.5 GPA in the major or program, and an exemplary capstone performance. Students with interdisciplinary or double majors must meet the requirements for honors in each discipline in order to be eligible for program honors.

Academic Guidelines

The following are general guidelines for all undergraduate and graduate programs. More specific academic regulations are available from the program director of the relevant graduate program.

+ Academic Calendar

The 2018-2019 calendar for each school will consist of two primary 15-week semesters, as well as a 15-week summer semester. Each semester may also include multiple sessions of seven-week duration. A supplemental calendar may be produced for the Summer Semester or other. Click here for a complete calendar for this academic year.

+ Academic Credit

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

Basic Formula for calculating Credit Hours

The Pennsylvania Department of Education State regulations indicate the following:

> *One college semester credit is defined as 14 hours of classroom instruction. A three-credit semester based course would need to meet for 42 hours or rigorous college classroom instruction over the semester. The academic requirements the hours of classroom instruction cannot be calculated to include exams (i.e., final exams). A typical semester course meets for 14 weeks of instruction, after which the final may be given in the 15th week.*

In alignment with this regulation, Chatham University has adopted the Credit Hour as the unit measure of instruction for awarding credit. Therefore, a credit hour is equivalent to one hour of classroom instruction (50 minutes) with a normal expectation of two hours of outside study for each class session.

Chatham also adheres to the Federal standard of total expectation of total learning hours in a semester regardless of the time frame for delivery.

+ Academic Overload

UNDERGRADUATE

A schedule of more than 19 credit hours in any one semester is considered an academic overload. If a student with a GPA below a 3.0 enrolls in more than 19 credits, they will receive an academic review by their advisor and academic dean. As a result of the academic review, a credit load reduction may occur. Enrolling for more than 21 credits is considered financial overload. Students on financial overload will be charged additional tuition for every credit in excess of 21 credits at the University's current per credit rate for undergraduate students. Please see the tuition and fee schedule for the current academic year rates.

GRADUATE

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

+ Class Standing - Undergraduate

Class standing is determined by the number of credits earned at Chatham or transferred to Chatham.

0-14 credits	First-Semester, First-Year Student
15 – 29 credits	Second-Semester, First-Year Student
30 – 44 credits	First-Semester Sophomore
45 – 59 credits	Second-Semester Sophomore
60 – 74 credits	First-Semester Junior
75 – 89 credits	Second-Semester Junior
90 + credits	Senior

+ Course Substitutions

All students must fulfill the minimum program credit requirements. Substitutions for graduate courses can be considered via completion of a Course Substitution Form which is to be approved by the appropriate department chair or program director and academic dean. Substitutions for undergraduate courses can be considered via completion of a Course Substitution Form which is to be approved by the appropriate academic advisor and the department chair/program director.

+ Dual Degrees/Integrated Degree Programs

UNDERGRADUATE

Well-qualified students have the opportunity to earn a bachelor's degree in the major of their choice along with a master's degree at Chatham in as few as five years. Undergraduate students who expect to participate in an integrated degree program must complete all general education requirements for the baccalaureate degree as well as fulfill all prerequisites and/ or competencies. Students may not begin taking graduate level courses for the integrated degree until they have been fully admitted into a graduate program. Students will not be enrolled in their graduate program until they have completed a minimum of 108 undergraduate credits, keeping in mind their remaining 12 credits of undergraduate coursework will count towards both degrees.In order for some students in select programs to maintain adequate degree progression, students may be given permission to fulfill their remaining 12 credits of undergraduate coursework at the graduate level prior to their last semester.

It is the student's responsibility to apply for degree conferral for their undergraduate degree during the semester in which he/she is completing the final 12 undergraduate credits, and this conferral must occur prior to their graduate conferral. These degrees will not be simultaneously awarded.

GRADUATE

Students may enroll concurrently in two master’s programs or consecutively in multiple programs or certifications by separate application to each program based on the following guidelines:

Some graduate courses are equally applicable to two or more graduate programs. Chatham graduate students can apply relevant courses to two masters' degrees under the following circumstances:

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

+ Graduate Courses for Undergraduate Credit

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

to a graduate degree or program.

Students enrolled in an Integrated Degree Program are permitted to take a maximum of 12 graduate level credits which may be counted towards both the undergraduate and graduate degrees simultaneously. A student will have to complete a Course Substitution Form to have these credits to count for a major requirement.

+ Independent Study

A student may register for only one independent project per semester. Independent study options are available in all academic programs. Credit values for independent study are one, two, three, or four credits. An application for an independent study must include a correctly labeled current syllabus. Additionally, the nature, frequency, mode and documentation of contact with the supervising faculty member should be explicitly defined, and the number of credit hours associated with the study should be justified.

UNDERGRADUATE

Up to 18 credits of independent study may count toward the 120 credits needed to graduate.

GRADUATE

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

+ Statute of Limitations

Undergraduate students enrolled in the RN-BSN Program are required to successfully complete all degree requirements within eight years after the starting date of their first enrolled core required RN-BSN course. A student with extreme circumstances may submit a time-sensitive statute of limitations appeal to the Nursing Program Director and Nursing Academic Advisor. Extensions must be sought prior to the eight year limit expiration.

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

+ Summer Study

Many of the competency-based and prerequisite courses for graduate programs at Chatham are scheduled during summer semesters. Additionally most of the graduate programs at Chatham University are 12-month programs, with curricular progression designed to include summer studies.

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Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Bachelor Degree Overview

UNDERGRADUATE STUDIES

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

The curriculum is designed to develop students with:

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

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

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

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

- International and Global Understanding
- Sustainability and the Environment
- Engagement and Responsibility

BACHELOR'S DEGREE REQUIREMENTS

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

- The satisfactory completion a minimum of **120 credit hours.**
- The completion of a minimum of **30 of their last 36 credits** in residence at Chatham University.
- The satisfactory completion of 40 general education credits and all **general education requirements;**
- The satisfactory completion of an **approved major; 50%** of which must be completed at Chatham;
- The satisfactory completion of the **Integrative Capstone** seminar and six credits of designated writing-intensive courses in the major;
- A **grade of C-** or higher earned in all courses counting towards a major or minor;
- The satisfactory completion of the **Chatham Plan Professional Edge**, including an internship, as designated by your major;
- A cumulative grade point average (GPA) of **2.0 in all coursework;**
- A student must earn a minimum **GPA of 2.0 or above within their major** program of study. Some programs may impose a higher minimum GPA per licensure and accreditation requirements.

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

Chatham Plan Professional Edge: Students explore professional careers related to their major or the preparations needed for graduate

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

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

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

- The satisfactory completion of an **approved major** in a field different from that of their first degree;
- The satisfactory completion of the **integrative capstone;**
- A grade of **C- or higher** earned in all major courses;
- A cumulative **GPA of 2.0** in all course work;
- A student must earn a minimum **GPA of 2.0 or above within their major** program of study. Some programs may impose a higher minimum GPA per licensure and accreditation requirements. **Second degree students are exempt from general education and core requirements.**

General Education

UNDERGRADUATE STUDIES

Chatham University's General Education curriculum provides courses that cumulatively impart the broad skills needed to be World Ready Students and immerse students in Chatham's mission initiatives: Engagement and Responsibility, Sustainability and the Environment, and International and Global Understanding.

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

The following perspectives are reinforced throughout the General Education curriculum:

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

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

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

For the RN-BSN students some general education credits will be satisfied via articulation agreement with their school of nursing. Thus students may not be able to see a credit-for-credit course satisfaction for general education courses on their transcripts.

+ ENG105 First-Year Writing

ENG105 FIRST-YEAR WRITING
This introduction to college composition covers analytical and argumentative writing, oral presentation, critical reading, information literacy, and academic integrity. The course employs active-learning pedagogy of discussion and dialogue and examines intersections of race, gender, class, ethnicities, and systems of belief through the lens of relevant topics. Students who need additional support with writing skills beyond what is normally covered in the classroom (based on a diagnostic writing exam required before matriculation) will require Supplemental instruction through the PACE Center. Students with transfer credits may meet the requirement for ENG105 with the transfer of a college-level composition course or AP/IB credit.

+ Successful Transition to College

SDE101: Strategies for Success in College. This courses provide first-year students with strategies necessary to transition successfully to the college environment. The course introduces students to the Chatham community, its culture, and its traditions. Additional topics relevant to the first-year experience are also considered. All first year students attending college for the first time will be enrolled. Gateway and transfer students with 12 or more credits are exempt from SDE101

+ Quantitative Reasoning

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

Breadth Courses

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

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

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

Upper-level Elective Courses

In addition to the breadth course described above, all Chatham students will demonstrate a depth of understanding by completing a minimum of 9 credits of upper-level (200-level or above) elective credits in disciplines outside of their major. All of Chatham's upper-level electives are acceptable in this category. Chatham will accept transfer courses from all areas of study that meet these requirements. RN-BSN students may satisfy general education depth requirements with any courses outside of the Core program requirements.

Mission-Related Courses

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

Leadership and Personal Development

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

Academic Program Options

UNDERGRADUATE STUDIES

+ Program Major

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

Each program determines the requirements for its major. At least 50% of the credits toward the major must be completed at Chatham and a grade of C- or higher must be earned in all major courses. A student must earn a G.P.A. of 2.0 or above within their major. Some programs may impose a higher minimum G.P.A. per licensure and accreditation requirements.

+ Major Declaration

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

+ Interdisciplinary Major

A major may be pursued through concentrated study in two related programs. Such a major consists of a minimum of eight courses in each of the two programs, exclusive of the integrated senior capstone. Individual programs require specific courses in fulfillment of the requirements. The capstone must integrate the subject matter of the two programs. Such a major must be approved by both programs and supported by a full-time faculty member who has agreed to advise the student and direct their program, particularly in the interrelations of the subjects to be studied. At least 50% of the credits toward the major must be completed at Chatham. A student must earn a G.P.A. of 2.0 or above within their major. Courses within the major with a recorded grade below C- must be repeated.

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

+ Self-Designed Majors & Minors

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

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 the minor that includes a title, a statement of the educational goals, identification of learning outcomes 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 selfdesigned 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. 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.

+ Double Major

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

+ Double Degree

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

+ Program Minor

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

Integrated Degree Program and Collaborative Programs

Three-Year Undergraduate Program in Interior Architecture

Chatham Scholars Program

The Gateway Program

+ Summer Study

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

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

Teacher Certification

Certification Program in Music Education

Prior Learning Assessment (PLA)

Credit where credit is due.

Chatham recognizes that life learning may provide a knowledge base equivalent to college-level learning outcomes. And we believe that knowledge should be rewarded with an opportunity to work toward a degree faster and at a reduced cost. As such, Chatham's **Prior Learning Assessment** program grants degree-seeking students the ability to be awarded academic credit for prior learning knowledge gained in advance matriculating at Chatham. Knowledge gained from employment, job training, independent study, open courseware, volunteer and civic duties, military service and travel are just some examples that may prepare a student to earn credit through our Prior Learning Assessment program.

Benefits of using the PLA program

- **Accelerate Degree Completion**: Using PLA can lessen course overloads and potentially allow students to take advanced courses sooner.
- **Save money**: Fees for credits earned through PLA are charged at a significantly reduced rate relative to Chatham University's undergraduate tuition rate and/or graduate per credit rate. Students can use PLA for up to 50% of their program credit requirement.
- **Satisfy pre-requisites, general education requirements, or elective credits:** Prior Learning often develops knowledge that aren't included on a student's transcripts. Using PLA can help students evidence their course-specific knowledge for pre-requisites, general education requirements, or electives that allows them to then focus their time and effort on subsequent program courses.

Who can benefit from the PLA program

- **Undergraduate Students**: Transfer students, Gateway/Adult Learners (students starting Chatham at 23 years of age or older), Military/Veterans, and traditional undergradate students
- **Graduate Students**: Traditional graduate students, Military/Veterans

Ways to earn Prior Learning Assessment Credits

1. **Portfolio Development**: Based on course-specific learning outcomes, students assemble a portfolio that consists of a written narrative along with supporting documentation that demonstrates a student's proficiency in the course learning outcomes.
2. **Credit-by-Exam**: A student may earn credit for a course by meeting established guidelines on standardized or challenge exams as approved by program or department per department approval.

How to begin the PLA process

You must first contact your admissions representative. Together, along with the Office of Academic Support and Prior Learning Assessment, you will clarify your program requirements and identify courses from Chatham University's catalogue that are viable alternatives for PLA.

FREQUENTLY ASKED QUESTIONS

▶ How many credits can be earned through PLA?

Undergraduate degree-seeking students may earn up to 60 credits through the PLA Program. For example, undergraduate students may earn 50% of their program credits through PLA. The remaining 50% must be completed through courses at Chatham. As many as 6 credits earned through the portfolio development program may count towards Chatham University's residency requirement.

Graduate degree-seeking students in eligible programs may earn a maximum of 20% of their program requirements through PLA and transfer courses.

▶ What courses are eligible for PLA?

This answer varies based on your major or program requirements, credits transferred or recognized from other institutions and other PLA credits (e.g. CLEP exams, Challenge exams) that you have applied towards your requirements. PLA credit may not be granted for PED courses (Physical Education) or SDE (Student Development) courses.

▶ How much does PLA cost?

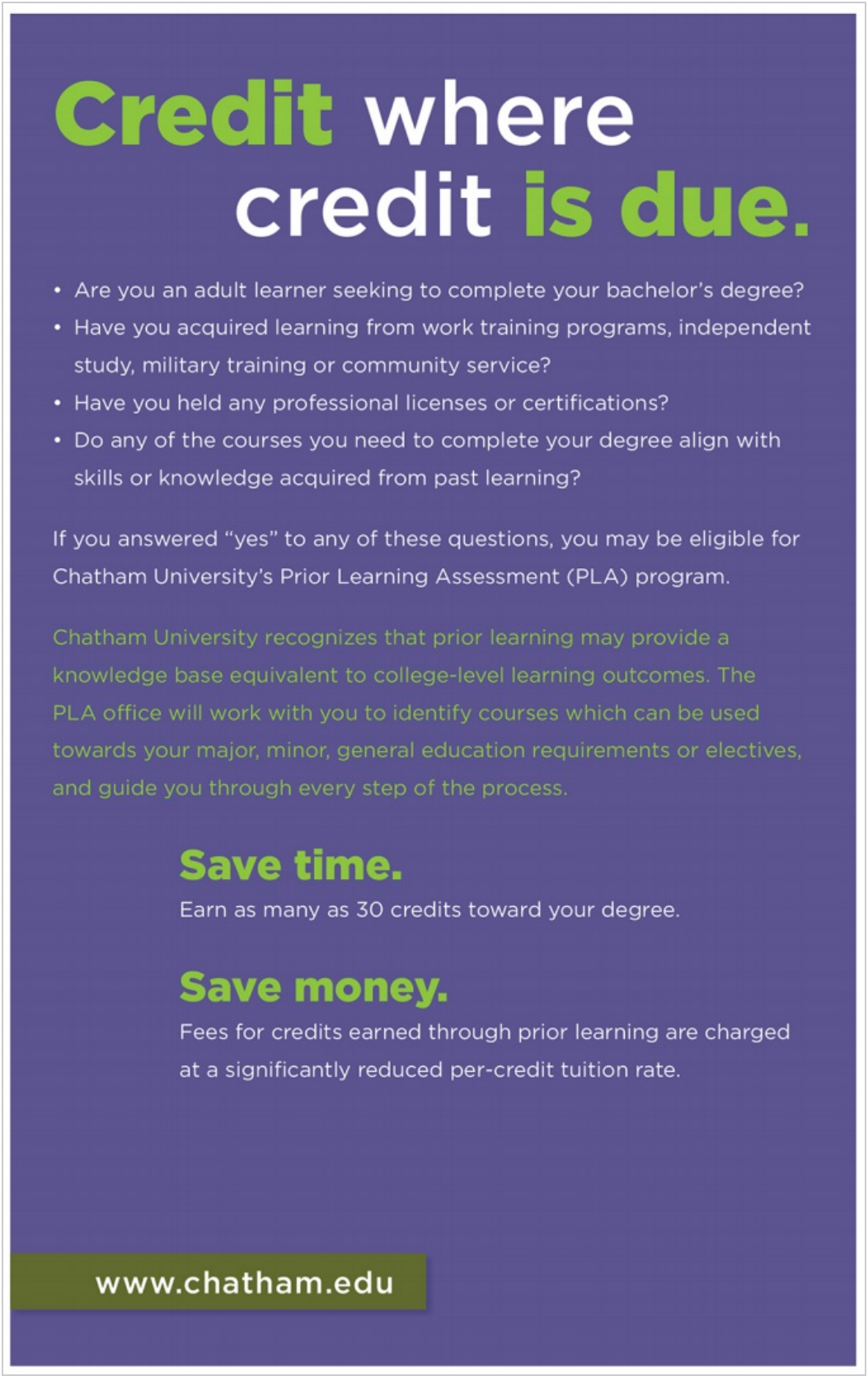
Fees for credits earned through PLA are charged at a significantly reduced rate relative to Chatham University's per-credit tuition rates. Undergraduate: For the portfolio review option, the PLA rate is $83 per credit assessed* ($249 per 3-credit course). For the credit by exam option, fees for CLEP and DSST exams are $85 per exam plus an administration fee of approximately $20.

Military Service members may be eligible for free exams, more information at the **DANTES site**.

Graduate: For the Prior Learning Assessment the charge is 20% of the per credit tuition rate. For the credit by exam the charge is 10% of the per credit tuition rate.

Both options represent significant cost savings for your education, with fees sometimes less than the cost of books and materials for a typical course.

*The PLA fee per credit assessed is not eligible for federal or state financial aid; however, as a Gateway student, a no interest, no application fee payment plan is available.


Credit where credit is due.
• Are you an adult learner seeking to complete your bachelor's degree?
• Have you acquired learning from work training programs, independent study, military training or community service?
• Have you held any professional licenses or certifications?
• Do any of the courses you need to complete your degree align with skills or knowledge acquired from past learning?
If you answered "yes" to any of these questions, you may be eligible for Chatham University's Prior Learning Assessment (PLA) program.
Chatham University recognizes that prior learning may provide a knowledge base equivalent to college-level learning outcomes. The PLA office will work with you to identify courses which can be used towards your major, minor, general education requirements or electives, and guide you through every step of the process.
Save time.
Earn as many as 30 credits toward your degree.
Save money.
Fees for credits earned through prior learning are charged at a significantly reduced per-credit tuition rate.
www.chatham.edu

Credit by Portfolio Development - Prior Learning Assessment

Prior learning portfolios consist of written narratives along with supporting documentation that demonstrate an undergraduate or graduate student's proficiency in the learning outcomes of targeted Chatham courses. They are intended to assist students in identifying areas of college-level and graduate level learning by utilizing course-specific learning outcomes that correspond to targeted Chatham courses.

The process

A student is enrolled in a portfolio development course during the fall or spring term that guides them through the process. Once the portfolio narratives are complete, faculty members in the appropriate disciplines evaluate the portfolio's ability to articulate the student's learning as it relates to the specific outcomes of each targeted course, typically within 30 days of the narratives' submission. There is no guarantee that credits assessed will result in credits awarded, and there is no partial credit.

After the review is complete, the student will receive notification from the Office of Academic Support and Prior Learning Assessment along with a summary sheet listing the credits awarded for each course with the evaluator's comments. If a student does not agree with the results of an assessment, they can request a meeting with the Director of PLA and their advisor to review the assessor's comments. The student may also request a second review by the appropriate academic dean; however, the addition of new portfolio course materials at the time of the second review is not permitted.

Portfolio Development FAQs

▶ How long do I have to complete my portfolio?

An individualized plan and timeline will be created with you once you begin the process. The portfolio course is structured so that your portfolio can be completed by the end of the term. However, if you are applying for 9 credits or more through the portfolio development process, you may have an additional 45 days for the completion and submission of your portfolio after the end of the course.

▶ How to begin the process?

You must first contact the Office of Academic Support and Prior Learning Assessment, and your academic advisor. Together, you will clarify your (major/minor) requirements and identify courses from Chatham University's catalogue that are viable alternatives for your portfolio. Students applying for portfolio assessment are guided through each and every step of the portfolio development process.

▶ How will I be billed for my portfolio credits?

Upon submitting your portfolio for review, billing to your student account will be initiated at the rate of $83 per credit assessed ($249 per 3-credit course). Students are billed at the time credit is assessed.

Fees for credits earned through PLA are charged at a significantly reduced rate relative to program tuition rate. Based on the number of credits that you attempt, your savings could be in excess of $10,000 for a 30-credit portfolio.

PLEASE NOTE: Once undergraduate students have been accepted into an **Integrated Degree Program** (IDP), several factors will

determine the timing of their change in status from undergraduates to graduates. A shift in status from undergraduate to graduate student may impact a student's eligibility for financial aid. Students should carefully review IDP policies and consult with a financial aid counselor prior to entering the IDP in order to determine the impact that a change in status will have on one's financial aid.

Please contact your admissions representative with any questions or to explore your eligibility for portfolio development as a means of earning credit.

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

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Credit by Examination – Prior Learning Assessment

Undergraduate and graduate students may earn credit for courses by meeting established exam guidelines. Testing options include the **College Level Examination Program** (CLEP), **DSST**, and some course-specific challenge exams offered by Chatham academic departments. This is determined by each program.

Studies conducted by the College Board state that students utilizing credit-by-exam programs (specifically CLEP) tend to outperform peers as well as complete their degrees at a higher rate. While undergraduates might consider some exams to fulfill elective requirements, some exams may suit a portion of their general education requirements or credit towards their majors or minors. Graduate students might consider some of these exams to satisfy program pre-requisites.

The process

Students should first contact the Office of Academic Support and Prior Learning Assessment and their advisors to determine which exams will fulfill degree requirements. Once eligibility and exam(s) are determined, students should consider exam preparation workshops that Chatham offers. Affordable study guides that target the knowledge that will be tested for CLEP and DSST exams are also readily available for purchase. It is highly recommended that students consider these study guides along with the resources provided by Chatham University prior to taking an exam.

Credit will be awarded if the student meets Chatham University's established minimum requirements for each examination. In most cases (with the exception of essay requirements), results will be available at the end of the testing session. When a student successfully passes an exam, the student should request the official test scores to be sent to the University, once the university receives the scores the course earned will be added to the student's transcript.

Credit by Exam (CLEP & DSST) FAQs

▶ Which exams are available to Chatham students?

CLEP has more than 30 exams available and DSST offers nearly 40 exams. These are typically 90 minute multiple choice exams that cover a spectrum of academic disciplines. Additionally, some Chatham University departments offer course-specific challenge exams. Advance Placement (AP), A-Levels and International Baccalaureate (IB) exams are exams to consider during your high school career.

▶ What costs are associated with these exams?

Fees for CLEP exams and DSST are $85 per exam plus an administration fee that may vary fomr site to site, usually $20. In total, these combined costs for exams that can result in the award of 2-6 credits are often less expensive than just the required reading material for a typical course.

▶ Which CLEP examinations are available for credit at Chatham?

Below are some guidelines for credit granted by means of CLEP examination. Please refer to the **CLEP website** for more information on course availability.

CLEP EXAM	MAJOR/ELECTIVE	CREDIT AWARD	SCORE
Financial Accounting	Both	3	50
Introductory to Business Law	Both	3	50
Principles of Management	Both	3	50
Principles of Marketing	Both	3	50
French Language Level 1	Elective	6	50
French Language Level 2	Neither	N/A	N/A
German Language Level 1	Elective	6	50
German Language Level 2	Neither	N/A	N/A
Spanish Language Level 1	Elective	6	50
Spanish Language Level 2	Neither	N/A	N/A
American Government	Both	3	50
Principles of Macroeconomics	Both	3	50
Principles of Microeconomics	Both	3	50
Social Sciences & History	Elective	3	50
U.S. History I	Elective	3	50
U.S. History II	Elective	3	50
Western Civ. I	Elective	3	50
Western Civ. II	Elective	3	50
Human Growth & Development	Both	3	50
Intro. to Educational Psychology	Both	3	50
Introductory Psychology	Both	3	50
Introductory Sociology	Both	3	50
Biology	Both	6	50
Calculus	Both	4	50
Chemistry	Both	6	50
College Algebra	Elective	3	50
College Math	Neither	N/A	N/A
Natural Sciences	Elective	3	50
Precalculus	Elective	3	50
Info. Systems & Computer Apps.	Elective	3	50
American Literature	Both	6	50
Analyzing & Interpreting Literature	Elective	3	50
College Composition	Elective	3	50
College Composition Modular	Elective	3	50
English Literature	Both	6	50
Humanities	Elective	3	50

▶ When can credit by examination not be used?

There are many courses that do not have CLEP, DSST, or developed Chatham exams which students can take. Additionally, a student may not receive credit by examination for a course:

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

Additional testing parameters and policies can be obtained by contacting the Office of Academic Support and Prior Learning Assessment.

Academic Policies for Credit by Examination

Please contact your admissions representative with any questions or to explore your eligibility for credit by examination as a means of earning

credit.

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Transfer Students

- Over 1/3 of Chatham's undergraduate student body are transfer students. Chatham's generous transfer credit policy allows students to transfer in up to 90 credits
- Chatham's completion degree programs offer flexibility through online courses for working students
- Earn both your bachelor's and master's degrees in as few as five years with our Integrated Graduate Programs.

Transfer student applicants must submit the following:

- Completed application for admission (The Common Application)
- Official academic transcripts from all past colleges and universities in which the student was enrolled
- Official high school transcripts (Form - DOC)
- SAT (Chatham code: 2081) or ACT (Chatham Code: 3538) scores*
- Essay or writing sample
- One or more letters of recommendation from a professor, community member, employer, etc. (Form - PDF)

Students may apply using our test-optional policy and choose not to submit their standardized test scores at the time of application. If not submitting their scores, in addition to the required application materials, applicants must submit the following:

- Résumé
- Graded academic writing sample
- Complete an on-campus interview
- Portfolio (optional)

If applicants feel that these materials do not adequately represent their academic abilities or explain their academic history, they are encouraged to submit additional explanatory materials to strengthen their application.

**Transfer students with more than 24 transferrable credits do not need to provide their official high school transcript or test scores.*

Important Academic Policies for Transfer of Credit

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Articulation Agreements

Chatham University maintains the following articulation agreements; for more information about these agreements, please contact the admissions department or your admissions representative.

SCHOOL	PROGRAM
Allegany College of Maryland	Transfer Agreement
Allegheny College	MOT, MPAS
American University (D.C.)	Bachelor of Arts/Science
Baldwin Wallace College	DPT, MPAS
Bucks County Community College	Bachelor of Arts/Science
Butler County Community College	Bachelor of Arts/Science, Bachelor of Science in Nursing
Carnegie Mellon University	BA in Music Education, Liberal Arts and Science/Engineering
Community College of Allegheny County	Bachelor of Social Work, RN-BSN Nursing Program
Cottey College	Bachelor of Arts/Science
Des Moines University Osteopathic Medical	Osteopathic Medicine
Duquesne University	Master of Science in Forensic Science and Law
Duquesne University	Master of Science in Biotechnology
Duquesne University	Master of Science in Computational Math
Duquesne University	Master of Arts in Social & Public Policy
ESB Business School, Hochschule Reutlingen	Chatham International Internship
H. John Heinz School of Public Policy	Public Policy and Management, Healthcare Policy and Management, Information Systems Management, Arts Management, Educational Technology Management (All Masters)
Heinz College at Carnegie Mellon University	IS Project - 95720
HELP Institute	International Students/Bachelor of Arts or Sciences
Indiana University of Pennsylvania	MPAS
James Madison University	DPT
Kansai University - Japan	Academic and Scientific Activities
Kristianstad University	Student Exchange
La Roche College	Agreement of Cooperation
LECOM Medical College	Early Acceptance into LECOM College of Medicine
Ming Chi University of Technology - Taiwan	Academic Development/Promote Research Related Activities
Okayama University	Student Exchange
Parsons Paris School of Art and Design	Study Abroad
Pennsylvania State University	MOT, Liberal Arts and Science/Engineering

Pittsburgh Filmmakers	Film and Digital Technology
Propel Schools Foundation	Pittsburgh Urban Teaching Corp
Seoul Women's University	Agreement of Cooperation
Shanghai Institute of Health Sciences	MSN
Sheng Da Corporation	Study in America Agreement
Slippery Rock University	MPAS, MAP, MSCP
(SWUFE SPFT-Southwest University of Finance & Economics (School of Public Finance & Taxation)	ELP, Chatham Semester & International Internship
SRH University Heidelberg	Student Exchange
St. Margaret School of Practical Nursing	Nursing
Stephens College	DPT, MPAS, MOT
Stetson University College of Law	Bachelor degree
Sungshin University	Visiting Student Programs (ELP and IIP)
Sungshin Women's University	International Studies
Sweet Briar College	Teach-out Agreement
Thiel College	MPAS
Unity College	MSUS
Universidad Metropolitana	MPAS
Universidad Nacional de Tres de Febrero (UNTREF)	Exchange of research, academics/scientific courses, conferences, students, etc.
University of Pittsburgh, Commonwealth System of Higher Education/License Agreement	Pymatuning Laboratory of Ecology
UPMC Schools of Nursing (Shadyside, St. Margaret's, Mercy & McKeesport)	Nursing
Washington & Jefferson College	MPAS, DPT, MOT
Washington State Community College	Bachelor of Arts/Science
Waynesburg College	MPAS, DPT, MOT
Westmoreland County Community College	Bachelor of Arts/Science
World Learning	Undergraduate Exchange Programs
Xian Da College	Memorandum of Understanding/Cooperation

Academic Advising

At Chatham, advisors and advisees work together to plan the best program of study for each student. Together students and advisors discuss and explore a student's interests, skills, struggles, and aspirations in the effort to help each student meet their unique goals.

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

Students: Visit my.Chatham for additional Advising resources.

+ Undergraduate

ADVISING MISSION

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

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

ADVISING ASSIGNMENT POLICIES

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

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

PRE-PROFESSIONAL ADVISING

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

+ Graduate

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

Academic Support Services

Disability Support Services

PACE Center - Programs for Academic Access, Confidence and Excellence

+ The Jennie King Mellon Library

The Jennie King Mellon Library serves the Chatham community as the primary research, study, and resource center. Students may access the library's collections via the library's website at library.chatham.edu. The collection includes over 100,000 print volumes, more than 289,000 periodical titles - most of which are available online - over 300,000 eBooks and nearly 70 electronic databases. Chatham students also have access to the vast collections of regional and national colleges and universities through the library's consortia memberships that allow for interlibrary loan.

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

The JKM Library also houses the University Archives & Special Collections department. It provides students with the unique opportunity to explore primary source research methodology and access to rare and fine book collections. Online portals to digitized archival collections and face-to-face research instruction encourage active investigation into regional history and engagement in digital humanities research.

Please see our website for more detailed information. http://library.chatham.edu/

Technology Resources

+ 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 Students enrolled Chatham University programs that center on early childhood education and development maybe visit CHCC for various learning experiences . Students are encouraged to consult with the appropriate education and psychology faculty or staff to learn about the many opportunities for Chatham students to become involved at CHCC.

Career Development and Preparation and Internships

PACE CENTER +

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CHATHAM UNIVERSITY
PACE CENTER
Academic Support • Disability Services

Disability Services | Tutoring Center | Writing Center | Frequently Asked Questions | Contact Us

Wondering about getting accommodations for a disability? Need a tutor to help you pass your next chemistry exam? Looking for someone to review your papers? Stressing out about managing your college schedule? The PACE Center at Chatham University is here to assist with all of your academic support needs! We offer a wide array of academic and disability support services for the entire Chatham student population. Click the buttons above or the menu on the left side of the page to learn more!

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PACE Center Disability Services

+ Statement of Accommodation

Chatham University is committed to providing reasonable accommodations to students with disabilities who are admitted through our admissions process. The University fully supports the Americans with Disabilities Act as Amended (ADA-AA) 2008 and Section 504 of the Rehabilitation Act of 1973. The University's goal is to make its programs and facilities available to all students.

For students with physical disabilities, the University provides accessibility within its facilities and programs and will, within the spirit of reasonable accommodation, adapt or modify those facilities and programs to meet individual needs on a case-by-case basis. Although not all facilities and programs are accessible, students with physical disabilities can expect classes or activities to be available in accessible buildings, adaptive environments to be utilized, or auxiliary equipment to be allowed on an individual basis and in a manner reasonable for both the student and the University. Accommodations for students with physical disabilities will be based on documentation (see Accommodation Process for documentation guidelines) that meets the University's standards.

For students with learning and psychological disabilities, the University accommodates on a case-by-case basis. Chatham's goal is to work with students in order both to provide reasonable accommodations and to help students develop learning strategies that will enable them to succeed in the world beyond Chatham. Accommodations for students with such disabilities will be based on documentation (see Accommodation Process for documentation guidelines) that meets the University's standards.

Chatham does not offer specialized curriculum for persons with disabilities. Instead, the University works with the student to provide reasonable accommodations within Chatham's curricular framework that do not substantially alter course content or requirements essential to the academic program. While Chatham is committed to working in partnership with students with disabilities, the University reserves the right to make educational decisions on a case-by-case basis about what are the most reasonable accommodations.

Disability Support Services
Cindy Kerr, Director
ckerr@chatham.edu/pace@chatham.edu
P: 412-365-1611/412-365-1523
Location: 3rd Floor, Jennie King Mellon Library

+ Requesting Accomodations

Registering for disability services is a three-step process:

1. **Schedule an intake meeting with the Director of Disability Support Services**. At this meeting, you will be asked to discuss your

experience with disabilities, including the impact the disability has had on your academic life, the challenges resulting from the disability, and any previous accommodations that you have utilized in past courses.
2. **You provide third party documentation of your disability**. More information on acceptable forms of documentation is available in the Documentation Guidelines section below. The information obtained from this type of documentation will also be considered when making accommodation decisions. PACE must receive your documentation by the end of the semester in which you initially register for disability services.
3. **The PACE Center Director will send your instructors your official accommodation letter via email**. Some accommodations may be arranged by the PACE Center (i.e. note takers). You may be responsible for arranging for some of your accommodations (downloading notes, scheduling testing rooms, etc.).

While specific accommodations are determined on a case-by-case basis, the following list describes some common accommodations in college courses:

- Alternate text and exam formats, including audio, Braille and electronic versions
- Distraction-limited setting for testing
- Extended time for testing
- Note-taker services
- Assistive technology, including Kurzweil 1000 and Kurzweil 3000
- Sign language interpreting services
- Preferential seating in the classroom
- Tutors
- Regular meetings with PACE staff

+ Documentation Guidelines

Students requesting disability support services and/or reasonable accommodations from Chatham University are required to submit supporting documentation to the disability services office. Students are encouraged to keep copies of this documentation for their own records. Supporting documentation is required to verify eligibility under the Americans with Disabilities Act as Amended (ADA-AA) 2008, Section 504 of the Rehabilitation Act of 1973 and Chatham University policies. An Individualized Education Plan (IEP) or a 504 Plan is not sufficient documentation.

The documentation must be on official letterhead and clearly state the medical professional or diagnostician's name, title, professional credentials, license number, place of employment, area(s) of specialization, and contact information.

The documentation must provide a specific diagnosis with clear evidence to the nature of the impairment/disability, its expected duration, and appropriate accommodations. Vague terminology, such as "learning differences" or "chronic pain" do not constitute a diagnosis. Professionals that may provide supporting documentation include, but are not limited to: clinical/school/neuro-psychologists, psychiatrists, physicians, counselors, and learning disability specialists. The diagnostician cannot be related to the student. Submission of documentation is not the same as specifically requesting services.

Documentation can be emailed or mailed to:
PACE Center
Chatham University
Woodland Road
Pittsburgh, PA 15232
Email: pace@chatham.edu

ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADD/ADHD) DOCUMENTATION
Professionals rendering a diagnosis of ADD/ADHD must have comprehensive training and direct experience working with adolescents and adults with these conditions. The University will make the final determination of reasonable accommodations. The diagnostic report must include the following:

- Specific diagnosis of ADD/ADHD based on DSM V criteria
- Examples of how ADD/ADHD substantially limits major life functions
- Summary of assessment procedures and evaluation instruments used to make the diagnosis
- Summary of evaluation results, quantitative information must be in standardized scores or percentiles
- All relevant medical, medication history, psychological, behavioral, and academic information
- How current medication impacts the student's academic/personal functioning
- Specific recommendations for reasonable accommodations
- Recommendations must be based on significant functional limitations and supported by the diagnostic assessment(s)

LEARNING DISABILITIES DOCUMENTATION
The diagnostician should have comprehensive training and direct work experience in the assessment and treatment of learning disabilities. Assessments must include a measure of both aptitude and academic achievement. Documentation must include test dates and all test

results. The University will make the final determination of reasonable accommodations. Acceptable tests include, but are not limited to, the current editions of the following:

- Aptitude Testing (IQ and Information Processing Testing): Wechsler Adult Intelligence Scale (WAIS); Woodcock-Johnson Psychoeducational Batter-Revised: Tests of Cognitive Ability (WJ-R); Stanford-Binet Intelligence Scale
- Academic Achievement Testing: Woodcock-Johnson Psychoeducational Battery-Revised; Tests of Achievement (WJ-R); Stanford Test of Academic Skills; Wechsler Individual Achievement Test (WIAT)

The diagnostic report must include the following:

- Specific diagnosis based on DSM V criteria
- Examples of how the learning disability substantially limits major life functions
- Summary of assessment procedures and evaluation instruments used to make the diagnosis
- Summary of evaluation results; quantitative information must be in standardized scores or percentiles
- All relevant medical, medication history, psychological, behavioral, and academic information.
- How current medication impacts the student's academic/personal functioning should be included
- Specific recommendations for reasonable accommodations. Recommendations must be based on significant functional limitations and supported by the diagnostic assessment(s)

PHYSICAL DISABILITIES DOCUMENTATION

Documentation must be submitted by a physician. The University will make the final determination of reasonable accommodations. The diagnostic report must include the following:

- Clear statement of the medical diagnosis, time of onset, and expected duration
- Summary of present symptoms
- Examples of how the condition substantially limits major life functions
- All relevant medical, medication history, psychological, behavioral, and academic information.
- How current medication impacts the student's academic/personal functioning
- Specific recommendations for reasonable accommodations
- Recommendations must be based on significant functional limitations and supported by the diagnostic assessment(s)

PSYCHOLOGICAL DISABILITIES DOCUMENTATION

Documentation must be submitted by a psychiatrist, psychologist, counselor or social worker. The University will make the final determination of reasonable accommodations. The diagnostic report must include the following:

- Specific diagnosis of a psychological/mental disorder based on DSM V criteria
- Summary of present symptoms
- Examples of how the condition substantially limits major life functions
- Summary of assessment procedures and evaluation instruments used to make the diagnosis
- Summary of evaluation results; quantitative information must be in standardized scores or percentiles
- All relevant medical, medication history, psychological, behavioral, and academic information
- How current medication impacts the student's academic/personal functioning should be included
- History of disability (including date of onset) and summary of current treatment plan
- Specific recommendations for reasonable accommodations
- Recommendations must be based on significant functional limitations and be supported by the diagnostic assessment(s)

TRAUMATIC BRAIN OR HEAD INJURY DOCUMENTATION

Documentation must be submitted by a physician, neurologist, psychologist, or psychiatrist. The University will make the final determination of reasonable accommodations. The diagnostic report must include the following:

- Clear statement of the traumatic brain or head injury diagnosis, date of accident, expected duration of disability, and present symptoms
- Examples of how the injury substantially limits major life functions
- Summary of assessment procedures and evaluation instruments used to make the diagnosis
- Summary of evaluation results; quantitative information must be in standardized scores or percentiles
- All relevant medical, medication history, psychological, behavioral, and academic information
- How current medication impacts the student's academic/personal functioning
- Summary of current treatment plan
- Specific recommendations for reasonable accommodations
- Recommendations must be based on significant functional limitations and supported by the diagnostic assessment

Examples of unacceptable forms of documentation:

- Documentation that is outdated (for disabilities that need periodic re-evaluation)

- Letters from non-relevant health care providers (i.e. a letter from your PCP verifying a psychological disability)
- Letters that do not discuss the functional limitations of the disability and how this supports the need for specific reasonable accommodations
- Letters that do not include all of the documentation requirements listed above
- IDEA or FAPE documentation
- Your ADA Section 504 Plan

Detailed information on disability documentation at the post-secondary level is available here.

+ Confidentiality

Chatham University is bound by the Family Educational Rights and Privacy Act (FERPA). This law encompasses information regarding a student's disability and/or accommodations. It also includes information on whether students have visited our office for tutoring, writing assistance, or any other PACE service. If you would like your parents, academic advisor, instructors, or anyone else to be able to discuss your disability and accommodations with PACE Center staff, you must sign a PACE Center Information Release. This can be done by logging in to your Chatham Student Portal.

FERPA is a Federal law that protects the privacy of student education records. The law applies to all educational agencies and institutions that receive funds under any program administered by the Department of Education ("Department"). FERPA gives parents certain rights with respect to their children's education records at elementary and secondary schools that are subject to FERPA's requirements. **These rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary institution at any age ("eligible student").**

Under FERPA, a parent or eligible student must provide a signed and dated written consent before a school discloses personally identifiable information from the student's education records. The term "education records" is defined as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution. Accordingly, all records, including records on services provided to students under the Individuals with Disabilities Education Act (IDEA) and records on services and accommodations provided to students under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, that are directly related to a student and maintained by a school are "education records" under FERPA.

Adapted from http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferpa-disaster-guidance.pdf

+ Appeals & Grievances

In conjunction with the Americans with Disabilities Act as Amended (ADAAA) of 2008, Chatham University determines disability accommodations through an iterative process with the Director of Disability Support Services and the individuals with disabilities themselves. Chatham University's policy is to provide reasonable accommodations to students with qualifying disabilities and these procedures are written to help students understand avenues available to them should they encounter problems in Chatham's implementation of the ADAAA and to provide prompt and equitable resolution of complaints.

The Director of Disability Support Services (DSS) is the designated 504/ADAAA Compliance Officer and will handle informal and formal complaints from students. Complaints about a disability related decision or denial of accommodations by the Disability Support Services department can be directed to the Vice-President of Academic Affairs.

Appeals and Grievances should be addressed in the following order:

If a student does not agree with the academic accommodations as offered by DSS, or if an instructor does not allow the academic accommodations recommended by DSS, the first step for the student is to talk directly with the director of DSS and the instructor or the person with whom the student has a grievance. The student must clearly articulate the concerns and the resolution sought. Students must raise their grievance as soon as possible, preferably with five (5) business days following the event.

DSS will record the grievance and resolution. Parties involved will be notified of the outcome by email, as appropriate. Every reasonable effort will be made to resolve the grievance at this level. If the student feels the grievance has not been resolved, the student can submit a written summary of concerns and the resolution sought to the Director of DSS to initiate a formal grievance.

The Director of DSS will schedule an appointment within five (5) business days of the student request. The student and the director will discuss the grievance and the director will conduct an investigation into the concerns and resolutions available. The director will provide a written response to the student within five (5) business days. If the grievance is resolved at this step, the process ends. DSS will record the grievance and resolution and notify all parties involved of the findings within five (5) days of the resolution.

If a student is still not satisfied, the student may file a formal grievance with the Vice President of Academic Affairs. To initiate a formal complaint on the basis of a disability issue, the student must provide the complaint in writing to the Vice President of Academic Affairs (can be sent via email). The written complaint will need to include the following information:

1. A full description of the issue(s) including names of individuals, departments and/or programs involved and efforts taken to informally resolve the issue(s).
2. Identification of the disability.
3. The date(s) of the issue(s).
4. Identification of individual(s) who have knowledge related to the complaint.
5. The specific remedy sought.
6. The signature of the student.

The Vice President will review the complaint and respond to the student within ten (10) business days of receipt. The Vice President's decision is final. The Vice President will notify all parties involved of the resolution in writing.

If the student believes that a satisfactory resolution has not been reached, the student may choose to file a complaint with the Office of Civil Rights of the U.S. Department of Education.

+ Course Substitutions

Coming Soon

+ Medical Housing & Dining Accomodations

Medical housing and dining accommodations are a joint effort between the PACE Center and Chatham's Office of Residence Life.

Air Conditioners
Students are not permitted to have window air conditioners. If a student requires air conditioning for a medical reason, the student must submit a letter to the Director of Residence Life and documentation from a doctor explaining the medical need. Upon approval for the air conditioning unit, a student requiring an air conditioner for medical reasons must:

- Provide the air conditioning unit, a small unit of about 8000 BTUs.
- Once the unit is approved, it will be installed by a Facilities Management staff member. Residence Life will facilitate this process.

Medical Accomodations
The housing and residential learning environment and the dining experiences on campus are integral parts of Chatham University programs. Staff and faculty are committed to providing access to these programs for all students. Some students at Chatham University may have medical, psychological, or disability concerns that present challenges in accessing the full benefit of the educational experience on campus. Chatham University has created a process for students seeking accommodations that will help provide them access. This process is separate from the academic accommodation request procedure.

To receive housing/dining that accommodates a student's disability or medical situation, Chatham University requires that he/she submit appropriate medical documentation that confirms he/she is an individual with a disability or specific medical condition. The following information is an outline of factors that Chatham University will consider when determining if the student's request for housing/dining accommodation is reasonable due to a disability or medical issue. Examples of accommodations include: single-resident room, private bathroom, strobe light fire alarm, air conditioner, or modified meal plan. An interview may need to be requested if the committee and/or student do not feel that the supporting documentation is a thorough enough description of the disability and accommodation request. All medical information will be kept confidential and will only be shared with other parties on campus on a need to know basis.

Requests for accommodations related to service or support animals are evaluated based on a separate policy.

Severity of the Disability

- Is the impact of the disability life threating if the request is not met?
- Is there a negative health impact that may be permanent if the request is not met?
- Is the request a vital component of a treatment plan for the condition?
- What is the impact on the student's level of comfort if the request is not met?
- Does the disability necessitate that the student lives in an on-campus residence hall?

Practicality, Availability, and Timing

- Does the available/requested accommodation meet the student's needs?
- Are there other effective methods/housing configurations that would achieve similar benefits as the requested accommodation?
- Does the requested accommodation create a safety hazard (i.e. electrical overload, blockage of emergency exit, etc.)?
- Was the request made prior to the designated deadline?

Requests for a need-based housing or dining accommodation must be accompanied by supporting, professional medical documentation.

The committee will make a recommendation based on the documentation received.

The following procedure is in place for students who are requesting medical accommodations:

- The student will need to submit a cover letter to the Office of Residence Life (attn.: Assistant Director of Residence Life) detailing his/her medical request. The cover letter must be accompanied with medical documentation from a qualified professional. Please note: We will not accept documentation from a member of the student's family, regardless of his or her professional status. Please contact the Assistant Director of Residence Life if you would like to request a copy of the cover letter format expectations.
- The Assistant Dean of Students (or designee) will consult with the committee about whether or not a student's medical condition warrants the need for a medical single or other housing and/or dining accommodations.
- The Assistant Dean of Students will then contact the student via email to notify them regarding the decision.
- If the student's request is appealed, an additional cover letter may be written for further review.

PRIORITY DEADLINE for new students: Thursday, May 15 at 5 p.m. Please note: Need-based housing/dining must be requested and approved annually.

For information on obtaining a single dorm room as part of your disability accommodations, please refer to the Office of Student Affairs page on Medical Housing Accommodations.

For specific questions about residence halls, please email Heather Black, Assistant Dean of Students, or call (412) 365-2776.

+ Disability Evaluation Testing

Though Chatham University does not provide disability evaluation testing, the following information can be used as a guide to help you find out where you can go to receive these services.

Factors to consider when deciding on a testing option:

- Will your insurance (or your parents' insurance) cover the cost?
- Have you compared costs of psychologists in the area?
- Have you checked to see if you already have a record of a disability on file somewhere?
- Do you need a medical referral for testing?
- Are adult measures being used in your evaluation?
- Did you bring Chatham's documentation guidelines with you to the testing center?

Please visit the Learning Disabilities Association (LDA) for information on the adult learning disability assessment process.

Testing Options

- **Prior Evaluation:** If you received accommodations at school or work in the past, you may have already had a disability evaluation established by a health care provider. If you do not have records of this, you can contact your health care providers, or the school(s) or employer(s) where you received accommodations to see if they have your documentation on file.
- **Private Psychologist:** This is often the quickest option. Click here for a listing of Pittsburgh area health care providers that offer psychological and psycho-educational testing and evaluation. You can find more names through a Google search, or by visiting your health insurance provider's website. Be sure to check with your insurance provider to determine whether this type of testing will be covered, and/or whether they have an approved list of providers.
- **Pennsylvania's Office of Vocational Rehabilitation:** OVR has offices throughout the state and serves people with disabilities. Check with OVR for an assessment of your eligibility for services. Their evaluations of your eligibility for client services are free, but scheduling can sometimes be difficult.

+ Temporary Conditions

Temporary medical conditions such as a cold or the flu, broken or sprained bones, infectious diseases, general surgery, non-complicated pregnancy, concussions or other common medical conditions are not regarded as disabilities under the ADA. The degree of functional limitation and duration of the above-mentioned conditions, typically, does not cause enough impairment to qualify an individual as having a disability. Conditions lasting less than six months and having no long-term or permanent effects on the person's health will not typically qualify as disabilities.

We at the PACE Center understand that these conditions may impact your course performance and cause extra challenges. If you are suffering from a temporary condition, you are encouraged to meet with your instructors to discuss the nature of your limitations, the expected duration, the impact on each class, and to determine a plan for the completion of coursework. We highly recommend meeting with your instructors in person, but if your temporary condition prohibits this, you should contact them via email. We strongly recommend contacting your faculty as soon as you know that your temporary condition is going to impact your academic performance.

Under certain circumstances, the PACE Center can advocate for students with temporary conditions. While accommodations are not guaranteed for these ailments, you may contact us for advice and assistance as you develop a plan to manage your coursework while your temporary condition persists.

+ Useful Resources

- Association on Higher Education And Disability (AHEAD)
- Achieving in Higher Education with Autism and Developmental Disabilities (AHEADD)
- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities
- Auxiliary Aids and Services for Postsecondary Students with Disabilities
- Self-Advocacy for College Students
- Information on Assistive Technology
- IDEA & FERPA Confidentiality Provisions
- Americans with Disabilities ACT (ADA)
- ADA Section 504
- Individuals with Disabilities Education Act (IDEA)
- Pennsylvania Office of Vocational Rehabilitation

Parent Information

+ Who will manage my student's educational services?

The student is ultimately responsible for managing their own education, understanding their functional limitations, and requesting necessary accommodations for a disability.

As adults, all students go through a process of learning about themselves. They develop the skill of self-determination, gaining the confidence to advocate for the things they need in order to thrive and achieve. In the case of a disability, that includes advocating for equality -- their civil right.

Disability Support Services endeavors to promote this kind of self-knowledge. With respect to disability, each student must be able to explain their functional limitations; that is, how their disability affects them or limits the ways in which tasks are performed. Students must also understand how those limitations can be effectively accommodated to create equal access for them in college. A student will need to be prepared to insist and be firm in their conviction that the accommodations for which they are asking are reasonable and feasible.

Disability Support Services can best help a student with a disability in their educational growth through the development of these skills. These skills are critical, because it is the student, not Disability Support Services, who will need to approach instructors and other staff to request the approved accommodations which they need to receive. Clearly, these are skills all students need to have when they leave Chatham University and transition successfully into their chosen careers.

+ My student is adamant - they do not want anything to do with the disability office!

It is the student's choice and there may be many reasons why they do not wish to register their disability. Uncomfortable as it is to say, students' experience with Special Education, resource rooms, or 504 services (including adult services such as Vocational Rehabilitation and even Disability Services) may have unintended effects. Students do not want "help" anymore. Whatever experiences students may or may not have had in high school, they often come away with these feelings, which may be part of what motivates a student to avoid Disability Support Services in college. The student may simply be trying to preserve a "positive" sense of self.

Students rightly want to feel that the work they do in school is of equal value to that of their classmates. They often express discomfort at feeling like they are gaining some advantage others may not have, and they struggle with the feeling that they could be the object of charity by well-meaning adults. They often tell us, "I just want to make it on my own, without any help." Disability Support Services does not "help" students. We do not look over students' shoulders to ensure that they are getting their homework done and going to class. We do not hold their hands to get them through registration or financial aid problems, or reduce the academic standard so that they won't experience feelings of failure. These things, while intended to be helpful, are more likely to cement the conviction that the student is less qualified than other students to be at Chatham University. In the long run, that kind of help hurts and can contribute to serious academic consequences.

Rejecting negative attitudes about disability--about ourselves--is the right thing to do, so long as we recognize that the assumptions and devaluation of disability are the underlying problem, not the disability itself. The student may come to terms with their disability in one of two ways. The most important way is by changing their attitude about having a disability. This requires accepting the attitude that disability is a

normal part of life, and that the student has every right to be here. This also means that the student must look at accommodations, not as a reduction in expectations, but as a means to level the playing field â€“ because academic standards will not be reduced. It also necessitates an acknowledgment of the functional limitations of their disability and a refusal to apologize for being who they are.

If you are even partly successful in communicating these ideas to your student, you will have done more for them than you will ever know. But for many students who come to Chatham wanting to shed their disability "status" like a snake sheds its skin, they may likely experience the second way of coming to terms with their disability. They may not come to the PACE Center and Disability Support Services, acknowledging the functional limitations of their disability, until they are in trouble academically or financially. It may seem as though some students need to be knocked down hard before they are ready to learn how to hold their heads up without shame. This is an unfortunate, but common, aspect of the disability (and college) experience.

What else can you do? Keep sending your student the message that it is up to them, that you have faith in them, and they have nothing to be ashamed of or apologize for. Let your student know that a visit to the PACE Center or Disability Support Services does not mean a commitment, and that they are in control of their academic career and they have the right to refuse any accommodation or academic assistance. The student, however, ought to be fully informed about what their choices may be before making that decision.

+ How do students advocate for themselves in order to ensure they receive the appropriate accommodations?

In order to ensure equal access, students must advocate effectively for the modifications they are eligible for at Chatham University. This necessitates that the student understands their disability and the ways in which it limits their functioning at the University. The limitations of the disability, not the disability itself, are the reason accommodations are recommended and provided. Disability Support Services will have ongoing dialogues with students regarding their accommodations.

+ I understand the philosophy now, but what is the process, or how does disability services work?

The following list generally applies to most students who register with Disability Support Services in the PACE Center. Specifics vary depending on the student's disability, functional limitations, and accommodations that will be requested and provided.

1. First, the University must verify the student's disability and the functional limitations that result from it. Medical or psychological records are used in this process. Individualized Education Programs (IEPs) or 504 Plans are not adequate to demonstrate the functional limitations of a disability. In some cases, DSS may determine that the records provided are too old to be considered accurate. In such instances, the DSS director will recommend that the student obtain current assessment. This must be done by the student and at the student's expense. DSS maintains a list of qualified professionals in the Pittsburgh community who can provide appropriate assessment.

2. Next, the DSS director and the student have an interactive discussion about the limitations of the disability and decide on the appropriate accommodations. These accommodations, such as readers, sign language interpreters, etc., may be provided by Disability Support Services. Others may be provided by peers (such as in-class note taking services).

3. The DSS director will draft a letter of accommodation for students to give to their instructors. The letter introduces the student and informs the instructor that the student's disability has been verified by Disability Support Services. It then discusses the functional limitations of the student's disability and recommends accommodations that are reasonable and logically address those limitations. Thus, the letter's purpose is to assist the student in requesting accommodations/modifications from instructors. Students are required to meet with each of their faculty members to discuss the letter of accommodation.

4. In the case of auxiliary aids and services, Disability Support Services maintains lists of qualified readers, scribes, and other auxiliary aids. Students are encouraged to experiment with a variety of auxiliary aids, services, and strategies to ensure maximum access to academic programs. All such services are authorized by the Disability Support Services director, so it is imperative for students to talk with the director if they feel their accommodations/modifications need some adjustment. New or varying strategies may be necessary from one course to the next, depending on the nature of the material, presentation style, and the media used in the classroom.

Disability Support Services recommends that students identify and request accommodations with plenty of advance notice to ensure their accommodations will be available when they need them. Ideally, the student should contact their instructors prior to the first day of class to discuss test formats and the possibility of test modifications. They will need to remind the instructor again at least a week before each exam, and then confirm the arrangements before the test day.

+ What is my role as a parent?

At the post-secondary level, your child continues to change. You will continue to give your support, but in a slightly different fashion. Your role shifts to a subtle guiding hand when it comes to being involved in your child's education. Encourage them to take responsibility for academic concerns and limitations. Both of you should acknowledge the disability and the limitations that stem from it. This will allow them to identify areas in which they should consider accommodations. It will also make it easier to convey their requests for accommodations to instructors and anyone from whom the student may seek assistance.

Encourage your student to register with the PACE Center and Disability Support Services where they can be informed about how to proceed in obtaining reasonable accommodations. College is the first testing ground where your student will and must be their own advocate. Expect them to develop their independence further by making suitable arrangements to ensure success in their classes.

MY STUDENT HAD SOME SUBJECTS WAIVED IN HIGH SCHOOL. WHY ARE THEY NOT AUTOMATICALLY WAIVED IN COLLEGE? There are no "automatic" waivers in higher education. In fact, there are no waivers at all. Rather, under certain circumstances, students may be granted substitutions for some courses. But substitutions will be considered only when the student demonstrates that they are both otherwise qualified, and that the substitution removes a disability-related barrier to their academic program.

Remember that the ADA provides for reasonable accommodations for students with disabilities. Under ADA, however, it is not reasonable to lower the academic standards for students with disabilities. Therefore, requests for substitutions must be accompanied by appropriate documentation supporting the claim.

For example, a student with a specific learning disability affecting their ability to learn math is majoring in English literature. The student has good documentation of their learning disability that strongly supports the student's claim that the resulting functional limitations may prevent them from succeeding in a college math course. Perhaps the student already tried a lower-level math course and has been unsuccessful even with reasonable accommodations and tutoring. This student may petition the Dean for a course substitution for the math requirement in their general education area. The committee would make their decision, based on the verification of functional limitations (typically provided by Disability Support Services), the substitution options requested, and the impact on the student's course of study. The committee must determine that the substitution would not reduce the academic standard and that it would be a reasonable accommodation for an otherwise qualified student with a disability.

Now consider the same student with a learning disability affecting math, but who plans a degree course in physics or chemistry. These disciplines will have additional degree requirements in mathematics. A course substitution for general education requirements in math will not prepare the student for what is to come in these fields of study. Certainly, the student will have a much more difficult time negotiating such a degree program. In fact, the student's major department would have the right to deny math substitutions, as they would represent a change to the fundamental nature of the degree.

+ Is my student automatically registered with disability services if we sent a 504 plan or IEP to Admissions?

No. Unlike high school, each student must register separately to ensure their access to accommodations/modifications. Each student must come to the PACE Center to begin the process of registering and verifying their disability, and to determine which accommodations may be reasonable for the student to request. From there, your student will be informed on how to obtain those accommodations.

Remember, 504 Plans and IEPs from high school have no weight in higher education. They are neither binding on a college or university, nor can they be used to verify a student's disability for civil rights purposes.

Your student's registration with Disability Support Services is confidential. The disclosure of this information to faculty, other students, or university staff, or parents is the student's prerogative as an adult.

WHAT DO YOU MEAN YOU CANNOT DISCLOSE ANY INFORMATION TO ME ABOUT MY STUDENT'S SERVICES? Once your student enrolls in a post-secondary institution, whether they are 18 years old or not, the student becomes the sole guardian of all records maintained by that institution. Under the Family Educational Rights and Privacy Act of 1976 (FERPA), the student has the right to access their own records upon written request. The parent or guardian does not share that right. This means that parents do not have legal access to their student's grades, transcripts, or any information concerning the services the student is being provided through the PACE Center and/or Disability Support Services. This information is confidential.

The only time a student's record may be disclosed without written consent would be to comply with a subpoena, or in an emergency situation where the health and safety of the student or another individual is threatened.

Students | Get Started

Technology Resources

+ User Account and Password

Every Chatham student user has a unique username. For new users at Chatham University, the username will follow a first name.last name convention. If two users have the same first and last name, a single digit is added at the end of the username, as in the case of two Jane Jones - jane.jones1 and jane.jones2 are used to distinguish them.

Users will receive their login information in a letter from Chatham Admissions. Please contact the Chatham Helpdesk at 412-365-1112 for new account information. Existing users can reset passwords my.Chatham. Please note all users are required to change their password every 365 days.

Passwords **MUST** be changed during the first logon. Protecting your password is very important, which is why we suggest using a complex password. At Chatham, we only require that your password be a minimum of 10 characters. By definition, a complex password incorporates at least all of the following:

- Minimum of 10 characters
- English uppercase characters (A through Z) at least 1
- English lowercase characters (a through z) at least 1
- 1 Digit (0 through 9)
- Non-alphabetic characters (for example, !, $, #, %) at least 1
- Spaces are allowed and encouraged
- No full or partial account names exceeding two consecutive characters will be accepted (e.g. sue.jones can't use either of the following 2 password: sjones123 or sue123).

Password Self-Service

- Password Reset Tool [PDF]
- Password Self-Service: https://myweb.chatham.edu:8888

+ Email

All enrolled students will receive a Chatham email account. The email account is your **username@chatham.edu**. All official Chatham communications are sent to this address and it is recommended that students check it at least once a day. For assistance setting up email on a mobile device, please contact the Helpdesk.

On This Page:

» Technology Resources
» Student Laptop Programs & Requirements
» Tech Support & Services

Tweets by @ChathamITS

Office 365

The email system that Chatham uses is Office 365, which includes online access to email, document storage using OneDrive, and online versions of Word, Excel, PowerPoint, OneNote and more. Students can access Office 365 and email from my.Chatham > Webmail > Office 365 Webmail. If you want to keep your Chatham email after you graduate, please fill out a Helpdesk ticket at http://services.chatham.edu. Your account will be moved to alumni status and you will be able to keep your OneDrive documents and email.

+ my.Chatham

This is the Chatham Intranet or an internal institutional website. Only Chatham students, staff and faculty can access information from my.Chatham. You can find people on campus, see the menus for the dining hall, and view campus announcements and news. You can also view your student account, grades, course schedule and access Library resources from my.Chatham.

+ Moodle

Moodle is the official Learning Management System of Chatham University. Moodle is a learning platform that allows faculty to communicate with students and to share instruction, materials, and assessments. To access, login to my.Chatham and click on the Moodle button in the upper right or go directly to http://moodle.chatham.edu. Chatham students, staff, and faculty should use their Chatham username and password to login. Students will see a list of courses after login. If you don't see a course, first contact your instructor and then the Helpdesk at 412-365-1112.

+ Portal

The campus portal is a web-based program tied to CampusVue, Chatham's student information system. Portal allow students to access and manage their university information, including student accounts and online registration. To access the Portal, visit https://portal.chatham.edu/. Students should use their Chatham username and password to access portal. If you have problems accessing the portal, please contact the Helpdesk at 412-365-1112 or http://services.chatham.edu. If you encounter errors in your student information, please contact the Student Services center at 412-365-2797.

For more information about Portal and its usage please review the documents below:

- Student Portal Information
- Online Registration Documentation

+ Printing

Students receive 300 prints each semester and this is monitored by PaperCut. To access your

student quota, go to my.Chatham > myTools. If students are registered for summer classes, an additional 300 prints are provided. Maymester is included as a part of summer term. Quota resets occur every January 1st , May 1st, and August 1st. There are no carry overs between semesters. Students may purchase additional prints if the quota is exceeded. Since student print quotas are monitored, it is important that students login to the network from their student MacBooks when printing.

+ Software Tutorials

Chatham University subscribes to Hoonuit, a software training resource for faculty, staff, and students. Hoonuit provides training on over 250 of the most commonly used software applications, such as Microsoft Office, Adobe Creative Suite, Moodle and many more. The site breaks down each application into manageable tasks and explains each task through a one- to three-minute tutorial. You can view a tutorial when you have a quick question about a program you're using, or you can view a series of tutorials and master an entire application. Over 500 new tutorials are added to the site every 45 days, so you should check back often. To access, login to my.Chatham > MyTools > Hoonuit or go directly to Hoonuit.com. When prompted, please use your Chatham username and password.

+ Room Reservations

Astra is Chatham's room reservation system. Chatham users can reserve rooms on my.Chatham > myTools > Astra Schedule. Click here for instructions on using Astra.

Student Laptop Programs and Requirements

+ Undergraduate 1:1 Program

All incoming first-year undergraduate students will receive a 13-inch MacBook Air laptop as a part of the Undergraduate 1:1 Laptop Program. Students will also receive a backpack and case to protect the laptop. Transfer students, depending on the number of credits transferring, will receive a 13-inch MacBook or MacBook Air.

As part of the program, students will receive the following equipment and services:

- 13" MacBook
- Chatham University logoed backpack and Speck Case
- 4 year AppleCare Warranty coverage
- 4 year SafeWare Accidental Damage Protection
- 4 year SafeWare Theft Protection
- Helpdesk Repair Services

Costs for the computer and services are covered by the Technology Fee. Ownership of the equipment is transferred to the Student upon graduation as detailed in the Student Technology Program Computer Agreement (Student Contract). View a sample 2012 Student Contract.

New to using a Mac? Check out these useful resources:

- MacBook Basics
- Switching PC Habits
- Windows on a Mac

+ Graduate Laptop Requirements

All Chatham University Health Sciences, Landscape Architecture, and Interior Architecture part-

time and full-time graduate students will be required to provide their own laptop or mobile workstation computer. Each program has their own hardware requirement. Visit the laptop requirement by program page to learn more.

+ Suggested Apps

Before downloading any apps or updates on your MacBook, it is important to setup and create an Apple ID. These are some recommended apps for students for note taking, file storage, and much more.

Evernote
A multi-purpose note taking app that auto-synchronizes notes across all devices.

Skitch
A multi-purpose screen capture tool that integrates easily with Evernote.

OneDrive
Microsoft's cloud storage service that allows users to upload and sync files to be accessed from a Web browser or other devices.

DropBox
A free service that lets you bring your photos, docs, and videos anywhere and share them easily.

More Suggested Apps

Information Safety and Security

+ Backing Up Your Data

Part of keeping your computer safe is making regular backups of your data. Below are some easy ways:

TimeMachine

TimeMachine is the built-in backup on Mac computers and requires an external drive (sold separately). For additional information about how to set it up, visit Apple's page on TimeMachine basics.

Windows Back-Up

Windows 10 offers an automatic backup utility similar to TimeMachine to backup files regularly: https://support.microsoft.com/en-us/help/17143/windows-10-back-up-your-files. For Windows 7 and newer you can backup your whole computer but the process is manual: https://support.microsoft.com/en-us/help/17127/windows-back-up-restore.

Cloud Backup

Create a backup of your computer and then select a cloud storage services such as OneDrive, iCloud, Google Drive, Dropbox, or Box.

Flash Drives

While this won't provide enough space for a copy of your entire computer or all of your files, it is a quick and simple way to backup your most important files. Flash Drives, in a variety of sizes, can be purchased at the Chatham bookstore, local retailers and online stores.

+ Spam, Phishing and Ransomware

Spam refers to unsolicited email. Certain spam are sent with malicious intent either to harvest your personal information or to infect your machine with malicious code. These type of email spam are refered to as **Phishing** attempts since they are often disguised to elicit trust and "hook" you by posing as an organization or person you know or sent from a trusted contact whose account has been compromised.

Some phishing attempts will send users to a login page where they may unknowingly provide their username and password or credit card information.

Ransomware is an even more dangerous software that spreads via phishing emails. The ransomware code is embedded in an attachment or in a page linked from the email. When the user downloads the file or clicks the link, their computer will become infected. The Ransomware code encrypts the files and locks them from access. The user will typically see a ransom screen demanding payment in return for the decryption key to unlock the files.There is no guarantee that the files will be unlocked even after a ransom is paid.

To better protect your information and computer from phishing and Ransomware threats, it is important to follow these strategies:

STEP 1: Set Up a Good Defense

- ☐ Keep **software up-to-date** and install any patches or updates
- ☐ Make sure there is an **anti-virus software** and anti-malware software running on the computer and that these are kept up-to-date
- ☐ Set up **strong passwords** and, most importantly, do not use the same password for multiple sites or services
- ☐ Set up **Two-Factor Authentication** where possible. With Two-Factor Auhentication, any access to the account or service from an unrecognized device will require an authentication code first. This code is sent to your mobile device or email and adds another level of protection in case the password is compromised.

STEP 2: Trust But Verify

- ☐ **Do not click or download** any files even from known acquaintances that you are not expecting without scanning or verifying them first.
- ☐ Suspicious links and files can be submitted to https://virustotal.com to check for any flags, alerts or malware.
- ☐ Scan any USBs and files received with an anti-virus software first before opening.
- ☐ If a message seems suspicious or was not expected, contact the person, bank or organization purported to have sent the message via an official phone number or email and **verify** whether it is legitimate.
- ☐ Never send payment or reveal bank data without verifying that the other party is a trusted organization. Check the Better Business Bureau website (bbb.org) and determine whether the business has a verifiable physical address to ensure legitimacy.

STEP 3: Plan for the Worst Case

- ☐ Keep a **backup** of any important files. There are many options such as Time Machine, Windows Back-Up utility, cloud back-ups and external drives (see Backing up Your Data above).
- ☐ Change any password immediately if you see any suspicious activity on your account or if you suspect it has been compromised.
- ☐ Set up alerts on your credit cards that lets you know anytime a charge is made.

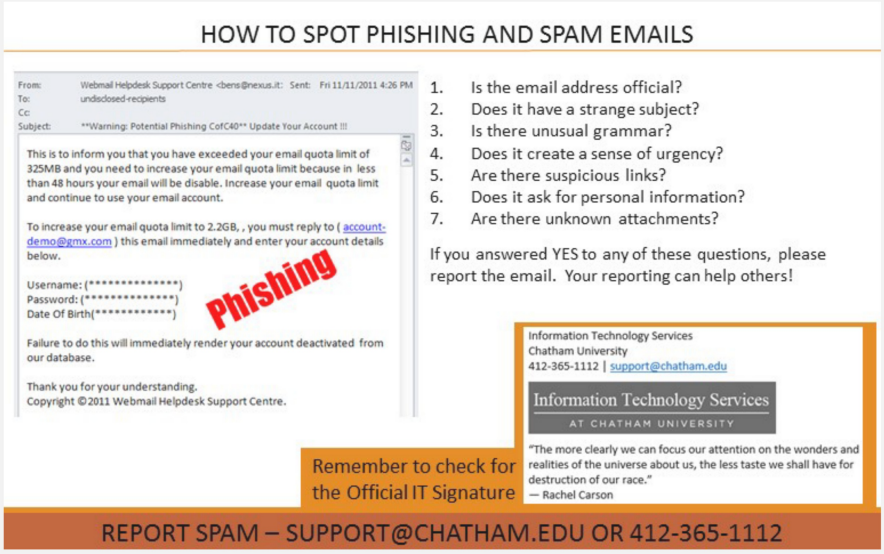
Backing up your data is the best and most cost-effective solution to counter Ransomware. If you are infected by ransomware you can easily restore your files. On the other hand evne if you pay the ransom there is no guarantee your files will be released. Ransomware is spread by criminal organizations with one purpose only: making money. If nobody pays, the business model

collapses.

What if you get infected, downloaded a file or clicked a link?

If you suspect your computer may have been infected or you notice Ransomware on your machine follow these important steps:

1. Disconnect your computer from the internet and WiFi
2. Call the Chatham HelpDesk at 412-365-1112 to report your case
3. The HelpDesk will scan your machine for the malware and assist you with the next steps.
4. Reset your Chatham account password. In some circumstances you will be provided a new Chatham account.
5. Reset any other passwords you think may have been compromised or revealed
6. Restore your files from backup



+ Communication from ITS

Emails

You may periodically receive emails from ITS alerting you to service updates or maintenance. You can verify whether these are legitimate communications and not spam or phishing attempts by confirming the following:

1. The email is from **support@chatham.edu**
2. The email contains the official ITS word mark:

Information Technology Services
AT CHATHAM UNIVERSITY

3. The email ends with a quote by Rachel Carson like the example below:

"The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction of our race."
- Rachel Carson

If you detect a suspicious email or are uncertain about it's authenticity please call the Help Desk at 412-365-1112. Never click or download attachments from emails that are of uncertain origin.

Twitter

You can also follow the Chatham ITS twitter account (@ChathamITS) for latest alerts and notices.

e2campus

Chatham uses an emergency alert system called e2Campus that you can sign up for via myChatham https://my.chatham.edu/mymenu/e2campus. This will allow you to receive emergency notices via email or text message.

Tech Support and Services

+ Chatham HelpDesk

Chatham's Helpdesk technicians are ready to help you troubleshoot technology related issues. If you need any assistance you can call **412-365-1112**, submit a ticket online via http://services.chatham.edu, or visit one of our Helpdesk locations. There are two walk-in locations available: Woodland Hall (Shadyside campus) and Room 219 (Eastside Campus).

HelpDesk Hours

Shadyside (Woodland Hall):

- **Mon - Thu** 8a – 10p
- **Friday** 8a - 5p
- **Saturday** 8a - 2p
- **Sunday** 12p - 5p

Eastside (Room 219):

- **Mon - Fri** 8a - 4p

Eden Hall (Lodge Library):

- **Every other Wed** 11a - 1p

+ Online Ticketing System

Chatham uses an online ticketing system for managing IT, facilities and RICOH printing requests. Through the tool users can submit requests, keep track of status and communicate with the assigned staff members. The system aims to make the service process as transparent as possible. To start using the ticketing system open a web browser and go to http://services.chatham.edu. You can log in with your Chatham username and password.

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Internships and Experiential Learning

An internship, job shadow experience, or informational interview through Chatham University will provide you with the opportunity to learn from professionals in a real work environment and to develop your knowledge, skills, and professional competencies in your field of study. Ultimately, the more internships and experiential learning you complete, the more marketable you will be to employers!

Contact Us

Office of Career Development
JKM Library, Basement
Woodland Road
Pittsburgh, PA 15232
Phone: 412-365-1209
careers@chatham.edu

FAQ's

What is Experiential Learning?

Experiential learning is knowledge gained outside of the classroom through internships, job shadowing, employment, volunteering, informational interviewing, and other real world experience.

What is an Internship?

"An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent." National Association of Colleges & Employers (NACE)

Are internships required?

Yes, all undergraduate students are required to earn at least 3 credits of internship and can earn as many as 17 over the course of their undergraduate education. Some majors require more than 3 internship credits.

When can a student do an internship?

After completing their first term at Chatham, students who have at least a 2.0 GPA and the approval of their academic advisors can complete internships in any term. International students must obtain approval to pursue an internship from the Office of International Affairs.

What kinds of internships do students complete?

Students do internships that are relevant to their majors and interests in businesses, government, and in for-profit and non-profit organizations in Pittsburgh and beyond. Examples from the 2014-2015 academic year include a Communications major with the Pittsburgh Pirates, a Business Marketing and Management major with the Muscular Dystrophy Association, a Criminology major at Shuman Juvenile Detention Center, a Political Science major with May Law Group, an Economics major with the U.S. Commercial Service, an Integrative

Health Studies major at The UPMC Center for Integrative Medicine, a Psychology major with Renewal Incorporated, an Environmental Studies major with Clear Water Action, an Arts Management major with Pittsburgh Center for Creative Reuse, Biology majors at Animal Rescue League Wildlife Center and the Carnegie Science Center, and a Human Biology major at a midwifery clinic in Peru.

+ How does Career Development assist students with internships?

Students receive guidance in each step of the internship process from a Career Consultant. Steps include: assistance with finding an internship site, application and interview preparation, completion and registration of the internship learning agreement, and guided reflection and evaluation. Career Development collaborates with faculty and site supervisors to ensure the best internship experience possible.

+ Can my internship count as my Work Study/Student Employment position?

No, students must choose between receiving academic credit and being paid through the Federal Work Study/Student Employment Programs.

+ How do students register an internship for academic credit?

Visit the Registering Your Internship page.

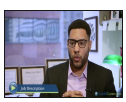
+ How do students prepare for their internship experiences?

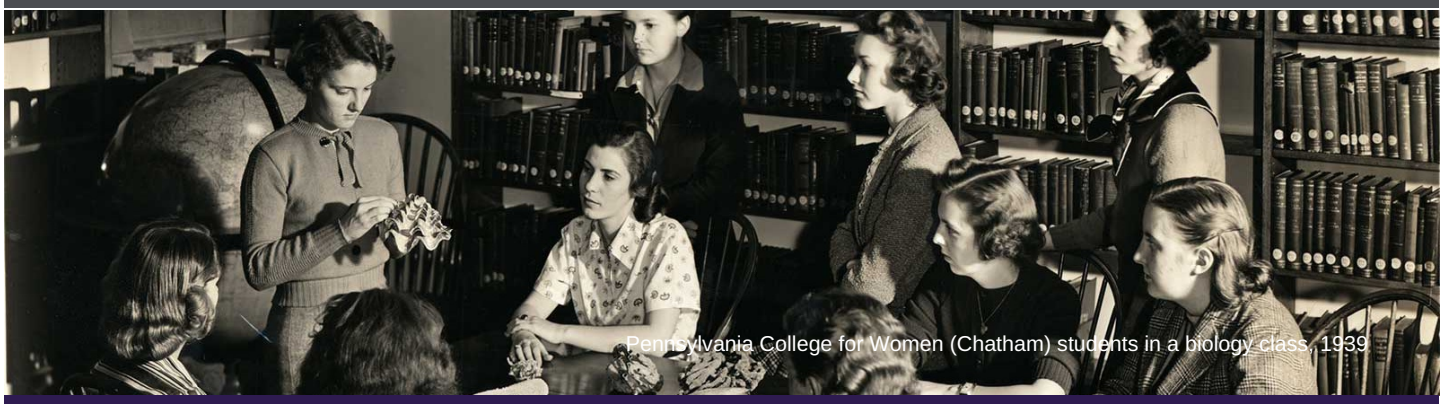
At the beginning and end of each semester the Career Development Office offers Internship Preparation Workshops to prepare students for their upcoming internship experiences. Students will learn best practices, networking skills, and how to leave a lasting impression through group discussion and shared best practices. The Internship Preparation Workshop is now a requirement for students to attend, prior to completing an internship for academic credit.

+ How do students record their experiential learning and internships?

Academic credit internships will appear on the student's Academic Transcript. All other experiences such as non-credit internships, community service, job shadowing, student employment, leadership on and off campus, athletics, and student organization involvement can be recorded on the new and improved Co-Curricular Transcript.

Making the Most of an Internship

Candid Career.com

Attorney
Browse THOUSANDS of career interview clips



Chatham University Women's Institute

HONORING THE PAST. CLAIMING THE FUTURE.

Established by the Board of Trustees in 2014 and launched in 2015, the Women's Institute continues Chatham University's 145-year commitment to advancing the causes of women and gender equity. Serving as an umbrella to draw together the university's broad range of gender initiatives as well as its centers of excellence - the Center for Women's Entrepreneurship and the PA Center for Women and Politics - the Women's Institute works across campus and into the broader community, with the goal of eradicating social inequalities through education, research and outreach.

Watch highlights from our first year

Follow @WomensInst
@WomensInst

CHATHAM UNIVERSITY
PENNSYLVANIA CENTER FOR WOMEN & POLITICS

CHATHAM UNIVERSITY
CENTER FOR WOMEN'S ENTREPRENEURSHIP

Upcoming Events

JUN
01

P&D LAB HOURS

11:00 AM - 3:00 PM

Contact our office at womens-entrepreneurship@chatham.edu to make an appointment or for more information.

Members of the Center for Women's Entrepreneurship and Chatham Students, Faculty, and Staff can make a free appointment to come in and use any of the following lab equipment*:

- Carvey 3D carv ... read more

JUL
25

SMALL BUSINESS SUMMER SCHOOL WITH GOOGLE - WEBINAR

12:00 PM - 1:30 PM

CHATHAM UNIVERSITY
WOMEN'S BUSINESS CENTER
AT THE CENTER FOR WOMEN'S ENTREPRENEURSHIP

We are excited to team up with Google, Constant Contact, LinkedIn and Vistaprint on July 25th at 12 pm EST to host a live-stream webinar to teach businesses how to standout online, build customer relationships and get ready for a successful holiday season. Register now and receive the link to the live-stream in your inbox on July 25th to enjoy this free webinar!

AUG
02

FINANCING YOUR BUSINESS WORKSHOP

5:30 PM - 7:30 PM

CHATHAM UNIVERSITY
WOMEN'S BUSINESS CENTER
AT THE CENTER FOR WOMEN'S ENTREPRENEURSHIP

As a part of the Empowering Women in Communities Program supported by the PNC Foundation, CWBC is pleased to offer this workshop in partnership with the Diversity Business Resource Center, Urban Innovation21, Riverside Center for Innovation, and Colab18.
Programming will be facilitated by Jonnet Solomon, Founder & CEO of J. Solomon and Associates, LLC.

AUG
30

MANAGING THE FINANCIAL OPERATIONS OF YOUR BUSINESS

5:30 PM - 7:30 PM

CHATHAM UNIVERSITY
WOMEN'S BUSINESS CENTER
AT THE CENTER FOR WOMEN'S ENTREPRENEURSHIP

As a part of the Empowering Women in Communities Program supported by the PNC Foundation, CWBC is pleased to offer this workshop in partnership with the Diversity Business Resource Center, Urban Innovation21, Riverside Center for Innovation, and Colab18.
Programming will be facilitated by Jonnet Solomon, Founder & CEO of J. Solomon and Associates, LLC.

SEP
14

WOMEN BUSINESS LEADERS BREAKFAST SERIES: A WOMAN ON THE MOVE – THE BUSINESS OF THE PORT AUTHORITY

08:00 AM - 09:00 AM

Katharine Kellemen, CEO of the Port Authority of Allegheny County, will discuss our region's transit system and what changes we can expect under her leadership. Additionally, Kellemen will touch on the vital role of transit in strengthening our communities.

OCT
02

CONCEPT TO LAUNCH

6:00 PM - 8:00 PM

CHATHAM UNIVERSITY
WOMEN'S BUSINESS CENTER
AT THE CENTER FOR WOMEN'S ENTREPRENEURSHIP

"Concept to Launch" is a 6-week entrepreneurial training program for women in the early stages of starting a business, with classes focusing on: • Developing the business concept • Identifying target customers and markets • Marketing strategies • Foundational operations of your business • Basic financials • Legal business entities • Developing and delivering your "pitch" • Explanation of business plan types

NOV
03

LEARN. GROW. CONNECT. A CONFERENCE FOR WOMEN IN BUSINESS

08:30 AM - 01:00 PM

AGENDA

8:30AM Registration & Continental Breakfast

9:00AM Welcome

9:00-10:15AM Morning Session 1 (Parallel Sessions)

Session A: Client Relationship Manager (CRM), Enterprise Resource Planning (ERP), and Point of Sale (POS) Software. *This session will cover the differences between these systems and why they are important, how to s..*

read more

View more events...

@CWEChatham

The Center Thanks Our 2018 Sponsors

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Gold Sponsors

FedEx Ground

84 LUMBER

BRIDGEWAY CAPITAL

Connect Opportunity with Capital

Silver Sponsors

Bronze Sponsors

Berner International

Enterprise Bank

Herbein + Company Inc

StarKist Co

Truschel Insurance

WBE Collaborative

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90.5 WESA
Pittsburgh's NPR News Station

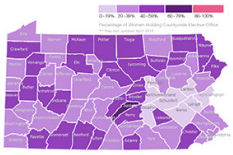
COMCAST BUSINESS

contact rharris@chatham.edu for sponsorship information

CURRENT FUNDING FOR THE CENTER FOR WOMEN'S ENTREPRENEURSHIP AT CHATHAM UNIVERSITY HAS BEEN PROVIDED BY THE CLAUDE WORTHINGTON BENEDUM FOUNDATION, GOOGLE.ORG, THE PNC FOUNDATION, THE BNY MELLON FOUNDATION OF SOUTHWESTERN PENNSYLVANIA, AND THE ELSIE H. HILLMAN FOUNDATION. INITIAL FUNDING WAS PROVIDED BY THE CLAUDE WORTHINGTON BENEDUM FOUNDATION AND THE LOIS TACK THOMPSON FUND OF THE PITTSBURGH FOUNDATION.

chatham UNIVERSITY

CENTER FOR WOMEN'S ENTREPRENEURSHIP AT CHATHAM UNIVERSITY | CHATHAM EASTSIDE | 6585 PENN AVE | PITTSBURGH, PA 15206
WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU | PHONE: (412) 365-1253



PLEN
Preparing Women to Lead

Ready TO RUN™
Campaign Training for Women

NEW Leadership

In the News

Tuesday, Jun 12, 2018
For first time in 125 years, woman appointed Pennsylvania's state forester

Monday, Jun 11, 2018
Three Students Attend National Education for Women's Leadership Conference

Saturday, Jun 09, 2018
Women take center stage in local legislative races

Friday, May 25, 2018
Women Make History In Pennsylvania Primaries, Look Ahead To November

Monday, May 21, 2018
PA Women Poised to Make History in Congressional Delegation After Primary Victories

» See more news

Upcoming Events

SEP
04

PLEN SEMINARS IN DC! INFO SESSION #1

12:00 PM - 1:00 PM

The Public Leadership Education Network (PLEN) prepares women for public policy leadership.

At PLEN seminars in Washington,D.C., Students meet with and learn from women leaders making and influencing public policy at the highest levels in Congress, the courts, federal agencies, the private sector, policy research and advocacy organizations, and the media. These women leaders serve as teachers as well as mentors.

Attend our info session to find out how to get scholarship funding to attend a PLEN seminar!

Seminar topics include:

Women Law and Legal Advocacy

Women in Health Policy

Women in Public Policy

Women in STEM Policy

Women and Congress

Women in Global Policy

SEP
04

PLEN SEMINARS IN DC! INFO SESSION #2

4:00 PM - 5:00 PM

The Public Leadership Education Network (PLEN) prepares women for public policy leadership.

At PLEN seminars in Washington,D.C., Students meet with and learn from women leaders making and influencing public policy at the highest levels in Congress, the courts, federal agencies, the private sector, policy research and advocacy organizations, and the media. These women leaders serve as teachers as well as mentors.

Attend our info session to find out how to get scholarship funding to attend a PLEN seminar!

Seminar topics include:

Women Law and Legal Advocacy

Women in Health Policy

Women in Public Policy

Women in STEM Policy

Women and Congress

Women in Global Policy

View more events...

Photogallery

THE PENNSYLVANIA CENTER FOR WOMEN, POLITICS, AND PUBLIC POLICY WAS ESTABLISHED IN 1998 THROUGH THE GENEROSITY OF THE HILLMAN FOUNDATION, INC. AND THE MAURICE FALK MEDICAL FOUNDATION. IT WAS THEN RECONCEIVED AND ENDOWED IN 2003, BY THE HILLMAN FOUNDATION.

CHATHAM UNIVERSITY CENTER FOR WOMEN'S ENTREPRENEURSHIP chatham UNIVERSITY CHATHAM UNIVERSITY WOMEN'S INSTITUTE

PENNSYLVANIA CENTER FOR WOMEN AND POLITICS | BRAUN HALL | WOODLAND ROAD | PITTSBURGH, PA 15232
PCWP@CHATHAM.EDU | PHONE: (412) 365-1878

PLEN

Chatham University is a founding member of PLEN (the Public Leadership Education Network), a coalition of women's colleges and universities that offers Washington DC-based seminars and internships. The Center coordinates the University's PLEN activities and arranges for groups of students traveling with Chatham faculty to attend at least three conferences each year. These trips are typically attended by pre–law students (Women, Law & Public Policy Seminar), science majors (Women & Science/Technology Policy Seminar), and for those with more general policy interests the Women and Congress or Women and International Policy seminars. The time in Washington is also utilized to meet with Chatham alumnae in the area and explore possible summer internships. Participants in PLEN seminars or internships have credit-earning opportunities. The Center coordinates applications to the PLEN program. Contact the PCWP at pcwp@chatham.edu for additional information about conference registration, credit, and financial assistance for participation.

Apply Now!

WOMEN, LAW AND LEGAL ADVOCACY

WOMEN IN CORPORATE & NONPROFIT LEADERSHIP

WOMEN IN STEM POLICY

WOMEN IN PUBLIC POLICY

WOMEN AND CONGRESS

WOMEN IN GLOBAL POLICY

What Chatham Students Say…

> *"Attending PLEN's Women in Science & Technology Policy Seminar in Washington DC, allowed me to explore the diverse career paths where knowledge of public policy and a strong scientific vocabulary are critical. This conference gave me the privilege to meet with administrators from multiple DC based organizations including the National Institute of Health, the Department of Homeland Security, the Executive Office of Science and Technology Policy,and the American Psychological Association. I would recommend any student interested in science and policy from Chatham to attend this conference!"*
>
> – Linah Richer, BS Biochemistry

> *"I wouldn't give up my PLEN experience for the world. For two days, I was surrounded by strong, confident, intelligent*

women who not only inspired me to continue pursuing my career path, but who were also completely willing to share their knowledge and experiences.”

– Kitoko Chargois, BA Professional Communication

CHATHAM UNIVERSITY CENTER FOR WOMEN'S ENTREPRENEURSHIP chatham UNIVERSITY CHATHAM UNIVERSITY WOMEN'S INSTITUTE

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PCWP@CHATHAM.EDU | PHONE: (412) 365-1878

OFFICE OF SUSTAINABILITY

tree campus | maps | get involved | photo gallery | bike works

Office of Sustainability

Chatham University's Office of Sustainability is the administrative home of all campus sustainability projects. The office works to initiate change on campus with the goal of moving Chatham to carbon neutrality. We coordinate with University departments, faculty, and student groups to take steps to a more sustainable living, learning, and working environment for the campus community.

The Office of Sustainability Blog

As a signatory of the American College & University Presidents Climate Commitment, Chatham has pledged to work toward carbon neutrality. Through the work of a committee comprised of faculty, staff, and students, the university completed its baseline greenhouse gas emissions inventory in 2007. In the following year a Climate Action Plan was created that outlines the University's goals for reaching carbon neutrality by 2025. Use the links below to view our annual green house gas (GHG) audits and Climate Action Plan:

- Implementation Profile for Chatham University
- 2009 GHG Report for Chatham University
- Climate Action Plan
- Solar Water Energy Data (Real-Time)

Upcoming Events

SEP 11

TRANSPORT TUESDAY @ CHATHAM BIKE WORKS

OCT 09

TRANSPORT TUESDAY @ CHATHAM BIKE WORKS

see more events

Instagram

CHATHAM UNIVERSITY SUMMER DAY CAMPS:

Rooted in history & growing.

Register now for music & arts, sports, and academic daycamps available for students Pre-K through 9th grade.

Register Here

Day Camp Programs

MUSIC & ARTS

The Chatham Music and Arts Day Camp provides intensive music and art experiences to students Pre-K through 9th grade.

Learn More

SPORTS

These camps are designed to develop fundamental and advanced skills, teamwork, knowledge of the game, and passion for the sport.

Learn More

ACADEMICS

Chatham's Education Scholars and Science Scholars week-long programs enrich students and can be

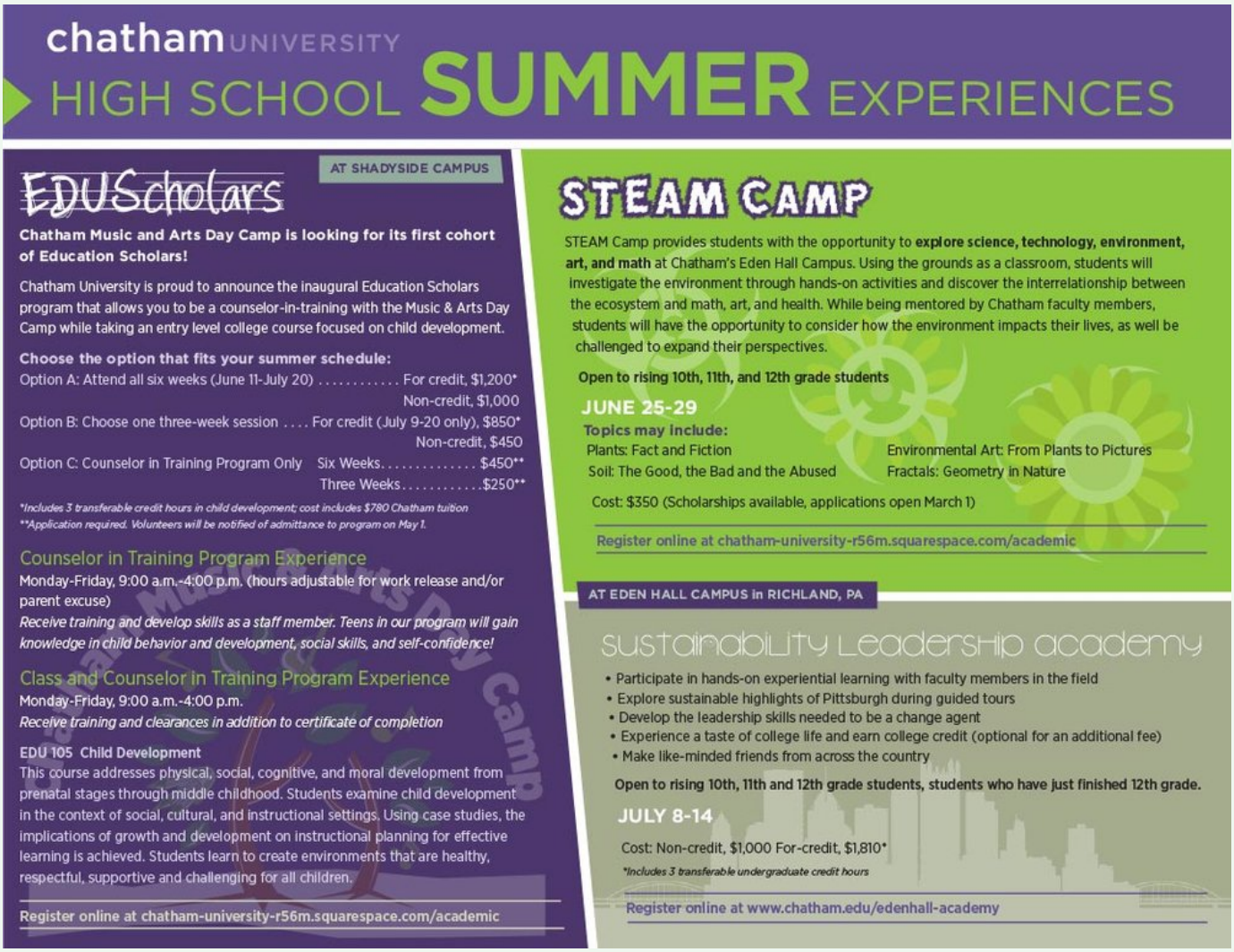
completed as a for-credit option.

Learn More

OTHER PROGRAMS

We coordinate efforts to provide other offerings, includings the Institute of Reading Development, Swim Lessons, Chorale, and All Star Code.

Learn More



Download PDF

Interested in learning more about Day Camp programs?

ATTEND AN UPCOMING DAY CAMP OPEN HOUSE!

Meet and greet with the camp director to learn more about our spring and summer programs! Get a tour of campus (weather permitting), view sample schedules, and ask members of the summer staff questions.

SATURDAY, MARCH 24, 10AM-12PM

Welker Room
James Laughlin Music Hall

Register to attend

About

The Chatham Music and Arts Day Camp was founded in 1956 by Mihail (Mischa) and Kathryn Stolarevsky.

Kay and Mischa have inspired many young students to embrace the arts through their dedication and teaching at the Chatham Music and Arts Day Camp. The camp, which will celebrate its 55th anniversary this summer, continues to grow its arts, music and theater program while branching out to include programs that allow campers to explore nature and engage in creative play. Kay Stolarevsky continues to support the vision of the camp by helping us offer a limited number of need-based scholarships to students who wish to attend the camp and may not have the means to do so.

OUR PROGRAM GOALS

- To grow and nurture talented, young artists along their creative paths
- To provide campers with an outlet for creative expression in a non-formal atmosphere
- To nurture a life-long love of the arts
- To allow campers to discover and enhance their talent in art, music and theater arts through private and collective interactions with experienced mentors
- To foster critical and creative thinking skills, and the ability to cooperate and communicate with their

fellow camp community members

- To round out the camper's summer experience by offering traditional recreational opportunities like swimming, nature exploration and sports

CONTACT

Woodland Road
Pittsburgh, PA 15232

Phone: 412-365-1174
daycamp@chatham.edu

CHATHAM UNIVERSITY SUMMER DAY CAMPS

Woodland Road
Pittsburgh, PA 15232

- Request Information
- Join our Summer Staff!

(412) 365-1174
daycamp@chatham.edu

Register

Chatham University
Office of International Affairs

Big Thinking for A Big World

EDUCATION ABROAD | ENGLISH LANGUAGE PROGRAM | GLOBAL FOCUS | INTERNATIONAL STUDENT & SCHOLAR SERVICES

SHORT-TERM STUDY & INTERNSHIP | PITTSBURGH PATHWAYS

INTERNATIONAL STUDENTS TALK ABOUT CHATHAM UNIVERSITY. WATCH THE VIDEO BELOW TO HEAR WHAT THEY SAY.

> *Chatham University International Affairs*

PROGRAM NEWS & EVENTS

Study abroad during summer term

During May 2018, 74 Chatham undergraduates will study abroad. These students will be studying with Chatham faculty on short term field experiences in Costa Rica, Germany/Belgium, Greece, and Indonesia. The field experiences have different themes, ranging from Sustainability in Costa Rica to Identity and Social Policy in the European Union. Additionally, fifteen Chatham undergraduate …

Continue reading Study abroad during summer term →

Apr 26, 2018

Fulbright US Student Program 2019-2020

The Fulbright 2019-20 US student program is open! Please see https://us.fulbrightonline.org/applicants/getting-started Through this program, recent graduates can research, study or teach abroad. There are over 2,200 awards available for 2019-20, an increased number of English Teaching Assistant (ETA)

placements and an increase in Master's degree program placements. If you have graduated (undergraduate or graduate study), or will graduate by spring 2019, you can apply. To help you … Continue reading Fulbright US Student Program 2019-2020 →
Apr 25, 2018

View more news items..

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

International Affairs
Education Abroad

MISSION STATEMENT

Education Abroad provides opportunities for international learning experiences which inspire academic and professional development and foster an understanding of global diversity.

All Chatham students are encouraged to study abroad. Students can choose from semester, year long, summer or short-term field experiences. Students may also participate in an internship abroad. Please contact Career Services, careers@chatham.edu, about the internship process.

To support undergraduate students, Chatham offers a one-time $1200 study abroad voucher. Students may apply this to any credit bearing experience abroad including study and/or internship abroad. Full time undergraduate students who have completed a minimum of 30 credits, of which 15 credits must have been completed at Chatham prior to departure, are eligible. Click here for more detailed information about the study abroad voucher.

To be eligible for study abroad, undergraduate students

- Must have completed at least 15 credits at Chatham
- And be in good academic standing.

Graduate Students interested in study abroad should meet with their program director and/or faculty advisor to discuss options. Some graduate programs at Chatham already offer study abroad programs.

Please make an appointment to discuss your options with Ms. Karin Chipman, kchipman@chatham.edu or call her at (412) 365-2714. Please submit the study abroad advising form before your appointment.

International Affairs

Information for International Students

With degree and non degree international students from some 30 countries, as well as faculty and staff from around the world, we know you will find Chatham University to be a diverse and stimulating community. We look forward to getting to know you and discovering the special talents and contributions you bring to this institution. Chatham University is a small institution that provides personal attention to its students. Discovering Chatham University's resources and learning about its traditions, while exciting, can be an overwhelming experience for any new student or scholar.

We look forward to meeting you and helping you on your journey at Chatham!

We are here to:

- Clarify university and immigration policies and procedures
- Provide services and activities to help you adjust to the U.S.
- Help you maintain legal status in the U.S.
- Assist with residence life and dining concerns, etc.

Please contact the Office of International Affairs at InternationalAffairs@chatham.edu with questions and concerns about being an international student at Chatham.

Global Focus

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

← back to catalog

English Language Program

Success with Chatham ELP!

The English Language Program (ELP) at Chatham University is known for exceptional personal attention and strong commitment to student success.

ELP FACT SHEET

Number of levels	4
Length of a semester	12-14 weeks
Number of hours per week	18-20 hours
Start dates	January, May, August
Tuition and fees per semester	$5,392
Location	Pittsburgh, Pennsylvania, USA
Conditional admission	Yes
Pathway Program (Combination of ESL and Credit Courses)	Yes (for students with TOEFL 61 or IELTS 5.5)
Housing on campus	Yes (if apply early)
Admission requirements	Some basic English High school transcript Passport Financial proof
Contact	internationalaffairs@chatham.edu

Watch the video for more information about the program

APPLY NOW

APPLY IN YOUR LANGUAGE

OTHER PROGRAMS FOR INTERNATIONAL STUDENTS:

1. **Conditional Admission to a Degree Program:** You may receive an acceptance to a degree program even without a TOEFL or IELTS score. Contact Alia Schindler at bschindler@chatham.edu for more information.
2. **Pittsburgh Pathways:** To start earning credits towards an undergraduate degree while working on your English skills, enroll in the Pittsburgh Pathways. Visit www.chatham.edu/pittsburghpathways or contact International Affairs (internationalaffairs@chatham.edu) for more information.

Student Testimonials

about to
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in the

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ed
nderful

View more...

Contact Us

English Language Program
Chatham University
Woodland Road
Pittsburgh, PA 15232
Email: elp@chatham.edu or
internationalaffairs@chatham.edu
Phone: 412-365-1388

Pittsburgh Pathways

EARNING UNDERGRADUATE CREDITS WHILE IMPROVING YOUR ENGLISH

Pittsburgh Pathways is a program of study to prepare non-native English-speaking students to attend a degree program at Chatham University or another university. It offers:

- guaranteed admission to a degree program at Chatham
- admission to the program with an IELTS of 5.5 or TOEFL iBT of 61
- a combination of ESL courses and academic courses
- up to 36 academic credits towards an undergraduate degree at Chatham or another college or university
- a living and learning experience on a beautiful and safe campus
- social and cultural activities inside and outside the program
- possibility of transferring to another university after the program
- ability to finish a college degree in three years after the program

Students enroll in Pittsburgh Pathways for one, two, or three terms, depending on their language level.

COST PER TERM

- Tuition: $12,500
- Room: $2,835-$3,130
- Meal plan: $2,835-$3,130

Non-Discrimination Policy

Translate

CAMPUS LIFE +

Make it happen at Chatham.

College is meant to be an unparalleled time in students' lives. It is a time to learn, explore, and grow, offering students opportunities to discover themselves while preparing to start lives and careers of purpose, value, and fulfilling work. And it's meant to be fun, too.

At Chatham we believe that life outside of the classroom can be just as educational and rewarding as time in it, and so we work to provide the opportunities, resources, and services that will achieve that. We do that by building a campus community that strives to be a community for all students, respecting diversity and being inclusive of everyone. We value different backgrounds, perspectives, and interests, and you'll most likely find groups of students who value the same things you do.

We encourage students to go out and experience what Chatham has to offer by getting involved and making a difference not only for the campus, but for themselves.

More than 60 clubs and organizations across campus with which to get involved, take your passions to the next level, and try new things.

See our residence halls that are a window to Chatham's past while being steps from the amenities that make Pittsburgh great.

The Office of Student Affairs works to make your Chatham student experience as fun, safe, healthy and enriching as possible.

Chatham students have a lot of opportunities and services at their fingertips. See what's waiting for you.

Office of Student Affairs

Campus Life at Chatham is advanced by the Office of Student Affairs (OSA), which works across campus and into the community to create opportunities for students' personal, educational, and professional growth. The Office of Student Affairs strives to bring people together to share the Chatham campus experience by supporting and promoting the building of community, leadership, and student involvement. OSA consists of:

- Residence Life;
- Student Activities;

- Multicultural Affairs;
- Career Development;
- Student Health Services; and,
- Counseling Services

Together, our offices work together to create a healthy and safe environment for students in order to make outstanding and rewarding college experiences for Chatham students.

See and experience Chatham

The best way to experience campus life at Chatham is to pay us a visit. You can schedule a visit with a tour through Chatham admissions or join us for an upcoming event that interests you.

See more of what is going on at Chatham by following **@ChathamU on our social properties**.

SEE OUR CAMPUS

Virtual Tour

UPCOMING EVENTS

JUN 01 — P&D Lab Hours

JUN 01 — Summer Reading

JUN 05 — Fall 2018 Study Abroad Fair - September 13, 2018 - Exhibitor Registration

JUL 01 — Chatham Alumni and Area Professionals: Sign up to be a Mentor through Chatham's Welcome Aboard Mentorship Program

JUL 19 — Summer Community of Writers

View more events »

Chatham + Pittsburgh

One of the best parts of student life at Chatham is that it extends well beyond our campuses. As a Chatham student you have the growing city of Pittsburgh at your fingertips, with countless opportunities to be entertained, get involved, or make a difference. **Start here »**

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Site Map

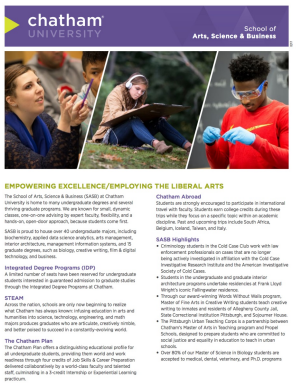
Privacy Policy & Legal Notice
Nondiscrimination Policy

Translate

SCHOOL OF ARTS, SCIENCE & BUSINESS +

The School of Arts, Science & Business (SASB) at Chatham University is home to many undergraduate degrees and several thriving graduate programs. We are known for small, dynamic classes, one-on-one advising by expert faculty, flexibility, and a hands-on, open-door approach, because students come first at SASB.

The School is proud to house more than 40 undergraduate majors, including arts management, interior architecture, management information systems, and biochemistry, and 13 graduate degrees, such as green chemistry, creative writing, film & digital technology, and business.



SASB Fact Sheet

SASB Newsletter

UNDERGRADUATE MAJORS

ACCOUNTING	ARTS MANAGEMENT	BIOCHEMISTRY	BIOLOGY	BUSINESS ADMIN.	CHEMISTRY	COMMUNI-CATION
CREATIVE WRITING	CRIMINOLOGY	CULTURAL STUDIES	ECONOMICS	EARLY ELEMENTARY EDUCATION	ENGLISH	EXERCISE SCIENCE
HEALTHCARE AND BUSINESS MANAGEMENT	HISTORY	INTERIOR ARCHITECTURE	INTERNATIONAL BUSINESS	INTERNATIONAL STUDIES	MANAGEMENT	MANAGEMENT INFORMATION SYSTEMS
MARKETING	MATHEMATICS	MEDIA ARTS	MUSIC	NURSING (RN-TO-BSN)	NURSING (PATHWAYS PRE-BSN)	PHYSICS
POLICY STUDIES	POLITICAL SCIENCE	PSYCHOLOGY	PSYCHOLOGY	SECONDARY EDUCATION	SOCIAL SERVICES ADMIN.	SOCIAL WORK
VISUAL ARTS	WOMEN'S & GENDER STUDIES					

View all undergraduate majors & minors »

GRADUATE DEGREES

MASTER OF ACCOUNTING	MASTER OF BUSINESS ADMIN.	M.S. IN BIOLOGY	MASTER OF COMMUNI-CATION	M.F.A. IN FILM AND DIGITAL TECHNOLOGY	M.S. IN GREEN CHEMISTRY	MASTER OF INTERIOR ARCHITECTURE
MASTER OF SCIENCE IN INTERIOR ARCHITECTURE	M.A./M.F.A. IN INTERDISCIP-LINARY DESIGN	M.F.A. IN CREATIVE WRITING	MAFS-MBA FOOD STUDIES & BUSINESS ADMIN.	MASTER OF PROFESSIONAL WRITING	M.A. IN TEACHING	MASTER OF EDUCATION IN SPECIAL EDUCATION
MSUS-MBA SUSTAINABILITY & BUSINESS ADMIN.						

View all graduate programs »

INTEGRATED DEGREE PROGRAMS (IDP)

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

- **Master of Science in Biology**

- **Master of Science in Green Chemistry**
- **Master of Accounting**
- **Master of Business Administration**
- **Master of Professional Writing**
- **Master of Arts in Teaching**
- **M.F.A. in Creative Writing**
- **M.F.A. in Film & Digital Technology**
- **M.A./M.F.A. in Interdisciplinary Design**

THE CHATHAM PLAN

The **Chatham Plan** offers a distinguishing educational profile for all undergraduate students, providing them world and work readiness through four credits of Job Skills & Career Preparation delivered collaboratively by a world-class faculty and talented staff, culminating in a 3-credit Internship or Experiential Learning practicum.

CHATHAM ABROAD

Students are strongly encouraged to participate in international travel with faculty. Students earn college credits during these trips while they focus on a specific topic within an academic discipline. Past and upcoming trips include South Africa, Belgium, Iceland, Taiwan, and Italy.

SASB HIGHLIGHTS

The **Words Without Walls program**, in which **MFA in Creative Writing** students go into the Allegheny County Jail to teach inmates creative writing, is only one of several outreach programs developed and run by Chatham students that offers transformative experiences for both students and underserved populations.

STEAM

Across the nation, schools are only now beginning to realize what Chatham has always known: infusing education in arts and humanities into science, technology, engineering, arts, and math majors produces graduates who are articulate, creatively nimble, and better poised to succeed in a constantly-evolving world.

OUTCOMES

SASB graduates have held professional roles in organizations from theatre companies to Oracle, and have gone on to further their education in the following programs and schools:

- Heinz School of Public Policy at Carnegie Mellon University
- Geoscience at Princeton University
- Biology at the University of Colorado, Boulder
- Lake Erie College of Medicine

- New England College of Law and Ohio Northern University
- English at University of Nebraska
- Creative Writing at University of Cincinnati
- Bioinorganic Chemistry at the University of Washington

ACCREDITATION

Social Work: Council on Social Work Education

Education: Pennsylvania Department of Education

Business: International Assembly for Collegiate Business Education

Interior Architecture: Council for Interior Design Accreditation

Chemistry: American Chemical Society

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School of Arts, Science, and Business

Ali Abdulsattar Abdulrahman
Assistant Professor of Human Anatomy

Dilruba Ahmed
Lecturer

Sarah Alexander MSW
Lecturer

Pierette Appasamy PhD
Assistant Professor

Ellen Ashburn Ed.D.
Education Program Lecturer & Student Teaching Supervisor

Katherine Ayres MA
Lecturer; Coordinator of Children's Writing Program

David Barton
Chatham Faculty

Nichole Bayliss
Assistant Professor

Joshua Beblo
Adjunct Faculty

Melissa Bell
Associate Professor/Social Work Program Director

Mark Bender
Assistant Professor of Graphic Design

Liz Benson
Program Assistant

William Biss Jr
Assistant Professor

Ethan Block Ph.D.
Assistant Professor

Michael Boyd
Associate Professor of Music

Lynne Bruckner
Professor of English

John Buck
Adjunct Faculty

Jeff Bukowski
Assistant Dean, School of Arts, Science & Business and Assistant Professor for Policy Studies

Edward Burton
Adjunct Business Faculty

Anthony Cerminaro
Adjunct Business Faculty

Anju S. Chopra
Adjunct Business Faculty

Ting-ting (Rachel) Chung
Associate Professor of Business Coordinator of Data Analytics & MIS

Michael Collyer
Associate Professor and Director of MS Biology Program

Stacey Conner
Director of Choral Activities; Vocal Instructor

Victoria Crowley
Adjunct Faculty

Katie Cruger Ph.D.

Assistant Professor, Communication and Program Director, Communication & Professional Writing

Kyle Cunningham
Adjunct Faculty

Heather Cunningham Ph.D.
Assistant Professor of Education

Jamiyanaa Dashdorj, PhD
Assistant Professor of Physics

Deborah DeLong Ph.D.
Associate Professor of Marketing

Natalie Dick
Adjunct Faculty

Shannon Dickerson
Instructor

Michelle Cordier Doyle
Assistant Professor of Mathematics and Physics

John Dubé Ph.D.
Assistant Professor of Biology

Sherie Edenborn MT (ASCP), Ph.D.
Associate Professor of Biology

Ginger Ellis-Polozoff, MBA, PMP
Program Assistant- Business & Entrepreneurship Department

Lauren Everett
Adjunct Faculty

Sherrie Flick MFA
Lecturer

Johanna Forero
Adjunct Business Faculty

Melanie Fox
Senior Lecturer

David Fraser Ph.D.
Assistant Professor

Donald Gabany
Adjunct Faculty

Gregory Galford
Assistant Professor

Andrew Garberson
Adjunct Business Faculty

Robert Gerwing
Adjunct Faculty

Tyra Good
Chatham Faculty

Iris Grossmann Ph.D.
Assistant Professor of Sustainable Technology

Daniel Hackett MBA, CPA
Adjunct Accounting Instructor

Wendy Hallows Ph.D.
Chemistry Lab Supervisor

Kristin Harty Ph.D.
Program Director & Associate Professor of Special Education

Kevin Hatala, Ph.D.
Assistant Professor of Biology

Martha Hildebrandt Ph.D.
Assistant Professor

Jeremy Holdorf
Adjunct Faculty

Patricia Huettel
Adjunct Faculty

Lori Jakiela

Lecturer

Timothy James
Adjunct Faculty

Linda MK Johnson Ph.D.
Asst Prof of Sustainability and the Environment

Mark Kassel
Director, Chatham Online

Joy Katz
Lecturer

Karen S. Kingsbury
Professor of International Studies

Mary Kostalos Ph.D.
Faculty Emeritus

Stephen Lackey
Adjunct Business Faculty

David Laird
Adjunct Business Faculty

Lisa Lambert, Ph.D.
Professor of Biology and Chair of Science

Kristen Lauth Shaeffer
Assistant Professor of Film and Digital Technology

Robert B. Lettan II, Ph.D.
Associate Professor of Chemistry

Dr. Christie Lewis
Education Program and Field Placement Specialist

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

James Louks
Assistant Professor of Visual Arts

Kelly Lynch
Adjunct Faculty

Thomas Macagno Ph.D.
Assistant Professor of Sustainability and Business

Joseph MacNeil Ph.D.
Professor of Chemistry

Lou Martin Ph.D.
Associate Professor of History; Chair, History/Political Science

Heather McNaugher
Associate Professor of English

Abby Mendelson Ph.D.
Lecturer

Melissa Menifield
Administrative Assistant

Allison Miller
Adjunct Business Faculty

Marcel Minutolo
Chatham Faculty

Walter Morales
Adjunct Faculty

Nataliya Myshakina Ph.D.
Assistant Professor of Chemistry

Windy Neff

Marc Nieson
Associate Professor

Tony Norman Mr.
Adjunct Faculty Member

Douglas North Cook
Assistant Professor of Immersive Media

Christopher O'Brien Ph.D.
Assistant Professor of Psychology

Terence Oden
Adjunct Faculty

Lauren Panton
Manager, Instructional Technology

Prajna Paramita Parasher
Professor, Chair, Arts, Design and Communication and Program Director, Film and Digital Technology and Interdisciplinary Design

Hanna Parish
Internet Services Specialist, Tier II

William Pfalzgraff
Assistant Professor of Chemistry

James Pierson
Assistant Professor & Coordinator of Accounting

Marcus Poindexter
Assistant Professor & Field Placement Coordinator

Deborah Prise, MBA
Adjunct Faculty Member

Jessie Ramey
Director, Women's Institute and Associate Professor, Gender & Women's Studies

Richard P. Rauso
Adjunct Faculty

Christine Ricci, M.S.I.A. (M.B.A.)
Adjunct Faculty

David Rigo
Adjunct Faculty

Monica Riordan, Ph.D.
Assistant Professor

Elisabeth Roark Ph.D.

Associate Professor of Art

Sheila Rodgers MPW
Program Assistant, Counseling Psychology & Social Work

Stephanie Rosenthal
Assistant Professor of Applied Data Analytics

David Rossbach
Associate Professor of Political Science

Pauline Rovkah
Director of Piano Program/Artistic Director of Concert series

Deborah Rubin
Social Work Program Director; Chair Department of Social Work and Criminology

Neelaveni Sankar
Adjunct Faculty

Christine Sarteschi
Assoc Professor of Social Work & Criminology

Joseph Scarpaci
Adjunct Business Faculty

Jean-Jacques Sene, Ph. D.
Associate professor of History; Cultural Studies; Conflict Studies

Mike Sherwin Ph.D., P.E.
Adjunct Business Faculty

Josh Slifkin Ed.D
Adjunct Faculty Member

Peter Soteres

David Souther Mr.
Adjunct Business Faculty

Sheila Squillante
Associate Director, MFA Program and Assistant Professor

Sheryl St. Germain

Program Director and Professor

Peggy Stubbs PhD
Professor

Jennie Sweet-Cushman
Assistant Professor/Assistant Director Pennsylvania Center for Women and Politics

Aaron Tainter
Adjunct Faculty

Sandra Taylor
Falk Chair of Socially Responsible Business

Carrie Tippen
Assistant Professor

Aaron Trout Ph.D.
Assistant Professor of Mathematics

Kyra Tucker
Program Director, Chatham Faculty

Ryan Utz Ph.D.
Assistant Professor of Water Resources

Larry Viehland Ph.D.
Faculty Emeritus

Anissa Wardi Ph.D.
Professor of English

Martina Wells
Coordinator of Modern Languages

Erin Marie Williams-Hatala Ph.D
Assistant Professor of Biology

Joseph Wister PhD
Associate Professor of Psychology; Chair, Undergraduate Psychology

Colleen Witkowski
Biology Lab Supervisor

Erin Yanacek
Adjunct Faculty

Oulin Yao
Adjunct Business Faculty

Xiaoyan Zhang Dr.
Adjunct Business Faculty

Shimon Zimbovsky

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School of Arts, Science, and Business

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Translate

Master of Arts or Master of Fine Arts in Interdisciplinary Design Curriculum

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

Program Requirements

MA Curriculum

30 credits with optional training available for Adobe and Apple software programs.

Communication

VCD510 Visual Communication Design: Branding

This course offers a systematic approach to concept development and the problem-solving process applied to brand construction. Students build visual identities for a variety of organizations through generative design processes for communication goals. Particular attention is given to logo and typemark development, photography/illustration, use of the grid system, color story, typography and messaging. **3**

VCD520 Visual Communication Design: Typography

This course examines the concrete and conceptual aspects of typography as a communications tool. Typographic history, anatomy of form, type specimens, and grid structures, serve as foundations for the intersections between form and meaning. Typographic projects will range from typographic compositional studies, expressive typography, to information-focused typographic design systems. **3**

VCD530 Print Design

This course introduces students to the roles that graphic design plays in society as shapers of style and ritual within contexts of community and commerce. The class will work collaboratively in the development of concepts, process design, layout, scheduling, production and the construction, expense, and production of the print publication artifact. **3**

VCD540 History of Communication Design

To be determined **3**

Film & Digital Technology

FDT550 Media Project I: Digital Video Production

Presents technical practices of digital video production: nonlinear editing, foundations of alternative screenwriting, videography, sound production, and other media-related processes are explored. Additional fee: Computing fee. **3**

FDT571 e-Merging Media I

Maps ways the 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 fees: Course Computing fee **3**

FDT650 Media Project II: Advanced Digital Video Productio

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. Addtional Fee(s): Course Computing Fee **3**

FDT671 Emerging Media II: Advanced Web Design

Focuses on the technical through advanced study. Students will produce DVD, CD-Rom, and other interactive projects. Additional Fees: Course Computing Fee **3**

Technology Workshops

FDT510 Lab: Adobe Illustrator

This one credit supplemental lab explores the practical applications of today's computer hardware and graphic design software. The focus of the class will be on gathering critical knowledge and gaining basic mastery of a powerful design visualization and creative production tool. The ab will cover one of the essential design applications: Adobe Illustrator on the Macintosh platform. **1**

FDT530 InDesign Lab

This one credit supplemental course will provide students with a foundational knowledge of the InDesign interface. Students will earn foundations of InDesign, threading text-boxes, importing photos and styling images, utilize baseline grid, hyphenation, and libraries to create simple and complex layout compositions **1**

FDT520 Lab: Adobe Photoshop

This one credit supplemental lab explores the practical applications of today's computer hardware and graphic design software. The focus of the class will be on gathering critical knowledge and gaining basic mastery of a powerful design visualization and creative production tool. The Lab will cover one of the essential design applications: Adobe Photoshop on the Macintosh platform. **1**

FDT500 Lab: Final Cut Pro X

This is a 2-credit supplemental course that will provide students with a foundational knowledge of Final Cut Pro X. In this hands-on course, students work with practical approaches to video editing, from basic techniques to Final Cut Pro's powerful advanced features. This is an Apple Certified Training Course. Additional Fee(s): Course Computing LAB Fee. **2**

Interior Architecture

IAR520 Architecture Studio II

This studio addresses problem identification and problem solving in the context of medium to large-scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, basic elements of 2-D and 3-D design, concept devlopment, space planning, scale, textiles, and color with respect to user needs. **3**

Thesis Interdisciplinary

VCD590 Masters Thesis in Interdisciplinary Design: Applied

This capstone course celebrates innovation, imagination, and creative solutions to design projects. The objective of this course is to enable students to synthesize design history and theory to demonstrate conceptual understanding of the aesthetic and technical aspects of design that combine inquiry, research, creative problem-solving, and design prototyping. **3**

MFA Curriculum

36 credits

Visual Communication Design

VCD620 Digital Illustration Methods

Digital illustration tools and methods are explored within the context of publication and branding. The contemporary illustrator becomes a conceptual interpreter of content through the potential mixing of primary graphic assets and secondary collected and manipulated graphic assets from digital archives and resources. Methods of information gathering are developed from photography, library, and archival research. This course includes a foundation to Wacom drawing tablet capabilities. Processes and techniques from printmaking, painting, 2-D design, photography and drawing are mediated through digital software and hardware. **3**

VCD610 Green Graphic Design

Students will explore sustainable design within the context of graphic design. Through studio projects and exercises students will develop green graphic design standards: material/health selection, production techniques, eco-labeling/packaging, and green branding. Sustainable graphic design strategies while addressing environmental, social and cultural implications within core graphic design practices. **3**

VCD630 - Information Design (3)

VCD650 Portfolio

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 LAB Fee **3**

OR

VCD670 Package Design

Packaging design systems combines graphics, fundamentals of marketing and an understanding of form and structure. Packages are evaluated based on creative strategies developed from marketing positions. Individual brand identities are developed which include: naming, type, visual graphics, color schemes, and applied to various forms of packaging and extended lines. Packaging projects range from mass marketed food/beverage, electronic, and household sectors to luxury goods. Additional Fee(s): Course Computing LAB Fee **3**

Film & Digital Technology

FDT563 Media Contexts I: Media History

Provides overview for incoming graduate students of current rhetorical concerns related to independent media, film production, and histories. **3**

FDT571 e-Merging Media I

Maps ways the 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 fees: Course Computing fee **3**

FDT675 Media Project III: Advanced Sound Production

Focuses on advanced sound recording, editing, and mixing technologies using PRo Tools digital audio workstation. Additional Fee(s): Course Computing fee **3**

FDT676 Media Project IV: Visual Effects & Animation Modes

Extends to visual effects, animation modes and compositing. Students will utilize this course to develop their masters' thesis topic and begin pre-production processes. Additional Fee: Course Computing Fee **3**

Interdisciplinary Thesis

VCD680 - Interdisciplinary Design: Research and Critical Frameworks (3)

VCD690 MFA Thesis: Interdisciplinary Design Applied Project

The mastery production components: a self-directed project with an approved thesis topic generated by individual student interest. The final project is completed under joint guidance of the class instructor and an outside advisor. Cross-listed with FDT program. Additional Fee(s): Course LAB Fee **3**

Master of Arts or Master of Fine Arts in Interdisciplinary Design Admission Requirements

Recommended application deadline for FALL entry: **July 1**
Recommended application deadline for SPRING entry: **November 1**
Note: applications will continue to be accepted and considered for admission as long as seats remain in the class.

- Possession of a B.A. or B.S. degree in Media Arts, Graphic Design, Photography, Film, Visual Arts, Communication, or a closely-related discipline 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 extreme promise through their other achievements.)
- Completed application for admission, including:
    - Online application
    - One to two page essay detailing your reasons for wanting to pursue a master's degree in interdisciplinary design. Please also indicate if you have proficiency in each of the individual software applications: photoshop, illustrator, indesign, dreamweaver.
    - Curriculum vita or resume
    - Two letters of recommendation
    - Official transcripts from all colleges and universities attended
    - Portfolio or other examples of your work in various forms of media; please provide a wide array of two-dimensional works: drawing, painting, printmaking, photography, graphics, etc.

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Interior Architecture (BIA) Curriculum

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

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. Upon graduation, students are able to keep their laptop.

Students in the BIA program participate in the Fallingwater Residency Program. Typically offered in May after their first year of study, students have a unique opportunity to explore, study and experience Frank Lloyd Wright's masterpiece via a 5-day, 4-night on-site residency.

Program Requirements

Interior Architecture Foundation Minor Requirements

Choose 6 from the following courses

IAR105 Environment and Behavior

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. **3**

IAR202 Theory of Interior Architecture Studio

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. **3**

IAR210 2D Visual Communication

This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. Students will develop an understanding of design thinking and visualization and the skills needed to generate design drawings communicating interior environments. One-point, two-point, isometric, and axonometric drawing methods will be covered. **3**

IAR215 Digital Drawing

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Pre-requisite: IAR 210 or permission of instructor. Additional Fee: Course Computing fee. **3**

IAR219 Drawing and Model Making

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 wille explore three-dimensional model making techniques. **3**

IAR220 Interior Architecture I

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. **3**

IAR230 Interior Materials

This course is intended only for 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. **3**

IAR232 Color and Textiles

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 adn application of textiles based on their properties and performance critieria, sustainability, installation methods, maintenance requirements, and regulations and standards. **3**

Interior Architecture Graphics Minor Requirements

Choose 6 from the following courses

IAR210 2D Visual Communication

This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. Students will develop an understanding of design thinking and visualization and the skills needed to generate design drawings communicating interior environments. One-point, two-point, isometric, **3**

and axonometric drawing methods will be covered.

IAR215 Digital Drawing

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Pre-requisite: IAR 210 or permission of instructor. Additional Fee: Course Computing fee. **3**

IAR218 Building Codes

Students learn and apply relelvant building codes as they relate tot he health and life safety of the occupant. This course addresses energy laws, the principles of universal design and accessible code compliance. **3**

IAR219 Drawing and Model Making

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 wille explore three-dimensional model making techniques. **3**

IAR230 Interior Materials

This course is intended only for 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. **3**

IAR231 Green & Sustainable Design

Global issues of energy use, resource depletion, and indoor air quality have promoted 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. **3**

IAR232 Color and Textiles

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 adn application of textiles based on their properties and performance critieria, sustainability, installation methods, maintenance requirements, and regulations and standards. **3**

IAR310 Digital Visualization III

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 Additional Fee: Course Computing fee. **3**

Interior Architecture Systems Minor Requirements

Choose 6 from the following courses

IAR105 Environment and Behavior

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. **3**

IAR210 2D Visual Communication

This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. Students will develop an understanding of design thinking and visualization and the skills needed to generate design drawings communicating interior environments. One-point, two-point, isometric, and axonometric drawing methods will be covered. **3**

IAR215 Digital Drawing

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Pre-requisite: IAR 210 or permission of instructor. Additional Fee: Course Computing fee. **3**

IAR218 Building Codes

Students learn and apply relelvant building codes as they relate tot he health and life safety of the occupant. This course addresses energy laws, the principles of universal design and accessible code compliance. **3**

IAR230 Interior Materials

This course is intended only for 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, **3**

maintenance requirements, code regulations, and testing standards are covered.

IAR231 Green & Sustainable Design

Global issues of energy use, resource depletion, and indoor air quality have promoted 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. **3**

IAR310 Digital Visualization III

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 Additional Fee: Course Computing fee. **3**

IAR330 Building Systems

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. **3**

IAR335 Lighting & Acoustics

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. Additional Fee(s): Course Computing fee. **3**

Interior Architecture Theory Minor Requirements

IAR105 Environment and Behavior

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. **3**

IAR202 Theory of Interior Architecture Studio

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. **3**

IAR231 Green & Sustainable Design

Global issues of energy use, resource depletion, and indoor air quality have promoted 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. **3**

IAR232 Color and Textiles

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 adn application of textiles based on their properties and performance critieria, sustainability, installation methods, maintenance requirements, and regulations and standards. **3**

IAR257 20th- and 21st-Century Architecture

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. **3**

IAR259 History of Interior Architecture: pre-20th Century

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. **3**

Major Requirements

27 courses, including

IAR105 Environment and Behavior

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. **3**

IAR202 Theory of Interior Architecture Studio

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. **3**

IAR210 2D Visual Communication

This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. Students will develop an understanding of design thinking and visualization and the skills needed to generate design drawings communicating interior environments. One-point, two-point, isometric, and axonometric drawing methods will be covered. **3**

IAR215 Digital Drawing

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Pre-requisite: IAR 210 or permission of instructor. Additional Fee: Course Computing fee. **3**

IAR218 Building Codes

Students learn and apply relelvant building codes as they relate tot he health and life safety of the occupant. This course addresses energy laws, the principles of universal design and accessible code compliance. **3**

IAR219 Drawing and Model Making

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 wille explore three-dimensional model making techniques. **3**

IAR220 Interior Architecture I

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. **3**

IAR225 Interior Architecture II

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. Additional Fee: Course Computing fee. **3**

IAR230 Interior Materials

This course is intended only for 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. **3**

IAR231 Green & Sustainable Design

Global issues of energy use, resource depletion, and indoor air quality have promoted 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. **3**

IAR232 Color and Textiles

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 adn application of textiles based on their properties and performance critieria, sustainability, installation methods, maintenance requirements, and regulations and standards. **3**

IAR257 20th- and 21st-Century Architecture

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 **3**

will also be placed on the interior spaces, furnishings and the arts and artists of the day.

IAR259 History of Interior Architecture: pre-20th Century

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. **3**

IAR310 Digital Visualization III

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 Additional Fee: Course Computing fee. **3**

IAR315 Construction Documents

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. Additional Fee(s): Course Computing fee. **3**

IAR316 Portfolio

This course will allow Interior Architecture students to solidify their professional portfolio for prospective internships and employment. Students will produce a physical and digital portfolio. **3**

IAR320 Interior Architecture III

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. **3**

IAR325 Interior Architecture IV

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. Additional **3**

fee(s): Course Computing fee.

IAR330 Building Systems

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. **3**

IAR335 Lighting & Acoustics

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. Additional Fee(s): Course Computing fee. **3**

INTIAR301 Internship - Interior Architecture **1**

INTIAR302 Internship - Interior Architecture **2**

INTIAR303 Internship - Interior Architecture **3**

IAR441 Environmental/Sustainable Community Service

Encouraging environmental stewardship, students are required to participate in an environmental community service project under the supervision of a field leader or faculty member. **1**

IAR442 Environmental/Sustainable Community Service

Encouraging environmental stewardship, students are required to participate in an environmental community service project under the supervision of a field leader or faculty member. **2**

IAR443 Environmental/Sustainable Community Service

Encouraging environmental stewardship, students are required to participate in an environmental community service project under the supervision of a field leader or faculty member. **3**

IAR445 Professional Practice

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. **3**

IAR497 - Immersive Design Research (3)

IAR490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

ENG355 Advanced Writing and Stylistics

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. **3**

IAR213 Special Topics **3**

3 courses (9 credits) from any program

Interior Architecture (BIA) Learning Outcomes

Upon successful completion of the program, students will be able to:

- effectively locate and gather information associated with both practice and research through a variety of information media
- evaluate the quality and accuracy of information they locate
- extract information from sources associated with practice and research
- evaluate the quality and accuracy of written information
- critically evaluate the executed works of designers
- make informed design decisions based on aesthetics, building technologies, human needs and the health, safety and the welfare of the public
- exhibit a variety of design ideas, approaches and concepts with originality
- transform conceptual design ideas into a detailed solution that takes into account existing building constraints, user needs, cost, building codes and standards, and a program of spaces
- engage in problem solving with respect to design projects of varying type, size and scope
- communicate clearly in writing, in short papers for supporting coursework, concept statements and building programs in the design studios, specifications and schedules for construction documents and contracts and business-related documents
- formulate a point of view and have the ability to articulate and defend it in written form
- express ideas clearly in oral presentations and critiques with classmates, other instructors and professionals from the design community
- formulate a point of view and have the ability to articulate and defend it orally
- demonstrate a sustainable approach to interior design
- think critically and see inquiry as the norm
- identify, research, and solve design challenges with a logical methodology
- demonstrate creative solutions and applied spontaneity
- understand how to conduct and apply research findings
- demonstrate strong professional communication skills and be able to present their design ideas and solutions with confidence
- Students will be globally-conscious interior designers

Chatham University Interior Architecture

Chatham Eastside • Woodland Road • Pittsburgh, PA 15232

Master of Interior Architecture (MIA) Curriculum

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

A holistic design approach is stressed throughout the two-year, five-semester 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.
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 are invited to participate in the Fallingwater Maymester. Typically offered in the first Maymester of study, students have the unique opportunity to explore, study, and experience Frank Lloyd Wright's masterpiece via a 5-day, 4-night on site residency.

Program Requirements

Degree Requirements

23 courses (72 credits), including

IAR518 Building Codes

Students learn and apply relevant building codes as they relate to the hearlth, safety, and life safety of the occupant. This course addresses energy laws, the priciples of Universal design, and accessible code compliance. Pre-requisites: IAR520, IAR535 **3**

IAR519 Drafting and Model Making

Intended for interior architecture majors or potential majors. This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. An understanding is developed of architectural scale, plans, elevations, and sections. Students will explore three-dimensional model making techniques. **3**

IAR520 Architecture Studio II

This studio addresses problem identification and problem solving in the context of medium to large-scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, basic elements of 2-D and 3-D design, concept devlopment, space planning, scale, textiles, and color with respect to user needs. **3**

IAR525 Interior Architecture Studio III

The studio addresses problem identification and solutions in the context of medium to-large scale projects of complex scope. Emphasis is placed on programming human factors, universal design principles, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. **3**

IAR530 Interior Materials

This course is intended 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. **3**

IAR532 Color and Textiles Studio I

The first part of this residential studio examines theories in 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. **3**

IAR535 Construction Methods

Intended for interior architecture majors, this couse provides an overview of architectual building systems, including exterior and interior construction methods and terminology. **3**

IAR557 20th & 21st Century Architecture

This course is designed to relate the impact of architecture on both public and private spaces throughout the 20th century and provide a view towards the future of architecture in 21st century. The course will guide you through the major styles of architecture of the 20th 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. **3**

IAR559 History of Interior Architecture

This survey course examines world architecture from prehistoric times through the 19th century, including the built environmnet of Europe, the Middle East, Asia, and the Americas. Emphasis is placed on the role of interior spaces, furnishings, and art within architecture. **3**

IAR610 Digital Visualization III

This advanced course focuses on Building Information Modeling (BIM) that integrates and synchronizes three-dimensional building modeling for us in all phases of the design process. Students are instructed to REvit and Sketch-up. Graphic skills are also developed to help students communicate interior design schemes. Additional fees: Course Computing Fee **3**

IAR615 Construction Documents Studio

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 finsh systems and cabinetry, building codes, and accessibility. Additional Fees: Course Computing Fees **3**

IAR616 Portfolio

This course will allow Interior Architecture students to solidify their professional portfolio for prospective internships and employment. Students will produce a physical and digital portfolio. Addtional fees: Course Computing Fee. **3**

IAR620 Interior Architecture Studio IV

This advanced studio addresses concept development, design development, and detailing of medium-to-large scale projects. Emphasis is placed on program analysis, user needs, universal design, space planning, three-dimensional spatial development, design language, composition, materials and assemblies, color, lighting, acoustics, envrionmental systems, building codes, and life safety. Additional Fees: Course Computing Fee. **3**

IAR630 Building Systems

This course provides an overview of environmental control systems, including HVAC, plumbing, fire protection, power distribution, security, building codes, and data/voice telecommunication. Emphasis is placed on energy consumption and conservation, human comfort, and health and safety. Pre-requisites: IAR 535, 518 **3**

IAR631 Design for Sustainability

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. **3**

IAR635 Lighting and Acoustics Studio

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. Pre- requisites: IAR 525, 515. Additional Fees: Course Computing Fee **3**

IAR645 Professional Practice

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. **3**

IAR650 Interior Architecture V: Capstone Studio

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 and research findings serve as a foundation for the investigation of a design problem from concept generation through design development and detailing. Additional fees: Course Computing Fee **6**

IAR655 Graduate Research Methods

This graduate seminar is a review and analysis of published research in the disciplines of 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. Cross listed as LAR680 and LNS680 **3**

IAR502 Theory of Interior Architecture

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. **3**

IAR505 Design and Behavior

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. **3**

IAR510 2D Visual Communications

Intended for interior architecture majors or potential majors, this course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. An understanding of design thinking and visualization is developed. One-point, two0point, isometric, and axonometric drawing methods will be covered. Additional fee(s): applied art fee. **3**

IAR515 Digital Visualization II

Students learn th ebasic 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. Adobe Creative Suite and other rendering software are covered. Additional Fee: Course Computing fee. **3**

Master of Interior Architecture (MIA) Learning Outcomes

Learning Outcomes

Upon successful completion of the program, students will be able to:

- Effectively locate and gather information associated with both practice and research through a variety of information media
- Evaluate the quality and accuracy of information they locate
- Extract information from sources associated with practice and research
- Evaluate the quality and accuracy of written information
- Critically evaluate the executed works of designers
- Make informed design decisions based on aesthetics, building technologies, human needs and the health, safety and the welfare of the public
- Exhibit a variety of design ideas, approaches and concepts with originality
- Transform conceptual design ideas into a detailed solution that takes into account existing building constraints, user needs, cost, building codes and standards, and a program of spaces
- Engage in problem solving with respect to design projects of varying type, size and scope
- Communicate clearly in writing, in short papers for supporting coursework, concept statements and building programs in the design studios, specifications and schedules for construction documents and contracts and business-related documents
- Formulate a point of view and have the ability to articulate and defend it in written form
- Express ideas clearly in oral presentations and critiques with classmates, other instructors and professionals from the design community
- Formulate a point of view and have the ability to articulate and defend it orally
- Demonstrate a sustainable approach to interior design
- Think critically and see inquiry as the norm
- Identify, research, and solve design challenges with a logical methodology
- Demonstrate creative solutions and applied spontaneity
- Understand how to conduct and apply research findings
- Demonstrate strong professional communication skills and be able to present their design ideas and solutions with confidence
- Be globally-conscious interior designers

Master of Interior Architecture (MIA) Admission Requirements

Recommended application deadline for FALL entry: **July 1**
Recommended application deadline for SPRING entry: **November 1**
Note: applications will continue to be accepted and considered for admission as long as seats remain in the class.

- Have a completed baccalaureate degree from an accredited college or university, with an 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 extreme promise through their other achievements.)
- Completed application for admission, including:
  - Online application
  - One to two page 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
  - Official transcripts from all colleges and universities attended

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Master of Science in Interior Architecture (MSIA) Curriculum

The Master of Science in Interior Architecture (MSIA) is a30 credit post-professional degree for students with a first professional degree in interior design or architecture. Students develop a specialization in interior design that can be applied in practice or serve as a foundation for a career in higher education. The program is a recommended platform for students interested in pursuing doctoral studies where they can explore a specific building type, a particular user group, or address a critical design issue.

Program Highlights:

- All incoming students must complete the MSIA Online Orientation in August.
- Students who are taking classes on campus can participate in a supervised teaching experience with an interior design faculty.

Program Requirements

Foundation Courses

Foundation Courses (12 credits) which allow students a foundation for writing their thesis.

IAR655 Graduate Research Methods

This graduate seminar is a review and analysis of published research in the disciplines of 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. Cross listed as LAR680 and LNS680 **3**

ENG528 Academic Writing

Students develop the writing skills necessary for success in graduate school, including proper citations, time management, and the content and format for two types of research proposals. Students become proficient in the APA style and have the opportunity to resolve grammar and structure problems with the professor. **3**

IAR680 Thesis Development

The thesis is independently taken by a student under the guidance of a thesis committee. The final project is a written thesis with original research or a creative design project that is supported by in-depth information information gatheringand written material. **3**

IAR681 Thesis

The thesis is independently taken by a student under the guidance of a thesis committee. The final project is a written thesis with orignal research or a creative design project that is supported by in-depth information gathering and written material. **3**

Skills Courses

Skills Courses (12 credits) Students are able to select courses that correspond with their practitioner, scholarship, or teaching career goals.

IAR502 Theory of Interior Architecture

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. **3**

IAR505 Design and Behavior

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. **3**

IAR510 2D Visual Communications

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IAR518 Building Codes

Students learn and apply relevant building codes as they relate to the hearlth, safety, and life safety of the occupant. This course addresses energy laws, the priciples of Universal design, and accessible code compliance. Pre-requisites: IAR520, IAR535 **3**

IAR519 Drafting and Model Making

Intended for interior architecture majors or potential majors. This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. An understanding is developed of architectural scale, plans, elevations, and sections. Students will explore three-dimensional model making techniques. **3**

IAR520 Architecture Studio II

This studio addresses problem identification and problem solving in the context of medium to large-scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, basic elements of 2-D and 3-D design, concept devlopment, space planning, scale, textiles, and color with respect to user needs. **3**

IAR525 Interior Architecture Studio III

The studio addresses problem identification and solutions in the context of medium to-large scale projects of complex scope. Emphasis is placed on programming human factors, universal design principles, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. **3**

IAR530 Interior Materials

This course is intended 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. **3**

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Intended for interior architecture majors, this couse provides an overview of architectual building systems, including exterior and interior construction methods and terminology. **3**

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This course is designed to relate the impact of architecture on both public and private spaces throughout the 20th century and provide a view towards the future of architecture in 21st century. The course will guide you through the major styles of architecture of the 20th 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. **3**

IAR559 History of Interior Architecture

This survey course examines world architecture from prehistoric times through the 19th century, including the built environmnet of Europe, the Middle East, Asia, and the Americas. Emphasis is placed on the role of interior spaces, furnishings, and art within architecture. **3**

IAR610 Digital Visualization III

This advanced course focuses on Building Information Modeling (BIM) that integrates and synchronizes three-dimensional building modeling for us in all phases of the design process. Students are instructed to REvit and Sketch-up. Graphic skills are also developed to help students communicate interior design schemes. Additional fees: Course Computing Fee **3**

IAR615 Construction Documents Studio

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 finsh systems and cabinetry, building codes, and accessibility. Additional Fees: Course Computing Fees **3**

IAR616 Portfolio

This course will allow Interior Architecture students to solidify their professional portfolio for prospective internships and employment. Students will produce a physical and digital portfolio. Addtional fees: Course Computing Fee. **3**

IAR620 Interior Architecture Studio IV

This advanced studio addresses concept development, design development, and detailing of medium-to-large scale projects. Emphasis is placed on program analysis, user needs, universal design, space planning, three-dimensional spatial development, design language, composition, materials and assemblies, color, lighting, acoustics, envrionmental systems, building codes, and life safety. Additional Fees: Course Computing Fee. **3**

IAR630 Building Systems

This course provides an overview of environmental control systems, including HVAC, plumbing, fire protection, power distribution, security, building codes, and data/voice telecommunication. Emphasis is placed on energy consumption and conservation, human comfort, and health and safety. Pre-requisites: IAR 535, 518 **3**

IAR631 Design for Sustainability

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. **3**

IAR635 Lighting and Acoustics Studio

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. Pre- requisites: IAR 525, 515. Additional Fees: Course Computing Fee **3**

IAR645 Professional Practice

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. **3**

IAR661 Interior Architecture Inquiry

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. **3**

IAR662 Issues in Interior Architecture

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 architectus. An awareness of current issues and how the student may impact them provides a framework as students engage in research for their thesis. **3**

IAR670 Supervised Teaching

Students have the opportunity to assist with a class in interior architecture under the supervision of a faculty member. **3**

BUS511 Health Policy & Advocacy

Analyze and synthesize innovative approaches to issues in health care delivery at all levels. Politics, policy, market forces, and advocacy are used to assess how system approaches affect health care delivery. Transformational leadership for political and policy activism are emphasized, while exploring regional, national, and global health issues and trends. **3**

BUS550 Innovation and Commercialization

This course focuses on how to successfully commercialize an innovation. Understanding commercialization activities such as pre-product launch planning, market testing, actual product launch, and post-launch follow-up is a major part of the course. The course provides a run-through of the complete cycle from idea to market entry. **3**

BUS551 Informatics in Healthcare

This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. **3**

BUS562 Global Procurement

In this course, students examine success factors, ethical challenges, legal issues, and managerial implications of global procurement. Students also develop a deep understanding of the impact of procurement on quality, cost, and efficiency of supply chain management through use of procurement tools, techniques, and methodologies. **3**

BUS570 Global Business

This course introduces students to 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. **3**

BUS575 Leading Organizations and Projects

The course cultivates the student’s executive leadership potential for organizational development and transformation, with specific applications to the project management environment. Theoretical perspective and case analyses will explore topics of leading one’s self, motivating project teams, change management, and **3**

transforming the organization.

BUS576 Sustainable Human Capital

Cultivate theoretical understanding and ethical and practical skills for managing human capital. Explore individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Analyze the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment. **3**

BUS582 Foundations of Project Management

This course explores the knowledge areas and project stages from the Project Management Body of Knowledge (PMBOK). Students acquire concepts and skills in initiating, planning, executing, monitoring, controlling, and closing projects. The course examines the management of project integration, scope, time, cost, human resources, communications, risk, and procurement. **3**

BUS618 Economics for Managers

This course teaches how economic tools and techniques can be used to solve business problems. Economics describes why firms do what they do and points to business strategies. The course focuses on economic applications. The course provides an understanding of how economics influences marketing, management, and other business-related decisions. **3**

BUS623 Strategic Performance for Executives

This course will cover issues specific to business leaders such as conflict management, negotiation and persuasion, mentoring structures, crisis communication, and organizational change. Other topics will include implicit and explicit attitude toward authority in the workplace; implicit social cognition; attitudes, self-esteem, and stereotypes, etc. **3**

BUS639 Sustainability and Assessment Reporting

An in-depth study of how to measure, track, and report on sustainability issues in a business. Includes a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability. Teaches students how to monitor and measure sustainability issues from within a business. **3**

BUS641 Sustainable Supply Chain Management

This course provides students with an understanding of how supply chain works, how and where along the supply chain sustainability questions should be addressed/considered, and the impacts of those decisions on stakeholders further **3**

down the chain. Topics include: packaging, transportation, energy use, and waste.

BUS652 Managerial Accounting

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. **3**

BUS671 Marketing Management

This course takes the Chief Marketing Officer's (CMO) perspective to explore marketing as a core business practice. Discussions focus on theories and principles for interfacing with customers, competitors, partners, and the external environment. Concepts are applied to planning and executing the conception, pricing, promotion, and distribution of goods and services. **3**

BUS680 Complex Issues in Project Management

Case studies and simulations engage students in the examination of complex issues in project management, such as control, portfolio management, and rescuing failing projects. The Student will be able to analyze, evaluate, and optimize projects in specific environments and industries. **3**

COM510 Health Communications

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. **3**

COM515 Environmental Communications

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. **3**

COM550 Organizational Communications

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 **3**

analytical tools to analyze and improve organizational communications.

ACT573 Business Law and Ethics

This course provides students with a broad-based understanding of legal issues that affect modern businesses. The course covers the following substantive law areas: Choice of Entity, Corporate Governance, Raising Money, Securities Regulation, Bankruptcy, Contracts, Intellectual Property and Employment Law. **3**

SUS502 Sustainability and Systems

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. **3**

SUS504 Foundations of Sustainability

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. **3**

SUS516 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders. **3**

SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. **3**

SUS601 Applied Ecology

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). **3**

SUS602 The Political Economy of Sustainability

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. **3**

SUS603 Sustainability: Ethics, Equity, Justice

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. **3**

SUS611 Decision Making Under Uncertainty

The application of design principles to data provides a bridge between the increasing volume of information that we encounter everyday to evidence-based, decision-making toward sustainable systems. This course provides a hands-on introduction to data analysis, data visualization techniques, and software for translating complexity and uncertainty into useful products. **3**

SUS617 Sustainable Energy Systems

This course explores the relationship of energy production and consumption with sustainability. We investigate environmental and climate impacts, renewable energy technologies and the integration of renewables into the grid given the ongoing restructuring of US electricity markets and new options such as large-scale solar networks, microgrids and community solar. **3**

SUS619 The Water's Edge: Science and Policy from Summit to Sea

The water's edge is rich with ecological and cultural activity. Through online discussions, field excursions, public service, participation in research, interactions with practitioners, and a curated exhibit, this course bridges theory with application for the science and policy relevant to the aquatic-terrestrial interface (e.g., streams, **3**

rivers, lakes, and coastal shorelines).

SUS640 Sustainable Community Development

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. **3**

PWR632 Science and Environmental Writing

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. **3**

EDU505 Issues of Poverty in Education

This course focuses on the characteristics and effects of poverty on education. Definitions and types of poverty are examined. The impact of poverty on cognitive and physical development as well as learning and behavior on individuals is examined. The influences of poverty on classroom and schools is assessed. Strategies to teach students of poverty and combat poverty in schools are discussed. **3**

EDU509 Trends and Issues in Early Childhood Education **3**

EDU634 Inclusion: Issues and Strategies

This course surveys practices of inclusion in education. It encompasses the historical precendents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of of learning experiences throughout the course. **3**

EDU605 Instructing Students With Autism Spectrum Disorders

This course is designed to focus on pertinent issues and topics that concern students with autism. Spectrum disorders. This course provides an overview of evidenced-based instructional strategies used to teach students with autism as well as ways to collaborate with individuals in the home, school, and community. Topics will cover specific instructional strategies, family/community relations, behavior, inclusion and transition. **3**

EDU606 Adolescent Development and Learning Theory

This course addresses physical, social, cognitive, and moral development during adolescence. The physical, social, and cognitive changes during puberty are explored in terms of their impact on student participation and performance in school settings. Through the use of case studies, an understanding of the implications of growth and development on instructional planning for effective learning is achieved. **3**

EDU607 Child Development and Learning Theory

Focusing on child development from the prenatal stage to age 12, this course emphasizes current research on physical, cognitive, and social development. Students examine the nature of adolescent development, implications of the cognitive and affective characteristics of adolescents in the selection of instructional methods and materials, and structural and organizational features of typical high schools. **3**

EDU530 Diverse Family and Community Partnerships

Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated taht partnerships can havea 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. Must be taken with student teaching. **3**

HCI502 Healthcare Delivery Systems

In this course, students will be engaged in dynamic content to gain an understanding of the role of information systems within healthcare delivery. The course provides an introduction to the use of information technology, information systems, data, and informatics in regards to health care delivery system entities and functions. **3**

HCI503 Informatics Foundation and Health Care Technology

This course will assist students to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various settings. Student will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction. **3**

HCI504 Project Management I

This course introduces basic project management principles needed when altering workflow processes to include technology in various health practice settings (outpatient, inpatient, community health). Change management, quality assurance, and system redesign is introduced. By end of course, students will begin identifying a **3**

topic for their final informatics immersion project.

HCI582 Project Management II

This course emphasizes the concepts/theories/practices in handling the fiscal and leadership responsibilities of project management related to informatics. By the end of this course, students will have developed their Informatics Immersion Project proposal. Students must complete 40 internship hours under the supervision of a mentor in the field of informatics. **3**

HCI631 Integrating Technology into a Healthcare Environment

This course will introduce students to key factors to be considered when integrating new technology within a healthcare environment. Understanding how to successfully create change, define current process, design future processes and complete a gap analysis using the four stages of a systems life cycle to successfully integrate or change technology. **3**

PSY645 Environmental Psychology

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. **3**

PSY501 Foundations of Counseling Psychology

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. **3**

Electives

Electives (6 credits): Through advising students will select electives to enhance their practitioner, scholarship, or teaching career goals. Choose two graduate-level electives from any program.

Master of Science in Interior Architecture (MSIA) Learning Outcomes

Students who have completed the Master of Science in Interior Architecture will:

- have the knowledge and skills necessary to think critically
- develop analytical skills
- understand the research process
- engage in research activities that contribute to the body of knowledge in interior design and related professions
- see inquiry as the norm
- demonstrate excellence in writing
- be engaged stewards of the environment (ties in to the institutional mission)

Master of Science in Interior Architecture (MSIA) Admission Requirements

Recommended application deadline for FALL entry: **July 1**
Recommended application deadline for SPRING entry: **November 1**
Note: applications will continue to be accepted and considered for admission as long as seats remain in the class

- Have a completed baccalaureate degree in interior design or interior architecture from an accredited college or university, with an 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 extreme promise through their other achievements.)
- Complete application for admission, including:
    - Online application
    - One to two page personal statement of intent, explaining why you would like to pursue a graduate degree in interior architecture and identify a possible area of specialization.
    - Copy of curriculum vita or résumé
    - Two letters of recommendation
    - Official transcripts from all colleges and universities attended
    - Portfolio

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

The information on this website applies to the MSIA program. If you are interested in the Master of Interior Architecture (MIA), please visit the MIA website.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Immersive Media (IMM) Curriculum

Students gain hands-on experience through intimate studio courses focused on prototyping, and collaborative design. Courses include topics in: 3D modeling, 3D landscapes, architecture, interior design, immersive design research, human centered design, interactive 3d engines, and finally, a capstone internship or co-op experience. Students can customize their education with electives in subjects including screenwriting, interactive animation, sculpture, landscape design, and many more.

Core courses*:

- Studio I: 3D Modeling
- Intro to Architectural Graphics & 3D Modeling
- Intro to landscapes, architecture, interior architecture
- Studio II: 3D Landscape Focus
- Human Centered Design
- Studio III Architecture Focus
- Studio IV Interior Design Focus
- Studio V: Immersive Design Research
- Studio VI: Capstone
- Internship or Co-Op

Electives

- Intro to Visual Culture
- Sculpture I
- 2D & 3D Design
- Foundations of Screenwriting
- Material Studies Studio
- Design Praxis
- Introduction to Digital Video Production
- Art + Land: Artists Engage the Environment
- Principles of Landscape Design
- Digital Animation & Compositing
- Advanced Digital Video Production Studio
- Building Systems
- Lighting and Acoustics
- Theory Studio
- Animation
- Construction Documents
- Interactive Animation
- Digital Sound Production
- Media Literacy

*General Education and Major courses are NOT offered every semester. Always consult your advisor before making any schedule changes.

Total Credits = 121

NOTE: The Immersive Media curriculum is still being finalized and will be complete by the start of the fall 2019 semester. The curriculum listed here is an example of the possible curriculum and is subject to change.

Media Arts: Film and Digital Technology (BA) Curriculum

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

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

Program Requirements

Major Requirements for Media Arts major

Must take either ART 103 OR CST 183.

ART141	**Media Literacy** 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 141. Additional Fee(s): Course Computing Fee.	**3**
ART103	**Intro to Visual Culture** 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 - through the term of study.	**3**
OR		
CST183	**Representations of Race and Gender** 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	**3**

how representations of race, gender, ethnicity, and "otherness" are culturally produced and disseminated.

FDT161 Introduction to Film, Video and New Media Art

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. **3**

ART210 History of Photography

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. **3**

ART313 Special Topics **3**

INTART303 Internship - Art **3**

ART490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

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

Media Arts: Film and Digital Technology (BA) Learning Outcomes

Students who successfully complete the Film and Digital Technology major will be able to:

- examine constructions of self and other as they have been perpetuated socially, historically and textually
- identify the particular experiences of one or more cultural groups
- describe theoretical paradigms for studying culture, such as colonization, institutional racism, intraracism, ethnocentrism and passing
- synthesize and apply theoretical concepts to cultural texts, including literature, film, media and public spaces
- write insightful journal entries and homework assignments on various Cultural Studies topics
- write 3-4 page formal papers on questions assigned by professor
- write longer essays on self designed topics
- generate a thesis and sustain an argument by using secondary sources and criticism relevant to topic
- develop knowledge of terms of cultural analysis
- apply terms of cultural analysis to primary texts
- apply terms of cultural analysis to primary texts in the service of a coherent argument
- apply terms of cultural analysis in conjunction with cultural theory in the service of a coherent argument
- recognize standard cultural representations and their role in creating societal truths and norms
- historicize representations of one or more cultural groups
- identify overt and inferential representations of cultural groups in varied textual expressions
- articulate the relationship between cultural representation and material practices
- frame a research question
- locate and evaluate scholarly sources
- evaluate theoretical positions of sources
- articulate views in class
- give informal presentation of critical positions
- give formal presentation of critical positions
- present and defend own critical position in formal arenas

Chatham University Film/Digital Video-Making

Media Arts Curriculum

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

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

Program Requirements

Major Requirements for Media Arts major

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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. **3**

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ART213 Special Topics **3**

INTART303 Internship - Art **3**

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The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

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

Graphic Design Concentration

ART117 Drawing I

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. **3**

ART247 Photography III - Advanced Digital Imaging

This course introduces students to computer tools that manipulate and enhance digital images. Students learn the skills to enhance varied input in order to create high-quality digital output utilizing Photoshop the industry standard for digital image manipulation. Emphasis is placed on the fundamentals of the interface, understanding resolution, drawing and painting, masking, layering/compositing, color correction and retouching. Cross-listed as COM 247. Additional Fee(s): Applied laboratory fee. **3**

ART245 Design Praxis

This course introduces the 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. **3**

ART261 Web Design 1: code + aesthetics

This course addresses methods for document production and dissemination using global electronic networks. Focus is on authoring nonlinear documents using wysiwyg software and basic web programming languages. Issues of privacy, rights of access, and intellectual property rights are discussed. Students will develop their technical, aesthetic, and conceptual skills by participating in lectures, demonstrations, computer labs, and critiques, as well as participating in critical analysis of various sites and internet strategies. Cross-listed as COM 261. Additional Fee(s): Applied art fee. **3**

ART321 Typography Design Studio

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. **3**

ART353 Print Design

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. Additional Fee(s): Applied art fee. **3**

ART365 Visual Communication

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. **3**

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.

Graphic Design Minor

FDT141 Media Literacy

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 131 and COM 141. Additional fee(s): Course Computing fee. **3**

ART103 Intro to Visual Culture

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 - through the term of study. **3**

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ART261 Web Design 1: code + aesthetics

This course addresses methods for document production and dissemination using global electronic networks. Focus is on authoring nonlinear documents using wysiwyg software and basic web programming languages. Issues of privacy, rights of access, and intellectual property rights are discussed. Students will develop their technical, aesthetic, and conceptual skills by participating in lectures, demonstrations, computer labs, and critiques, as well as participating in critical analysis of various sites and internet strategies. Cross-listed as COM 261. Additional Fee(s): Applied art fee. **3**

Photography Concentration

ART142 Photography I : Black and White Darkroom

This course is designed to introduce students to black and white darkroom photography. Students build on camera skills while investigating 35mm film fundamentals and wet lab methods. They will study exposure and printing in the black and white darkroom. A range of photographic materials, analog processes, and techniques will be covered. Students will study the photograph as a medium for documentation, representation, and expression. Cross-listed as COM 142. Additional Fee(s): Applied laboratory fee. **3**

ART152 Photography II - Introduction to Digital Photography

This course introduces students to the basic aesthetic grammar of digital photography and provides a historical and critical context for looking at and making photographs. Students will use their own digital cameras with manually adjustable focus, exposure manipulation, photo finishing techniques and printing processes. They will also learn the fundamentals of digital capture and will utilize Adobe Bridge and Lightroom software for file processing, management, and output. Cross-listed as COM 152. Additional Fee(s): Applied art fee. **3**

ART241 Lighting Principles

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. Additional Fee(s): Applied art fee. **3**

ART247 Photography III - Advanced Digital Imaging

This course introduces students to computer tools that manipulate and enhance digital images. Students learn the skills to enhance varied input in order to create high-quality digital output utilizing Photoshop the industry standard for digital image manipulation. Emphasis is placed on the fundamentals of the interface, understanding resolution, drawing and painting, masking, layering/compositing, color correction and retouching. Cross-listed as COM 247. Additional Fee(s): Applied laboratory fee. **3**

ART388 Landscape Photography

The landscape is fascinating from a natural and contrived point of view. This course explores the art of taking landscape shots digitally with emphasis on composition, focal points, color, light, movement, time of day, framing, and weather conditions. You will explore a range of image capturing from macro flower shots to vast panoramic points of view from urban and rural subject matter. Several new digital image editing **3**

processes will be taught using Photoshop. Additional Fee(s): Applied laboratory fee.

ART481 Event Photography

This practicum is for student's photographing (stills) and digital video for selected Chatham College events along with candid shots of students for college publications, the Communique, PR, and Chatham web pages with name credits on all published work. Earned credits will require the following: 1 credit must cover 2 events. All include lab work. Cross-listed with Com 481. Additional Fee(s): Lab Fee **1**

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.

Photography Minor

FDT141 Media Literacy

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 131 and COM 141. Additional fee(s): Course Computing fee. **3**

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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 - through the term of study. **3**

ART152 Photography II - Introduction to Digital Photography

This course introduces students to the basic aesthetic grammar of digital photography and provides a historical and critical context for looking at and making photographs. Students will use their own digital cameras with manually adjustable focus, exposure manipulation, photo finishing techniques and printing processes. They will also learn the fundamentals of digital capture and will utilize Adobe Bridge and Lightroom software for file processing, management, and output. Cross-listed as COM 152. Additional Fee(s): Applied art fee. **3**

ART358 Photography IV: Studio and Lighting Techniques

Building upon skills learned in previous Photography classes, this foundation course introduces lighting principles in the studio and on location. Assignments include still life and studio and location portraiture. Basic view camera techniques and hand held light meters are introduced. Course focuses on the use of Black-and-White output. Fine art and commercial applications are equally emphasized. **3**

Film and Digital Technology Concentration

FDT250 Introduction to Digital Video Production

This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on critiques of narrative construction. Cross-listed as ART 250. Additional Fee: Applied Art fee. **3**

FDT350 Intermediate Digital Video Production

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, transiitional effects, and other editing processes, students will render sophisiticated 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. Additional fee: course computing fee. **3**

FDT450 Advanced Digital Video Production Studio

This studio course is an intensive laboratory that looks at advanced methods of digital video production, including highly developed lighting practices, audio recording and mixing, nonlinear editing, and digital effects. Students will also experiment with various ways in which to prepare video for web streaming or embedding compressed video in multimedia applications. This course includes regularly scheduled screenings of significant experimental video and multimedia projects - continuing to engage students in conversations of aesthetic, structural, and critical concern. Cross-listed as ART 450. **3**

FDT213 Special Topics

3

FDT261 Web Design I: Code + Aesthetics

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 authorizing 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 261. Additional fee: Course computing fee. **3**

FDT369 Interactive Strategies **3**

FDT421 Digital Animation and Compositing

This production course provides an introduction to computer animation and visual effects. Stuents 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. **3**

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.

Film and Digital Technology Minor

FDT141 Media Literacy

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 131 and COM 141. Additional fee(s): Course Computing fee. **3**

FDT161 Introduction to Film, Video and New Media Art

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 **3**

this course include questions of history and memory, self and other, and identity in both the Western and non-Western contexts.

FDT250 Introduction to Digital Video Production

This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on critiques of narrative construction. Cross-listed as ART 250. Additional Fee: Applied Art fee. **3**

FDT350 Intermediate Digital Video Production

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, transiitional effects, and other editing processes, students will render sophisiticated 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. Additional fee: course computing fee. **3**

FDT313 Special Topics **3**

Media Arts Learning Outcomes

College-Wide Goals & Objectives

This section explains how the Media Arts Major meets the overarching objectives at Chatham University.

1. **Information Literacy**

    a. Students must effectively locate and gather information for research and media-related analysis through a variety of information media.
    b. Students must be able to properly evaluate the quality of the information and its sources.
    c. Students must utilize their knowledge gathered from various media sources to render well-communicated, designed and conceptualized projects and/or research papers in response to their contextual analysis.

2. **Critical Reading**

    a. Students must evaluate films, photos and design projects and theories related to critical visual studies through a combination of written and online texts, hand-outs, journal articles, film/video screenings, artist discussions and in-class lectures, conversations and demonstrations.
    b. Students must assess the quality of gathered and presented information as well as its sources.

3. **Analytical Thinking**

    a. Students must critically investigate and respond to the work of other media artists, filmmakers and theorists as well as the work of their peers during critique sessions.
    b. Students must look for multidisciplinary relationships between media arts and other fields of research, examining the role of the artist as well as film, video, photo, design and new media works within a broader social context.
    c. Students must exhibit a critical understanding of related technical concerns, representational issues, aesthetic practices, ideas and concepts through original projects and/or papers.

4. **Problem Solving**

    a. Students must transform critical and analytical research into well-conceptualized projects and informed responses.
    b. Students must be able to move from concept to project actualization.
    c. Students must have a strong understanding of the technical in order to properly troubleshoot and solve technical issues related to a project.

5. **Public Written Communication**

    a. Students must communicate clearly by writing research or response papers of various lengths, which support coursework requirements.
    b. Students must communicate their conceptual and creative concepts clearly in written project statements.
    c. Students must formulate a point of view and be able to defend it within the written format.

6. **Public Oral Communication**

    a. Students must communicate ideas clearly in oral presentations.
    b. Students must actively participate in classroom discussions and group critique sessions.
    c. Students must formulate a point of view and be able to defend it orally.

Program-Specific Goals & Objectives

This section explains the discipline-specific goals and objectives of Media Arts

1. **Media Literacy, Analysis and Context**

    a. Students must have a historical understanding of the media they are using and the ideas they are pursuing in their creative work.
    b. Students must be aware of major theories influencing the photography, graphic design, film, video and new media field.
    c. Students must develop original and well-informed responses to theoretical and critical analysis.
    d. Students must look for interdisciplinary relationships between media arts and other fields of research.

2. **Creative Processes**

    a. Students must develop and transform original concepts into well-conceptualized projects - demonstrating a competency in project design development.
    b. Students must choose appropriate media for the development of their project and/or idea.
    c. Students must communicate their processes through various stages of development.

3. **Technical Fundamentals**

    a. Students must have knowledge of the technology they are utilizing for their projects (saving/storing files, various software packages and techniques, hardware, scanning,

photo and digital video equipment).

b. Students must create original projects that draw on their knowledge of the technological form in order to thoroughly investigate relationships between concept development and media used.
c. Students must properly troubleshoot and solve technical-related problems.

4. **Professional Practice**

a. Students must develop projects with an understanding of a diversified audience.
b. Students must properly document their projects, choosing appropriate forms of media.
c. Students must have an understanding of relevant journals, festivals, firms, etc. for later distribution or field contribution.
d. Students must develop field-appropriate professional portfolios and be able to communicate their projects clearly.
e. Students must develop attitudes of professional responsibility and accountability.
f. Students must develop professional discipline (time-management, organizational skills).

Master of Fine Arts in Film and Digital Technology (MFA) Curriculum

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.

Program Requirements

Degree Requirements

36 credits, including:

FDT543 The Media Production Industry

This course is offered in the final semester of the program and is designed to enhance the ability of graduates to establish themselves in the media production industry. **3**

FDT550 Media Project I: Digital Video Production

Presents technical practices of digital video production: nonlinear editing, foundations of alternative screenwriting, videography, sound production, and other media-related processes are explored. Additional fee: Computing fee. **3**

FDT650 Media Project II: Advanced Digital Video Productio

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. Addtional Fee(s): Course Computing Fee **3**

FDT675 Media Project III: Advanced Sound Production

Focuses on advanced sound recording, editing, and mixing technologies using PRo Tools digital audio workstation. Additional Fee(s): Course Computing fee **3**

FDT676 Media Project IV: Visual Effects & Animation Modes

Extends to visual effects, animation modes and compositing. Students will utilize this course to develop their masters' thesis topic and begin pre-production processes. Additional Fee: Course Computing Fee **3**

FDT641 The Craft of Screenwriting

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 literary tools available to filmmakers in this genre. **3**

FDT563 Media Contexts I: Media History

Provides overview for incoming graduate students of current rhetorical concerns related to independent media, film production, and histories. **3**

FDT663 Media Contexts I: Theory

Analyzes the aesthetic conventions, narrative, and formats of new media, as well as the impact digital technologies have had on existing media. **3**

FDT571 e-Merging Media I

Maps ways the 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 fees: Course Computing fee **3**

FDT671 Emerging Media II: Advanced Web Design

Focuses on the technical through advanced study. Students will produce DVD, CD-Rom, and other interactive projects. Additional Fees: Course Computing Fee **3**

FDT677 Media Project V

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: Course Computing Fee **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 (MFA) Learning Outcomes

At the completion of the MFA program students will:

- Develop and hone skills in creating, editing and revising in the student's primary genre.
- Demonstrate ability to read and respond thoughtfully and critically in both oral and written form to other student’s work.
- Demonstrate knowledge of how to perform in a workshop situation.
- Recognize and write within the genres of nature, environmental or travel writing.
- Write and publically present (orally) a polished creative manuscript of marketable quality.
- Cultivate a professional identity in terms of self-presentation in both written and oral forms to include reading their work aloud at public venues, interviewing other writers, attending outside readings, writing book reviews and organizing literary events.
- Demonstrate understanding of the theory and practice of literary publishing, including the practice of submitting work to literary journals and/or to quality trade publishers.
- Develop a nuanced sense of place and the ways in which place is important to the student’s work.
- Travel to a national or international destination and generate creative works from that experience
- Analyze and write with care about literary texts of considerable difficulty.
- Recognize critical positions and literary arguments, including the student’s own critical and aesthetic position.
- Demonstrate a good reading knowledge of modern and contemporary literature and how the student’s own work fits within a literary tradition.
- Demonstrate knowledge of the theory and practice of teaching creative writing.

Master of Fine Arts in Film and Digital Technology (MFA) Admission Requirements

1. Have a completed baccalaureate degree from an accredited college or university, with an 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 extreme promise through their other achievements.)
2. Portfolio or other examples of work in film and/or digital media
3. Completed application for admission, including:
    - Online application
    - Official transcripts from all colleges and universities attended
    - Resume and/or additional supporting information on professional or volunteer activities
    - 3-5 page statement of previous experience and current goals in the field
    - Two letters of recommendation

Recommended Deadlines:

- Spring Enrollment - **November 1**
- Fall Enrollment - **July 1**

We will continue to accept applications after the recommended deadline (July 1) as there is space available in the program. If you are applying after this deadline please check with the your admission counselor, Athena Wintruba, at graduate@chatham.edu or 412-365-1141

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Music (BA) Curriculum

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

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

Program Requirements

Major Requirements

14 courses, including

MUS159	**Music Fundamentals** 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 MUS161: Music Theory I.	**3**
MUS161	**Diatonic Tonal Harmony** 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.	**4**
MUS252	**Chromatic Tonal Harmony** 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.	**4**

MUS267W History of Music I

These courses examine 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. **3**

MUS368W History of Music II

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. **3**

MUS365 20th-Century Music Analysis

The course introduces students to art music of 20th-century through the technical analysis of pitch, rhythmic, formal, and timbral structures. Composers whose work is studied in this course include, but are not limited to, Arnold Schoenberg, Anton Webern, Igor Stravinsky, Pierre Boulez, Charles Ives, John Cage, Morton Feldman, and Iannis Xenakis. **3**

Applied music or composition (2-3)
Applied music or composition (2-3)
Applied music or composition (2-3)
Applied music or composition (2-3)

MUS262 Introduction to Computer Music

The course is a composition-focused introduction to computer music resources. Basic principles of digital audio and acoustics/psychoacoustics, as well as the history of electroacoustic and computer music, are introduced. A range of software applications are used for recording, editing, sequencing, synthesis, and processing. Discussion of compositon strategies and aesthetic issues guide the use of such techniques in creative projects. **3**

INTMUS303 Internship - Music **3**

MUS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative **3**

capstone in an interdisciplinary major must have the approval of both academic programs.

4 two-credit courses in applied music after acceptance into the major program. Basic keyboard proficiency is expected for completion of the music major.

Music elective

Choose one of the following music electives.

MUS174 Jazz Survey

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. **3**

MUS150 History of Rock, Pop and Soul

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. **3**

MUS210 Music & the Natural World

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. **3**

MUS262 Introduction to Computer Music

The course is a composition-focused introduction to computer music resources. Basic principles of digital audio and acoustics/psychoacoustics, as well as the history of electroacoustic and computer music, are introduced. A range of software applications are used for recording, editing, sequencing, synthesis, and processing. Discussion of compositon strategies and aesthetic issues guide the use of such techniques in creative projects. **3**

MUS266 World Music

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. **3**

Voice Concentration

MUS171 Choir

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. **2**

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

MUS262 Introduction to Computer Music

The course is a composition-focused introduction to computer music resources. Basic principles of digital audio and acoustics/psychoacoustics, as well as the history of electroacoustic and computer music, are introduced. A range of software applications are used for recording, editing, sequencing, synthesis, and processing. Discussion of compositon strategies and aesthetic issues guide the use of such techniques in creative projects. **3**

Four semesters of MUS 183: Composition (3)

Interdisciplinary Major Requirements

9 courses, excluding the Integrative Capstone

MUS161 Diatonic Tonal Harmony

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. **4**

MUS252 Chromatic Tonal Harmony

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. **4**

MUS267W History of Music I

These courses examine 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. **3**

MUS368W History of Music II

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. **3**

MUS159 Music Fundamentals

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 MUS161: Music Theory I. **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:

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.

Music (BA) Learning Outcomes

Program-Specific Goals & Objectives

This section explains the discipline-specific goals and objectives of the Music program.

1. General musicianship (all concentrations)

Students will acquire:

a. The ability to hear, identify and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture.
b. An understanding of and the ability to read and realize musical notation.
c. An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
d. An acquaintance with a wide selection of musical literature, the principal ears, genres, and cultural sources.
e. The ability of develop and defend musical judgments.

2. Performance

Students will acquire:

a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular concentration.
d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
e. Keyboard competency.
f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

3. Musicianship skills and analysis

Students will acquire:

a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
b. Sufficient understand of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
c. The ability to place music in historical, cultural, and stylistic contexts.

4. Composition and improvisation

Students must acquire a rudimentary capacity to create derivative or original music both extemporaneously and in written form; for examples, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways.

5. History and Repertory

Students must acquire basic knowledge of music history and repertories through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

6. Technology

Students must acquire the ability to use technologies current to their area of specialization.

7. Synthesis

While synthesis is a lifelong process, by the end of the undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition and improvisation; history and repertory; and technology.

The learning outcomes are taken from the National Association of Schools of Music Handbook; the NASM is the primary accrediting agency for collegiate music programs in the United States. Section 1 corresponds to the knowledge and skills associated with the Bachelor of Arts degree, while Sections 2 through 7 correspond to a professional degree, typically the Bachelor of Music. Chatham University increasingly is moving in the latter direction, particularly as our students show interest in the collaborative music education program with Carnegie Mellon and need to pass their audition for admission to that program. I have created a rubric that includes all of the above outcomes, and relates them to Chatham's current curriculum. This will clearly display deficiencies, but will help to determine, of the outcomes not currently addressed by our curriculum, which are less important and which demand curricular adjustment.

Arts Management (BA) Curriculum

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.

Program Requirements

Major Requirements

12 courses, including

ECN102	**Principles of Microeconomics** Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics.	**3**
MTH110	**Elementary Statistics** 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. Three hours of class per week.	**3**
MTH151	**Calculus I** This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week.	**4**

MTH 151 - REQUIRED for students interested in the 5 year CMU program

ACT222	**Financial Accounting Principles I** 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	**3**

organization (private business, not-for-profit, and governmental).

BUS243W Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

INTART303 Internship - Art **3**

ART313 Special Topics **3**

ART490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

OR

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

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

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

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

Arts Management (BA) Learning Outcomes

College-Wide Goals & Objectives

This section explains how the Arts Management Major meets the overarching objectives at Chatham University.

1. **Information Literacy**

    a. Students must effectively locate and gather information for research and media-related and management analysis through a variety of information media.
    b. Students must be able to properly evaluate the quality of the information and its sources.
    c. Students must utilize their knowledge gathered from various media and management sources to render well-communicated, designed and conceptualized projects and/or research papers in response to their contextual analysis.
2. **Critical Reading**

    a. Students must evaluate theories related to critical visual studies and management through a combination of written and online texts, hand-outs, journal articles, and in-class lectures, conversations and demonstrations.
    b. Students must assess the quality of gathered and presented information as well as its sources.
3. **Analytical Thinking**

    a. Students must critically investigate and respond to the work of other media artists, art historians, filmmakers, musicians and business theorists as well as the work of their peers during critique sessions.
    b. Students must look for multidisciplinary relationships between arts, management and other fields of research, examining the role of the artist/musician/art historian and manager within a broader social context.
    c. Students must exhibit a critical understanding of related technical concerns, representational issues, aesthetic practices, management ideas and concepts through original projects and/or papers.
4. **Problem Solving**

    a. Students must transform critical and analytical research into well-conceptualized projects and informed responses.

b. Students must be able to move from concept to project actualization.
c. Students must have a strong understanding of technique, the technical and critical thinking in order to properly troubleshoot and solve issues related to a project.

5. **Public Written Communication**

a. Students must communicate clearly by writing research or response papers of various lengths, which support coursework requirements.
b. Students must communicate their conceptual and creative concepts clearly in written project statements.
c. Students must formulate a point of view and be able to defend it within the written format.

6. **Public Oral Communication**

a. Students must communicate ideas clearly in oral presentations.
b. Students must actively participate in classroom discussions and group critique sessions.
c. Students must formulate a point of view and be able to defend it orally.

Program-Specific Goals & Objectives

This section explains the discipline-specific goals and objectives of the Bachelor of Arts in the Arts Management program.

1. **Content**

a. Ascribe meaning to the visual elements, in all their guises and combinations.
b. Describe the inherent properties of the principal artistic media.
c. Recognize historic styles, their sequence, and the cultural forces that shaped them.
d. Identify business opportunities within the art world.
e. Plan, organize, lead, and control the use of resources to accomplish performance goals in organizations.
f. Apply principles of group and individual dynamics through effective membership in a team + Leadership.
g. Identify issues and problems in human resource management and develop a human resource management plan.

2. **Critical Thinking**

a. Students must critically analyze works of art or written materials within the contemporary discourse of the sub-disciplines: studio art, art history, music, media arts and management.

b. Students must develop a personal conceptual framework for evaluating the relevance of a work, whether visual, aural or verbal, to its larger cultural, social, or historic context.
c. Students must conduct research by selecting and managing both traditional and non-traditional resources to inform decisions.
d. Students must identify business problems, frameworks for their solution and use appropriate problem solving techniques for business problems.

3. **Communication**

a. Students must convey a complex idea effectively through visual means.
b. Students must verbally communicate a complex idea in spoken or written form.
c. Students must employ professional communication conventions, when it is appropriate to do so.
d. Students must communicate effectively in writing, create and deliver effective oral presentations, and contribute effectively to group discussions.

4. **Integrity/Values**

a. Students must treat shared tools, work areas, exhibit spaces, and other resources with respect.
b. Students must evaluate the work and opinions of fellow students with honesty and respect.
c. Students must exercise academic integrity in all forms.
d. Students must articulate ethical issues that occur in business, evaluate alternative courses of action, and evaluate the implications of those actions.

5. **Program Management**

a. Students must produce a cohesive body of work built upon sound professional practices in the field of choice: studio art, music, media arts, art history, and business management.
b. Students must develop and execute projects that take into account resources and timetables.
c. Students must collaborate with peers or professionals, whenever required for the successful completion of a project.
d. Students must plan projects, work in team settings, and deliver project outcomes on time.
e. Students must add diversity and understand the global context of Arts Management.

Visual Arts: Art History (BA) Curriculum

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

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

Program Requirements

Major Requirements

ART103	**Intro to Visual Culture**	
	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 - through the term of study.	**3**
ART117	**Drawing I**	
	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.	**3**
ART132	**History of World Art II: 1400 to Present**	
	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.	**3**

ART208 Introduction to Art Museum Studies

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. **3**

ART214 Design Studio

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. **3**

ART254 Modern Art, 1900 to the Present

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. **3**

ART313 Special Topics **3**

INTART303 Internship - Art **3**

ART490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

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

Art History Concentration

Five Courses

ART231 Renaissance Art

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). **3**

IAR257 20th- and 21st-Century Architecture

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. **3**

ART366 American Art: Colonial to 1900

This course examines the major movements, artists, and cultural issues of American painting, sculpture, and photography from its beginnings to 1900. Special attention is given to works that address definitions of American "identity" and cultural interaction and conflict between races. **3**

ART372 Curating African Art and Artifacts

This course explores the rich diversity of art across sub-Sahara Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork. **3**

Art History Minor

5 courses

ART103 Intro to Visual Culture

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 - through the term of study. **3**

ART132 History of World Art II: 1400 to Present

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. **3**

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Visual Arts: Art History (BA) Learning Outcomes

B.A. in Visual Arts, Art History Concentration

Global and Intercultural Understanding

a. Students must understand the chronology and development of Western art.
b. Students must understand select non-Western cultures from pre-history to the present.
c. Students must demonstrate mastery of the course content through exams, quizzes, written and oral work.
d. Students must have knowledge of historical context.
e. Students must be proficient in analysis of historical and cultural discourse.
f. Students must have a knowledge of the art production of Western cultures from the Italian Renaissance through the Modern and/or Contemporary period and selected non-Western cultures, and the ability to evaluate critical issues in art history by demonstrating mastery the course content through exams, quizzes, written and oral work.

Analysis and Critical Thinking

a. Students must be able to critically analyze and interpret the varied contexts -social, political, cultural, economic, religious, theoretical, etc.- that works of art emerge from and shape through mastery of course content, readings for discussion, and research papers.
b. Students must be able to write creatively and critically about visual art, confidently utilizing diverse methodological approaches common in the discipline.
c. SourcesStudents must be proficient in investigating appropriate sources, primary and secondary, in written work.
d. Students must execute discipline-specific modes of writing in art history, including research papers, exhibition reviews, exhibition didactics (labels, text panels), catalogue entries, etc. Student writing will also demonstrate knowledge of professional standards of style, word usage, citation, and illustration in art history.

Professional Practice and Presentation

a. Students must demonstrate the ability to communicate orally in the discipline through knowledge and use of specialized vocabulary and summarizing professional scholarship and articulating cogent criticism, evaluating content, clarity, and substance through discussions and presentations.
b. Students must have experiential opportunities to work with actual works of art through field

trips to local and regional sites and course assignments, work with the university art collections, and curating or planning exhibitions for the university art gallery, in addition to an enhanced understanding of the institutions that display and conserve art collections.

c. Students must be prepared for graduate study in Art History, Museum Studies, Museum Education, or entry-level work in the art field through mastery of the curriculum and internships/independent studies

Visual Arts: Studio Arts (BA) Curriculum

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

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

Program Requirements

Major Requirements

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ART117	**Drawing I**	
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ART313 Special Topics **3**

INTART303 Internship - Art **3**

ART490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

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

Studio Arts Concentration

Six courses:

ART105 Sculpture I

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. **3**

ART111 Ceramics I

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. **3**

ART127 Printmaking I

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. **3**

ART _05 or ART _27: One Advanced Studio in Ceramics or Sculpture (3)
ART _11 or ART _27 or ART _17: One Advanced Studio in Painting, Printmaking, or Drawing (3)

Studio Arts Minor

Five courses:

ART103 Intro to Visual Culture

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 - through the term of study. **3**

ART254 Modern Art, 1900 to the Present

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. **3**

ART214 Design Studio

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. **3**

ART117 Drawing I

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. **3**

One Studio art class

Visual Arts: Studio Arts (BA) Learning Outcomes

B.A. in Visual Arts, Studio Concentration

College-Wide Goals & Objectives

This section explains how the Visual Arts, Studio Concentration Major meets the overarching objectives at Chatham University.

1. **Information Literacy**
    a. Students must effectively locate and gather information for research and medium-related analysis through a variety of information media.
    b. Students must be able to properly evaluate the quality of the information and its sources.
    c. Students must utilize their knowledge gathered from various media sources to render well-communicated, designed and conceptualized projects and/or research papers in response to their contextual analysis.
2. **Critical Reading**
    a. Students must evaluate art and theories related to critical visual studies through a combination of written and online texts, hand-outs, journal articles, art shows in galleries and museums, artist discussions and in-class lectures, conversations and demonstrations.
    b. Students must assess the quality of gathered and presented information as well as its sources.
3. **Analytical Thinking**
    a. Students must critically investigate and respond to the work of other artists, and theorists as well as the work of their peers during critique sessions.
    b. Students must look for multidisciplinary relationships between art, studio practice and other fields of research, examining the role of the artist as well as art works within a broader social context.
    c. Students must exhibit a critical understanding of related technical concerns, representational issues, aesthetic practices, ideas and concepts through original projects and/or papers.
4. **Problem Solving**
    a. Students must transform critical and analytical research into well-conceptualized projects and informed responses.

b. Students must be able to move from concept to project actualization.
c. Students must have a strong understanding of technique in order to properly troubleshoot and solve conceptual and creative issues related to a project.

5. **Public Written Communication**

a. Students must communicate clearly by writing research or response papers of various lengths, which support coursework requirements.
b. Students must communicate their conceptual and creative concepts clearly in written project statements.
c. Students must formulate a point of view and be able to defend it within the written format.

6. **Public Oral Communication**

a. Students must communicate ideas clearly in oral presentations.
b. Students must actively participate in classroom discussions and group critique sessions.
c. Students must formulate a point of view and be able to defend it orally.

Program-Specific Goals & Objectives

This section explains the discipline-specific goals and objectives of Visual Arts, Studio Concentration major.

1. **Media Literacy, Analysis and Context**

a. Students must have a historical understanding of the medium they are using and the ideas they are pursuing in their creative work.
b. Students must be aware of major theories influencing the art field.
c. Students must develop original and well-informed responses to theoretical and critical analysis.
d. Students must look for interdisciplinary relationships between art, art history, and other fields of research.

2. **Creative Processes**

a. Students must develop and transform original concepts into well-conceptualized projects – demonstrating a competency in project development.
b. Students must choose appropriate medium for the development of their project and/or idea through models, sketches, proposals, and aesthetic choices.
c. Students must communicate their creative expression through project presentation at various stages of development.

3. **Technical Fundamentals**

a. Students must have knowledge of the medium they are utilizing for their projects.
b. Students must create original projects that draw on their knowledge of the medium in

order to thoroughly investigate relationships between concept development and media used.

c. Students must properly troubleshoot and solve medium-related problems.

4. **Professional Practice**

a. Students must develop projects with an understanding of a diversified audience.
b. Students must properly document their projects, choosing appropriate forms of media
c. Students must have an understanding of relevant journals, festivals, firms, etc. for later distribution or field contribution.
d. Students must develop field-appropriate professional portfolios and be able to communicate their projects clearly.
e. Students must develop attitudes of professional responsibility and accountability.
f. Students must develop professional discipline (time-management, organizational skills).

Education (BA) Curriculum

This program involves both classroom study and extensive field experiences, culminating in a fulltime, semesterlong Student Teaching experience. In accordance with the Pennsylvania State Department of Education (PDE) requirements, candidates must satisfy all regulations pertaining to teacher training contained in the Pennsylvania School Code. These regulations are subject to change by the State of Pennsylvania. Students will be required to comply with any such regulations that are instituted before they can apply for certification through PDE. In addition, students must have a valid (less than one year old) Child Abuse, Pennsylvania Criminal History and Federal Criminal History Record to enter a school for any and all field work. A P.P.D Tuberculin (TB) Test and a physical exam may also be required to complete field work. Students must apply for clearances the semester prior to taking a course with an embedded field placement as it may take up to 6-8 weeks to obtain clearances. Additionally, because education courses contain embedded field placements, are based on mastery of Pennsylvania Department of Education competencies and course content is linked to Pennsylvania Standards, non-Education majors are welcome to enroll in courses, but must be aware of these unique requirements and meet state and PDE requirements.

Once a student earns 48 credits of classwork (or transfers in 48 credits or more) they must apply for advance standing in the education department to receive formal admission per PDE regulations. To be formally admitted to the program for advance standing, a candidate must successfully complete 48 credit hours of coursework, pass all PAPA exams, provide two letters of recommendations and complete an Application for Advanced Standing. Students should contact their advisors for further details.

Requirements for Recommendation for State Certification in Teaching:
The Teacher Preparation Program is a professional program that recommends students for teacher certification in PreK-4 education (PreK-4) and secondary (7-12), biology, chemistry, English, mathematics, physics, and social studies certification. The Teacher Preparation Program also offers K-12 certification in art, this area will require some coursework in both elementary and secondary education. Candidates interested in art education should contact the certification officer or program director. Due to the extensive, hands-on experience in real world classrooms, courses may be offered during the day, in the evening or online.

Program Requirements

PreK-4 Education 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.

EDU104 Perspectives on Education

Students examine the role of teachers and schools in past and contemporary society. Selected educational issues are analyzed including role of technology in the classroom, legal issues for teachers, school-community relations, and current legislative initiatives. A 16 hour field placement is embedded in this course. Additional Fee(s): Field Placement Fee **3**

EDU105 Child Development: Birth Through Grade 4

This course addresses physical, social, cognitivie, and moral development from prenatal stages through middle chlidhood. Students examine child development in the context of social, cultural, 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 challengin for all children. **3**

EDU108 Play and Movement

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 appropriatemenss and the involvement of certain muscle groups and skill requirements. Students design an original game targeting the development of age-specific skills. **1**

EDU205 ELL Teaching Strategies for Classroom Teachers

This course explores how effective language development results in children who successfully learn to read and can use reading effectively in 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 classified as English as second language (ELL) students. **3**

EDU207 Trends and Issues in Early Childhood Education

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 the 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. **3**

EDU219W Cognitive Learning Theories

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. **3**

EDU230 Mathematical Foundations

This course relates the principles and process skills of basic mathematics to effective teaching with the best practices in the classrom. Concrete experiences iwth manipulatives and hands-on learning are an important piece in this course. In this course, studetns will acquire the skills necessary for informed decision-making in planning, facilitation of learning based on knowledge or research, best practices, state and national performances standards, and assessments. **3**

EDU234 Inclusion: Issues and Strategies

This course provides the conceptual framework for understanding inclusion issues in our public schools. The students discuss the variety of exceptionalities found in public school settings and the resultant impact of inclusion policy upon instructional practice. A field placement is embedded in this course. Additional Fee: Field Placement Fee. **3**

EDU240 Integrating the Arts

This interdisciplinary course provdies 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 PA Academic Standards fo 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 hisotry for students pre-Kindertarten through fourth grade. **3**

EDU241 Pedagogical Practices

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is **3**

a theme that is explored throughout the course.

EDU319 Methods of Teaching Elementary Social Studies

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 activitities. A structured field experience is part of this course. **3**

EDU323 Educational Research Methods

This course focuses on basic research methodology in preparation for the senior tutorial project. It provides a general approach for conducting any basic research project. Through a series of readings and meetings with an education program faculty member, the student will explore the various types of educational research, select and define a research question and complete a literature review. The student will also create an outline for the research paper including the appropriate statistical measures. Tutorial guidelins and Institutional Review processes will be reviewed. Students will meet with the faculty mentor, both in person and online. **3**

EDU328 Literacy II: Connections to Literature

This course provides a foundation for selecting age, development, and cultural-appropriate literature that engages children and provides links to reading and writing in content areas. Students evaluate authors, illustrators, and study the varioustypes of literature common to early elementary experiences that develop their emotional, social, language, cognitive, and creative talents. **3**

EDU335 Methods of Teaching Elementary Mathematics

This course is designed to examine and explore recent research developments related to national efforts to reform the teaching and learning of mathematics. Students explore the teaching of mathematics in grades K-8 within the context of child development and learning theroy. Research-based curriculum projects are explored in terms of their ability to promote deep conceptual understanding in mathematics. Considerations involved in examining or developing assessment tasks, instruments, and frameworks are addressed in relation to the content taught. Emphasis also is placed on reviewing specific content topics in math to increase the student's won competencies in these disciplines. **3**

EDU336 Methods of Teaching Elementary Science

This course presents concepts, processes, and skills essential to the elementary school science program. The standards set by the National Science Teachers Association serve as a framework for the course. Inquiry teaching and learning are **3**

experienced through research-based national programs.

EDU400 Data Driven Instruction Decisions

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. **2**

EDU409 Differentiated Reading and Writing

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 practive and assessment to help all students achieve. **3**

EDU411 Early Elementary Curriculum

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. **3**

EDU430 Diverse Family and Community Partnerships

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 partnership. **3**

EDU431 Assessment and Adaptation

Students investigate the assessment of indiciduals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social reponsibility of professionals to exercise fairness and accuracy in the assessment process. **3**

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K-12 Teaching Certification Visual Arts Concentration

Click Here to view certification

Note: courses are not necessarily taken in numerical order.

Art History courses

ART132 History of World Art II: 1400 to Present

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. **3**

2 course Art History concentration

Studio Courses

ART105 Sculpture I

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. **3**

ART111 Ceramics I

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. **3**

ART115 Painting I

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. **3**

ART117 Drawing I

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. **3**

ART127 Printmaking I

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. **3**

ART141 Media Literacy

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 141. Additional Fee(s): Course Computing Fee. **3**

ART490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an **3**

interdisciplinary major must have the approval of both academic programs.

Three additional courses in advanced studio work

One photography course

Education Courses

EDU104 Perspectives on Education

Students examine the role of teachers and schools in past and contemporary society. Selected educational issues are analyzed including role of technology in the classroom, legal issues for teachers, school-community relations, and current legislative initiatives. A 16 hour field placement is embedded in this course. Additional Fee(s): Field Placement Fee **3**

EDU105 Child Development: Birth Through Grade 4

This course addresses physical, social, cognitivie, and moral development from prenatal stages through middle chlidhood. Students examine child development in the context of social, cultural, 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 challengin for all children. **3**

EDU205 ELL Teaching Strategies for Classroom Teachers

This course explores how effective language development results in children who successfully learn to read and can use reading effectively in 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 classified as English as second language (ELL) students. **3**

EDU234 Inclusion: Issues and Strategies

This course provides the conceptual framework for understanding inclusion issues in our public schools. The students discuss the variety of exceptionalities found in public school settings and the resultant impact of inclusion policy upon instructional practice. A field placement is embedded in this course. Additional Fee: Field Placement Fee. **3**

EDU240 Integrating the Arts

This interdisciplinary course provdies 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 PA Academic Standards fo the Arts and Humanities in Art, Music, Theater, and Dance; and learn how to integrate these standards into **3**

interdisciplinary lessons in literacy, mathematics, science and hisotry for students pre-Kindertarten through fourth grade.

EDU241 Pedagogical Practices

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is explored throughout the course. **3**

EDU400 Data Driven Instruction Decisions

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. **2**

EDU409 Differentiated Reading and Writing

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 practive and assessment to help all students achieve. **3**

EDU431 Assessment and Adaptation

Students investigate the assessment of indiciduals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social reponsibility of professionals to exercise fairness and accuracy in the assessment process. **3**

EDU437 Methods of Teaching Elementary Art

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 **3**

children. This course contains an embedded field experience of 16 hours in an elementary art classroom. Additional Fee: Field Placement Fee

EDU430 Diverse Family and Community Partnerships

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 partnership. **3**

Secondary Education Certification

Click here to view the certification.

EDU104 Perspectives on Education

Students examine the role of teachers and schools in past and contemporary society. Selected educational issues are analyzed including role of technology in the classroom, legal issues for teachers, school-community relations, and current legislative initiatives. A 16 hour field placement is embedded in this course. Additional Fee(s): Field Placement Fee **3**

EDU205 ELL Teaching Strategies for Classroom Teachers

This course explores how effective language development results in children who successfully learn to read and can use reading effectively in 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 classified as English as second language (ELL) students. **3**

EDU234 Inclusion: Issues and Strategies

This course provides the conceptual framework for understanding inclusion issues in our public schools. The students discuss the variety of exceptionalities found in public school settings and the resultant impact of inclusion policy upon instructional practice. A field placement is embedded in this course. Additional Fee: Field Placement Fee. **3**

EDU241 Pedagogical Practices

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and **3**

assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is explored throughout the course. **3**

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EDU415 Secondary School Curriculum

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. **3**

EDU430 Diverse Family and Community Partnerships

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 partnership. **3**

EDU431 Assessment and Adaptation

Students investigate the assessment of indiciduals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social reponsibility of professionals to exercise fairness and accuracy in the assessment process. **3**

EDU104 Perspectives on Education

Students examine the role of teachers and schools in past and contemporary society. Selected educational issues are analyzed including role of technology in the classroom, legal issues for teachers, school-community relations, and current legislative initiatives. A 16 hour field placement is embedded in this course. Additional Fee(s): Field Placement Fee **3**

EDU205 ELL Teaching Strategies for Classroom Teachers

This course explores how effective language development results in children who successfully learn to read and can use reading effectively in 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 classified as English as second language (ELL) students. **3**

EDU241 Pedagogical Practices

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is explored throughout the course. **3**

EDU234 Inclusion: Issues and Strategies

This course provides the conceptual framework for understanding inclusion issues in our public schools. The students discuss the variety of exceptionalities found in public school settings and the resultant impact of inclusion policy upon instructional practice. A field placement is embedded in this course. Additional Fee: Field Placement Fee. **3**

EDU241 Pedagogical Practices

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and **3**

assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is explored throughout the course. **3**

EDU400 Data Driven Instruction Decisions

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. **2**

EDU409 Differentiated Reading and Writing

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 practive and assessment to help all students achieve. **3**

EDU415 Secondary School Curriculum

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. **3**

EDU430 Diverse Family and Community Partnerships

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 partnership. **3**

EDU431 Assessment and Adaptation

Students investigate the assessment of indiciduals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social reponsibility of professionals to exercise fairness and accuracy in the assessment process. **3**

Master of Arts in Teaching (MAT) Curriculum

The Master of Arts in Teaching degree 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 MAT also offers K-12 certification in art, which requires some coursework in both elementary and secondary education. Candidates interested in art or secondary education should hold a bachelor's degree in their specific field. Education courses are held both in class and online.

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

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 nondegree are not guaranteed to count towards the degree. In cohort programs, degree-seeking students will be given preference for available seats.

Additional Information:

All students seeking Pennsylvania state certification must have the following:

- six credits in English, including three credits in composition or writing and three credits in literature (American or British Literature), and
- six credits in college-level mathematics prior to entering the program.

Program Requirements

Grades PreK-4

52 credits, including:

EDU502 Perspectives on Education

This course examines the influences that have resulted in the unique role of the teacher and school in our society in the past as well as the present. Topics include needs of exceptional children, the role of technology in education, and school-community relations. Students are requied to complete a major research project that addresses a currenty educational issue. Co-Requisite: EDU580 **2**

EDU508 Games Children Play

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. **1**

EDU509 Trends and Issues in Early Childhood Education **3**

EDU510 Differentiated Reading and Writing

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing in content areas to students with disabilities. **3**

EDU511 Early Elementary Curriculum

Students explore the teaching of all content areas in the early childhood setting. Students experience using a computer as a teaching tool, and examine and evaluate instructional software. A capstone research paper or project will demonstrate theory-based best practices to develop a curriculum for use in the the early childhood classroom. **3**

EDU514 Data Driven Instructional Decisions

The importance of making decisions based on actual data collected on students now plays a major role in all schools. Data review goes beyond standardized test results and includes summative an formative assessment results. The connection between curriculum and assessments assessing a student's progress needs to be viewed as a guide to effective educational decision making. **2**

EDU530 Diverse Family and Community Partnerships

Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated taht partnerships can havea positive impact. A number of studies highlight the positive **3**

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. Must be taken with student teaching.

EDU534 Methods of Teaching Elementary Social Studies

This course is designed to provide students with the knowledge and tools needed to be effective elementary social studies teachers. Students will learn strategies that allow for diverse learners to "experience" social studies, and to integrate social studies with all other subject areas. In this course, together we will attempt to establish a "social curriculum" that starts with the social studies, includes all academic areas, and expands into the halls, the playground, and into the world. **2**

EDU535 Methods of Teaching Elementary Mathematics

This course explores recent research developments of national reform efforts in teaching mathematics. Students explore the teaching of mathematics within the context of child development and learning 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. **3**

EDU536 Methods of Teaching Elementary Science

This course explores recent developements of national reform efforts in teaching science based on developmental and learning theory. Students will learn hands-on innovative classroom practices and review national and state standards for science education. Methods for increasing content knowledge related to schedule and technology will be explored. **2**

EDU607 Child Development and Learning Theory

Focusing on child development from the prenatal stage to age 12, this course emphasizes current research on physical, cognitive, and social development. Students examine the nature of adolescent development, implications of the cognitive and affective characteristics of adolescents in the selection of instructional methods and materials, and structural and organizational features of typical high schools. **3**

EDU609 Literacy

The interrelationships among listening, speaking, writing, and reading are investigated with a view toward emphasis on the impact that classroom organization, patterns, materials, and approaches have on teacher effectiveness in teaching elementary and early childhood-aged students, individually and in groups. Students are required to complete a major research paper or project in which they demonstrate knowledge of and skill in using teaching strategies that reinforce the theoretical considerations of **3**

the course.

EDU634 Inclusion: Issues and Strategies

This course surveys practices of inclusion in education. It encompasses the historical precendents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of of learning experiences throughout the course. **3**

EDU639 Integrating the Arts

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 content areas 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. **3**

EDU657 ELL Teaching Strategies for Classroom Teachers

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. **3**

EDU696 Student Teaching

During one 8 week elementary and one 8 week secondary placement, student teachers will plan and implement lessons, and assume other appropiate instructional responsibilities under the guidance of an experienced teacher and a college professor. Students develop a portfolio based on the PDE form 430 to document their competencies for certification. Pre-requisites: Completion of all program requirements. **9**

EDU664 Behavior Management in the Classroom

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. Crisis intervention and conflict resolution are explored as strategies for confronting challenging behaviors. **3**

EDU580 Supervised Field III Experience

This field placement offers the student the opportunity to experience and assess the culture of a school. Daily interactions among teachers, students, administration, and support staff in a unique physical setting provide the pre-service teacher with a comprehensive overview of school life. **0**

EDU581 Pedagogical Practices

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is experienced throughout the course. **1**

Secondary

(biology, chemistry, English, mathematics, physics or social studies) 44 credits, including:

EDU502 Perspectives on Education

This course examines the influences that have resulted in the unique role of the teacher and school in our society in the past as well as the present. Topics include needs of exceptional children, the role of technology in education, and school-community relations. Students are requied to complete a major research project that addresses a currenty educational issue. Co-Requisite: EDU580 **2**

EDU510 Differentiated Reading and Writing

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing in content areas to students with disabilities. **3**

EDU515 Secondary School Curriculum

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. **3**

EDU516 Methods of Teaching Secondary English

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: EDU515 and EDU581 **3**

OR

EDU517 Teaching Methods in Secondary Social Studies

This course developes 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 context standards. Steudents learn to frame issues, help students research and analyze data and information to construct meaning and understanding. Co-Requisites: EDU515 and EDU581 **3**

OR

EDU518 Methods of Teaching Secondary Science

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: EDU515 and EDU581 **3**

OR

EDU514 Data Driven Instructional Decisions

The importance of making decisions based on actual data collected on students now plays a major role in all schools. Data review goes beyond standardized test results and includes summative an formative assessment results. The connection between curriculum and assessments assessing a student's progress needs to be viewed as a guide to effective educational decision making. **2**

EDU530 Diverse Family and Community Partnerships

Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated taht partnerships can havea 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. Must be taken with student teaching. **3**

EDU605 Instructing Students With Autism Spectrum Disorders

This course is designed to focus on pertinent issues and topics that concern students with autism. Spectrum disorders. This course provides an overview of evidenced-based instructional strategies used to teach students with autism as well as ways to collaborate with individuals in the home, school, and community. Topics will cover specific instructional strategies, family/community relations, behavior, inclusion and transition. **3**

EDU634 Inclusion: Issues and Strategies

This course surveys practices of inclusion in education. It encompasses the historical precendents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of of learning experiences throughout the course. **3**

EDU657 ELL Teaching Strategies for Classroom Teachers

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. **3**

EDU696 Student Teaching

During one 8 week elementary and one 8 week secondary placement, student teachers will plan and implement lessons, and assume other appropiate instructional responsibilities under the guidance of an experienced teacher and a college professor. Students develop a portfolio based on the PDE form 430 to document their competencies for certification. Pre-requisites: Completion of all program requirements. **9**

EDU664 Behavior Management in the Classroom

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. Crisis intervention and conflict resolution are explored as strategies for confronting challenging behaviors. **3**

EDU581 Pedagogical Practices

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and **1**

assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is experienced throughout the course.

EDU505 Issues of Poverty in Education

This course focuses on the characteristics and effects of poverty on education. Definitions and types of poverty are examined. The impact of poverty on cognitive and physical development as well as learning and behavior on individuals is examined. The influences of poverty on classroom and schools is assessed. Strategies to teach students of poverty and combat poverty in schools are discussed. **3**

EDU583 Conflict Resolution

This course teaches students how to avoid conflicts from developing and explores methods to resolve conflict. This course also defines and presents a mediation process that employs a specific set of techniques that enables students to peacefully resolve conflict. Students taking this course will learn to manage conflict in their personal life, classroom, and in the workplace. **1**

EDU524 Teaching in a Urban Schools

This course helps future teachers understand the complexities of teaching in a culturally diverse classroom. Students learn how to work effectively with students from various socioeconomic, religious, ethnic, and cultural groups. Students complete a major research project reflecting an understanding of best practices in effectively developing multicultural learning communities. **2**

Art Education K-12

Programs in these areas require some coursework in both elementary and secondary education. Candidates for these degrees should contact the certification officer or program chairperson. 43 credits, including:

EDU502 Perspectives on Education

This course examines the influences that have resulted in the unique role of the teacher and school in our society in the past as well as the present. Topics include needs of exceptional children, the role of technology in education, and school-community relations. Students are requied to complete a major research project that addresses a currenty educational issue. Co-Requisite: EDU580 **2**

EDU510 Differentiated Reading and Writing

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing in content areas to students with disabilities. **3**

EDU514 Data Driven Instructional Decisions

The importance of making decisions based on actual data collected on students now plays a major role in all schools. Data review goes beyond standardized test results and includes summative an formative assessment results. The connection between curriculum and assessments assessing a student's progress needs to be viewed as a guide to effective educational decision making. **2**

EDU515 Secondary School Curriculum

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. **3**

EDU530 Diverse Family and Community Partnerships

Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated taht partnerships can havea 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. Must be taken with student teaching. **3**

EDU531 Assessment and Adaptation

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. **3**

EDU537 Methods of Teaching Elementary Art

Students approach the teaching of art consistent with national standards of pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience to elementary school children. This course contains an embedded field experience of 16 hours in an elementary art classroom. **3**

EDU547 Methods of Teaching Secondary Art

Students approach the teaching of art consistent with national standards of pedagogy and art. This course approaches the teaching of art in the secondary school as a means of exploring the meaning and relevance of art to humanity. This course explores methods for engaging students in art experiences through a variety of teaching. This course contains an embedded field experience of 16 hours in a secondary art classroom. **3**

EDU607 Child Development and Learning Theory

Focusing on child development from the prenatal stage to age 12, this course emphasizes current research on physical, cognitive, and social development. Students examine the nature of adolescent development, implications of the cognitive and affective characteristics of adolescents in the selection of instructional methods and materials, and structural and organizational features of typical high schools. **3**

EDU634 Inclusion: Issues and Strategies

This course surveys practices of inclusion in education. It encompasses the historical precendents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of of learning experiences throughout the course. **3**

EDU639 Integrating the Arts

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 content areas 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. **3**

EDU657 ELL Teaching Strategies for Classroom Teachers

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. **3**

EDU696 Student Teaching

During one 8 week elementary and one 8 week secondary placement, student teachers will plan and implement lessons, and assume other appropiate instructional responsibilities under the guidance of an experienced teacher and a college professor. Students develop a portfolio based on the PDE form 430 to document their competencies for certification. Pre-requisites: Completion of all program requirements. **9**

Middle Level

English, Math, Science, Social Studies concentration - 44 credits, including:

EDU502 Perspectives on Education

This course examines the influences that have resulted in the unique role of the teacher and school in our society in the past as well as the present. Topics include needs of exceptional children, the role of technology in education, and school-community relations. Students are requied to complete a major research project that addresses a currenty educational issue. Co-Requisite: EDU580 **2**

EDU503 Young Adolescent Literature

In this course students explore and develop in-depth knowledge of children's literature and its integration into the early childhood or elementary curricula. Students are required to complete a major project using technology and the arts that reflects effective pedagogy. **2**

EDU510 Differentiated Reading and Writing

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing in content areas to students with disabilities. **3**

EDU514 Data Driven Instructional Decisions

The importance of making decisions based on actual data collected on students now plays a major role in all schools. Data review goes beyond standardized test results and includes summative an formative assessment results. The connection between curriculum and assessments assessing a student's progress needs to be viewed as a guide to effective educational decision making. **2**

EDU515 Secondary School Curriculum

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, **3**

and differentiation of instruction are considered.

EDU524 Teaching in a Urban Schools

This course helps future teachers understand the complexities of teaching in a culturally diverse classroom. Students learn how to work effectively with students from various socioeconomic, religious, ethnic, and cultural groups. Students complete a major research project reflecting an understanding of best practices in effectively developing multicultural learning communities. **2**

EDU526 Integrated Humanities Methods

This course addresses theory and practice in teaching secondary school students to read and communicate effectively in the content area. The course proovides strategies for teaching reading, listening, speaking, and writing in the secondary classroom. A research paper or project demonstrating mastery of contact area literact is required. **2**

EDU528 Integrated Math and Science Methods

The purpose of this course is to provide pre-service teachers with experiences, understanding, and methods that they will be able to use in middle level mathematics and science classrooms. Students in this course will build an understanding of the relevant standards, instructional methods, and resources available for the middle level mathematics and science class. **2**

EDU530 Diverse Family and Community Partnerships

Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated taht partnerships can havea 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. Must be taken with student teaching. **3**

EDU580 Supervised Field III Experience

This field placement offers the student the opportunity to experience and assess the culture of a school. Daily interactions among teachers, students, administration, and support staff in a unique physical setting provide the pre-service teacher with a comprehensive overview of school life. **0**

EDU606 Adolescent Development and Learning Theory

This course addresses physical, social, cognitive, and moral development during adolescence. The physical, social, and cognitive changes during puberty are explored in terms of their impact on student participation and performance in school settings. Through the use of case studies, an understanding of the implications of growth and development on instructional planning for effective learning is achieved. **3**

EDU609 Literacy

The interrelationships among listening, speaking, writing, and reading are investigated with a view toward emphasis on the impact that classroom organization, patterns, materials, and approaches have on teacher effectiveness in teaching elementary and early childhood-aged students, individually and in groups. Students are required to complete a major research paper or project in which they demonstrate knowledge of and skill in using teaching strategies that reinforce the theoretical considerations of the course. **3**

EDU618 Instructional Computer Integration

This course helps students develop competency integrating computer technology with the school curriculum. It provides a practical introduction to using computers to help students learn emerging instructional technologies. Special emphasis is on the process and products available through computer technology and educational media. Students prepare an instructional unit integrating a variety of technologies. **2**

EDU634 Inclusion: Issues and Strategies

This course surveys practices of inclusion in education. It encompasses the historical precendents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of of learning experiences throughout the course. **3**

EDU657 ELL Teaching Strategies for Classroom Teachers

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. **3**

EDU673 Instructional Personalization and Transition

This course focuses on the transition of special needs students throughout their school programming. The following topics are examined: parent's needs and methods of collaborating, Early Childhoos Intervention, Inclusion, Sexuality and Transition to Adult Life. **2**

EDU694 Student Teaching for the Urban Fellow

During the 14 week pre-K-6 placement, student teachers will plan and implement lesson and assume other appropriate instructional reponsibilities under the guidance of of an experienced teacher and a college supervisor. Students develop a portfolio based on the PDE Form 430 to document their competencies for certification. **3**

EDU664 Behavior Management in the Classroom

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. Crisis intervention and conflict resolution are explored as strategies for confronting challenging behaviors. **3**

EDU581 Pedagogical Practices

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is experienced throughout the course. **1**

Master of Arts in Teaching (MAT) Admission Requirements

Admission Deadlines

- Fall Recommended Deadline – July 1*
- *Rolling admission for Fall entry until August 1
- Summer Recommended Deadline – April 1

Admission Requirements:

Applicant to the MAT program must submit the following information to the Office of Admissions for review:

- Completed online application
- 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 - In approximately 500 words, please discuss your motivation for pursuing graduate education. How your personal or professional background relates to your interests and goals. What you believe is one of the most serious problems facing American education today and how might you, as a teacher, begin to make a difference for your students. How will the Chatham MAT degree can help you achieve the goals that you have set for yourself.

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

International Applicants

International Applicants to the MA in Teaching program must submit additional documentation to the Office of Admissions.

A list of these documents can be found on the Graduate Admissions Requirement for International Students page.

Pre-requisites

- A baccalaureate degree from an accredited college or university
- Overall GPA of 3.0 on a 4.0 scale
- 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.

Admission Process

After verifying that the minimum academic requirements are met, the 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 admissions 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 achievement as well as their personal characteristics, attributes and experiences. As part of the holistic review, Chatham reserves the right to request a background check prior to offer of admission.

Applicants will be informed by the Office of Admissions about whether or not they have been accepted into the MAT program.

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

More information regarding these clearances is available on the Pennsylvania Department of Education website and click on "Background Checks" in the left-hand menu.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Masters of Education in Special Education (M.Ed) Curriculum

The Master of Education in Special Education (M.Ed.) degree is designed for women and men in the teaching profession in grade PreK-12. The mission of the Chatham University Special Education Program is to prepare teachers in reflective, participatory, and collaborative practices to provide exemplary learning opportunities for children and youth with exceptionalities. The program is designed to develop ethical professionals working with diverse populations in a variety of social and cultural contexts. Students will either choose the PreK-8 Special Education major or the 7-12 Special Education major. Education courses are held both in class and online.

This program involves both classroom study and field experiences, culminating in 150 hour practicum experience in a school setting. In accordance with the Pennsylvania State Department of Education (PDE) requirements, candidates must satisfy all regulations pertaining to teacher training contained in the Pennsylvania School Code. These regulations are subject to change by the State. Students will be required to comply with any such regulations that are instituted before they can apply for certification through PDE. In addition, students must have a valid (less than one year old) Child Abuse, Pennsylvania Criminal History and Federal Criminal History Record to enter a school for any and all field work. A P.P.D Tuberculin (TB) Test and a physical exam may also be required to complete field work.

This 30-credit graduate program addresses all required content and competencies for Special Education certification by the Pennsylvania Department of Education. As with all PA Special Ed certification programs, this is an “add-on” program, built on the student’s existing certification in another area, such as PreK-4, middle grades, or a subject area in secondary education.

Program Requirements

Degree Requirements for PreK-8

30 credits, including:

30 credits, including:

EDU531 Assessment and Adaptation

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. **3**

EDU510 Differentiated Reading and Writing

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing in content areas to students with disabilities. **3**

EDU605 Instructing Students With Autism Spectrum Disorders

This course is designed to focus on pertinent issues and topics that concern students with autism. Spectrum disorders. This course provides an overview of evidenced-based instructional strategies used to teach students with autism as well as ways to collaborate with individuals in the home, school, and community. Topics will cover specific instructional strategies, family/community relations, behavior, inclusion and transition. **3**

EDU634 Inclusion: Issues and Strategies

This course surveys practices of inclusion in education. It encompasses the historical precendents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of of learning experiences throughout the course. **3**

EDU661 High Incidence Disabilities: Instructional Strategies Birth-Grade 8

This course focuses on the design and implementation of an individualized education program for a child with mild learning needs and the selection, design, and adaptation of curriculum and instructional techniques in the areas of reading, language arts, and mathematics. **3**

EDU664 Behavior Management in the Classroom

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. Crisis intervention and conflict resolution are explored as strategies for confronting challenging behaviors. **3**

EDU668 Low Incidence Disabilities: Birth-8th Grade

This course focuses on the design of a comprehensive educational program for students having low incidence disabilities in PREK-8. Teacher Candidates are exposed to the curriculum of students with low incidence disabilities, define various low-incidence disabilities, as well as develop and implement lesson plans, curriculum and assistive technologies. **3**

EDU671 Collaboration, Consultation, and Teamwork

This course focuses on developing effective collaboration skills with members of the school community, as well as the community at large, to provide a realistic and integrated program for all children. Students engage in a variety of group activities that call for the need to analyze group dynamics and implement effective **3**

communication strategies.

EDU690 Practicum in Special Education

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. **6**

For students who have not had at least three credits in Instructional Strategies for Teaching English Language Learners are required by the Pennsylvania Department of Education to take this as one elective.

Degree Requirements for 7-12:

30 credits, including:

30 credits including:

EDU531 Assessment and Adaptation

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. **3**

EDU510 Differentiated Reading and Writing

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing in content areas to students with disabilities. **3**

EDU605 Instructing Students With Autism Spectrum Disorders

This course is designed to focus on pertinent issues and topics that concern students with autism. Spectrum disorders. This course provides an overview of evidenced-based instructional strategies used to teach students with autism as well as ways to collaborate with individuals in the home, school, and community. Topics will cover specific instructional strategies, family/community relations, behavior, inclusion and transition. **3**

EDU634 Inclusion: Issues and Strategies

This course surveys practices of inclusion in education. It encompasses the historical precendents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of of learning experiences throughout the course. **3**

EDU662 Advanced Instructional Interventions 7-12

This course provides an advanced application of recent research and reviews of interventions for individuals with high incidence disabilities in the 7-12 grades. Topics will include: recent research on interventions in reading, writing and math, effective instructional practices, learning strategies, reading, writing and math instructional strategies, content area accommodations, testing accommodations and transition. **3**

EDU664 Behavior Management in the Classroom

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. Crisis intervention and conflict resolution are explored as strategies for confronting challenging behaviors. **3**

EDU671 Collaboration, Consultation, and Teamwork

This course focuses on developing effective collaboration skills with members of the school community, as well as the community at large, to provide a realistic and integrated program for all children. Students engage in a variety of group activities that call for the need to analyze group dynamics and implement effective communication strategies. **3**

EDU690 Practicum in Special Education

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. **6**

For students who have not had at least three credits in Instructional Strategies for Teaching English Language Learners are required by the Pennsylvania Department of Education to take this as one elective.

Masters of Education in Special Education (M.Ed) Learning Outcomes

Students who have completed the Master of Education in Special Education will be able to:

- Explain the processes, practices, and purposes of effective leadership qualities, styles, and skills.
- Describe the processes for assessing training and development needs, the different approaches in designing development programs, and how to evaluate the success of training and development.
- Differentiate the major theories and perspectives used to examine organizational communication and the key strategies for effective communication within and between organizations.
- Integrate effective collaboration skills, analyze group dynamics, and implement effective communication strategies.
- Adapt the tools necessary to plan, design, and develop a special education curriculum and how to use assessment data to improve instruction and student achievement.

Masters of Education in Special Education (M.Ed) Admission Requirements

Admission Deadlines

- Fall Recommended Deadline – July 1*
- Spring Recommended Deadline – November 1

Application Requirements

Applicants to the MEd Special Education program must submit the following information to the Office of Admissions for review:

- Completed online application
- Official transcripts from all colleges and universities attended
- Resume
- Two letters of recommendation
- Admissions essay - In approximately 500 words, please describe an experience that led to your interest in special education. How your personal or professional background relates to your interests and goals. How the Chatham MEd degree can help you achieve the goals that you have set for yourself.
- Provide proof of teaching certification

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

International Applicants

International Applicants to the Master of Education in Special Education program must submit additional documentation to the Office of Admissions.

A list of these documents can be found on the Graduate Admissions Requirement for International Students page.

Pre-requisites

- The Master of Education in Special Education requires that students already be certified in

another area (Pre-K through 4, middle grades, or a secondary area such as English, science, history, etc.)
- A baccalaureate degree from an accredited college or university
- Minimum of a 3.0 GPA
  Probationary admission may be granted for applicants with a GPA of less than a 3.0 who show promise through their other achievements

Admission Process

After verifying that the minimum academic requirements are met, the 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 admissions 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 achievement as well as their personal characteristics, attributes and experiences. As part of the holistic review, Chatham reserves the right to request a background check prior to offer of admission.

Applicants will be informed by the Office of Admissions about whether or not they have been accepted into the MEd Special Education program.

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(PA Criminal), Act 151(Child Abuse), and FBI Criminal History Report. Form PDE 6004 also must be completed for any person entering a school. These are required for all Chatham field placements including observations and student teaching.

More information regarding these clearances is available on the Pennsylvania Department of Education website and click on "Background Checks" in the left-hand menu.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Communication (BA) Curriculum

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

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

Program Requirements

Required Courses for all Concentrations

COM101 Foundations Of Human Communication

A survey of the discipline of communication studies with emphasis on multiple theoretical, and methodological issues relevant to the systematic inquiry and pursuit of knowledge about human communication. This course explores the basic history, assumption, principles, processes, variables, methods, and specialization of human communication as an academic field of study. **3**

COM141 Media Literacy

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 ART141 and FDT141. Additional Fee(s): Course Computing fee. **3**

COM106 Media and Society

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. **3**

COM209 Intercultural Communication: Values and Ethics

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 soically 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 **3**

ethics(cultural relativism) will be examined.

COM234W Persuasion

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. **3**

COM400 Media Ethics and Law Responsibility

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 goverment controls, and the portrayal of people of color, gender issues, sexual diversity issues, and community issues. **3**

COM313 Special Topics **3**

INTCOM303 Internship - Professional Communication **3**

COM490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

Major Requirements: Human Communication

COM251 News Writing and Editing

This production based course introduces students to reporting, structuring and writing print news stories. Students are assigned to cover weekly events and topics in the Pittsburgh area, thus gaining a sense of how news judgment and media ethics are applied to actual reporting assignments. **3**

COM351 Advanced News Writing and Editing

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 goverment. 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. **3**

COM260W Practical Public Relations

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. **3**

COM360 Advanced Public Relations

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. **3**

COM355 Organizational Communication

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. **3**

Major Requirements: Journalism Concentration

COM251 News Writing and Editing

This production based course introduces students to reporting, structuring and writing print news stories. Students are assigned to cover weekly events and topics in the Pittsburgh area, thus gaining a sense of how news judgment and media ethics are applied to actual reporting assignments. **3**

COM351 Advanced News Writing and Editing

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 goverment. 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. **3**

COM374 Photography V - Documentary and Photojournalism

This course will focus on photojournalistic practice and/or a focused exploration of a specific issue in the news. Students will analyze news topics from a practical, ethical, and visual perspective, to produce images that tell stories for newspapers, magazines, books and the Internet. Students will also be introduced to a wide range of approaches and styles of documentary photography with an emphasis on meaning and point of view. Cross-listed with ART374. Additional Fee(s): Applied laboratory fee. **3**

COM261 Web Design I: Code + Aesthetics

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 FDT261. Additional Fee(s): Course Computing Fee. **3**

COM250 Introduction to Digital Video Production **3**

COM353 Print Design

This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn conceptual and technical differences between analog and digital imaging and work with a range of digital tools, including QuarkXpress, AdobeInDesign, and Photoshop. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as ART 353. Additional Fee(s): Applied art fee. **3**

Major Requirements: Public Relations Concentration

COM260W Practical Public Relations

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. **3**

COM360 Advanced Public Relations

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 **3**

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.

COM374 Photography V - Documentary and Photojournalism

This course will focus on photojournalistic practice and/or a focused exploration of a specific issue in the news. Students will analyze news topics from a practical, ethical, and visual perspective, to produce images that tell stories for newspapers, magazines, books and the Internet. Students will also be introduced to a wide range of approaches and styles of documentary photography with an emphasis on meaning and point of view. Cross-listed with ART374. Additional Fee(s): Applied laboratory fee. **3**

COM261 Web Design I: Code + Aesthetics

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 FDT261. Additional Fee(s): Course Computing Fee. **3**

COM250 Introduction to Digital Video Production **3**

COM353 Print Design

This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn conceptual and technical differences between analog and digital imaging and work with a range of digital tools, including QuarkXpress, AdobeInDesign, and Photoshop. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as ART 353. Additional Fee(s): Applied art fee. **3**

Major Requirements: Graphic Design Concentration

COM152 Photography II - Introduction to Digital Photography

This course introduces students to the basic aesthetic grammar of digital photography and provides a historical and critical context for looking at and making photographs. Students will use their own digital cameras with manually adjustable focus, exposure manipulation, photo finishing techniques and printing processes. They will also learn the fundamentals of digital capture and will utilize Adobe Bridge and Lightroom software for file processing, management, and output.Cross-listed as ART 152.Additional Fee(s): Applied art fee. **3**

COM245 Design Praxis

This course introduces the 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. **3**

COM250 Introduction to Digital Video Production **3**

COM353 Print Design

This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn conceptual and technical differences between analog and digital imaging and work with a range of digital tools, including QuarkXpress, AdobeInDesign, and Photoshop. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as ART 353. Additional Fee(s): Applied art fee. **3**

COM321 Typography Design Studio

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. **3**

COM261 Web Design I: Code + Aesthetics

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 FDT261. Additional Fee(s): Course Computing Fee. **3**

Journalism Minor Requirements

COM141 Media Literacy

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 ART141 and FDT141. Additional Fee(s): Course Computing fee. **3**

COM106 Media and Society

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. **3**

COM251 News Writing and Editing

This production based course introduces students to reporting, structuring and writing print news stories. Students are assigned to cover weekly events and topics in the Pittsburgh area, thus gaining a sense of how news judgment and media ethics are applied to actual reporting assignments. **3**

COM351 Advanced News Writing and Editing

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; **3**

and government, covering local, state, and federal goverment. 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.

COM374 Photography V - Documentary and Photojournalism

This course will focus on photojournalistic practice and/or a focused exploration of a specific issue in the news. Students will analyze news topics from a practical, ethical, and visual perspective, to produce images that tell stories for newspapers, magazines, books and the Internet. Students will also be introduced to a wide range of approaches and styles of documentary photography with an emphasis on meaning and point of view. Cross-listed with ART374. Additional Fee(s): Applied laboratory fee. **3**

Public Relations Minor

COM141 Media Literacy

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 ART141 and FDT141. Additional Fee(s): Course Computing fee. **3**

COM106 Media and Society

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. **3**

COM209 Intercultural Communication: Values and Ethics

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 soically 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. **3**

OR

COM234 Persuasion

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. **3**

COM260W Practical Public Relations

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. **3**

COM360 Advanced Public Relations

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. **3**

Graphic Design Minor

COM141 Media Literacy

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 ART141 and FDT141. Additional Fee(s): Course Computing fee. **3**

COM152 Photography II - Introduction to Digital Photography

This course introduces students to the basic aesthetic grammar of digital photography and provides a historical and critical context for looking at and making photographs. Students will use their own digital cameras with manually adjustable focus, exposure manipulation, photo finishing techniques and printing processes. They will also learn the fundamentals of digital capture and will utilize Adobe Bridge and Lightroom software for file processing, management, and output.Cross-listed as ART 152.Additional Fee(s): Applied art fee. **3**

COM321 Typography Design Studio

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. **3**

COM245 Design Praxis

This course introduces the 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. **3**

COM353 Print Design

This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn conceptual and technical differences between analog and digital imaging and work with a range of digital tools, including QuarkXpress, AdobeInDesign, and Photoshop. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as ART 353. Additional Fee(s): Applied art fee. **3**

BA to MA Communications degree (3+1)

Communication (BA) Learning Outcomes

College-Wide Goals & Objectives

This section explains how the B.A. in Communication meets the overarching objectives at Chatham University.

1. **Information Literacy**

    a. Students must effectively locate and gather information for research and media-related analysis through a variety of information media.
    b. Students must be able to properly evaluate the quality of the information and its sources.
    c. Students must utilize their knowledge gathered from various media sources to render well-communicated, designed and conceptualized projects and/or research papers in response to their contextual analysis.
2. **Critical Reading**

    a. Students must evaluate their creative projects to critical communication studies through a combination of written and online texts, hand-outs, journal articles, and in-class lectures, conversations and demonstrations.
    b. Students must assess the quality of gathered and presented information as well as its sources.
3. **Analytical Thinking**

    a. Students must critically investigate and respond to case studies as well as the work of their peers during critique sessions.
    b. Students must look for multidisciplinary relationships between communication and other fields of research, examining the role of the communication professional within a broader social context.
    c. Students must exhibit a critical understanding of related technical concerns, representational issues, aesthetic practices, ideas and concepts through original projects and/or papers.
4. **Problem Solving**

    a. Students must transform critical and analytical research into well-conceptualized projects and informed responses.
    b. Students must be able to move from concept to project actualization.

c. Students must have a strong understanding of the technical in order to properly troubleshoot and solve technical issues related to a project.

5. **Public Written Communication**

    a. Students must communicate clearly by writing research or response papers of various lengths, which support coursework requirements.
    b. Students must communicate their conceptual and creative concepts clearly in written project statements.
    c. Students must formulate a point of view and be able to defend it within the written format.

6. **Public Oral Communication**

    a. Students must communicate ideas clearly in oral presentations.
    b. Students must actively participate in classroom discussions and group critique sessions.
    c. Students must formulate a point of view and be able to defend it orally.

Program-Specific Goals & Objectives

This section explains the discipline-specific goals and objectives of the Bachelor of Arts in the Communication program.

1. **Analysis and Context**

    a. Students must demonstrate competence in researching facts for a communication context.
    b. Students must look for interdisciplinary relationships between communication and other fields of research.

2. **Professional Writing and Speech Processes**

    a. Students must develop and transform original concepts into well-conceptualized projects - demonstrating a competency in writing for Digital media, Public Relations, or Narrative.
    b. Students must demonstrate competence in research methods for the academic study of communication.
    c. Students must demonstrate competence in persuasive expression focused on speech and writing.

3. **Technical Fundamentals**

    a. Students must have knowledge of the technology they are utilizing for their projects

(saving/storing files, various software packages and techniques, hardware, scanning, digital video/photo equipment, etc.).

b. Students must create original projects that draw on their knowledge of the technological form in order to thoroughly investigate representation in news media and commercial media.

4. **Professional Practice**

a. Students must develop editorial projects with an understanding of a diversified audience.
b. Students must develop field-appropriate professional portfolios and be able to communicate their projects clearly.
c. Students must develop attitudes of professional responsibility and accountability.
d. Students must develop professional discipline (time-management, organizational skills).

Master of Arts in Communication (MA) Curriculum

The Master's program in Communication is a professional degree program designed to relate theory and practice. While this is a professional program, the foundations in research and theory offered also equip graduates to pursue doctoral studies in the Communication-related field. This accelerated 30 credit Master's is a hybrid program, blending on-ground courses with select online offerings for increased flexibility. A required core of classes provides foundations in communication research, theory, and ethics.

Students may select one of three tracks to pursue a specialization in: Health Communication, Environmental Communication, or Strategic Communication. These unique tracks provide depth in defined content areas to cultivate expertise and provide necessary skills and knowledge relevant to the specialization.

Curriculum and Courses:
The Masters of Arts in Communication program consists of a core of five courses (15 credits), one specific concentration, and six credits of electives.

Program Requirements

Core Requirements

(5 required courses - 15 credit hours) - required in all three concentrations:

COM525 Communications Research and Theory

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 of development of communication theories. **3**

COM528 Risk and Crisis Communications

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. **3**

COM625 Communications Campaigns

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 commuication channels. **3**

COM675 Communication Law & Ethics

Course provides an examination of the legal and ethical dimensions of communications. The historical development of media law is covered, altheough emphasis is placed on contemporary legal issues. Students explore complex ethical challenges facing media practitioners through case studies, exercises and class discussions. **3**

COM685 Communications Project

This is the capstone project for all students in the Master's in Communications program. This applied learning experience bulids 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. **3**

Environmental Communication

9 credits

COM515 Environmental Communications

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. **3**

SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. **3**

And one of the following:

SUS502 Sustainability and Systems

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 **3**

various systems-based tools.

SUS504 Foundations of Sustainability

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. **3**

SUS590 Careers in Sustainability

This is a graduate level course that will contribute to the mission of SSE in training students in the theories, applications, and assessment of sustainability in a broad range of contexts. **3**

SUS603 Sustainability: Ethics, Equity, Justice

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. **3**

SUS611 Decision Making Under Uncertainty

The application of design principles to data provides a bridge between the increasing volume of information that we encounter everyday to evidence-based, decision-making toward sustainable systems. This course provides a hands-on introduction to data analysis, data visualization techniques, and software for translating complexity and uncertainty into useful products. **3**

SUS624 New Media, Science, & Society

Digital photography, the world wide web, and social media have changed the options for communicating scientific knowledge to, and co-creating knowledge with, broader audiences. Taking a Rachel Carson 2.0 approach focused on photojournalism and multimedia, students will develop skills to visually communicate evidence-based connections between the environment and health. **3**

SUS640 Sustainable Community Development

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. **3**

Health Communication

9 credits

COM510 Health Communications

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 influcence our acceptance of health-related messages. Topics include health literacy, media coverage of health issues, and health risk communications. **3**

BUS511 Health Policy & Advocacy

Analyze and synthesize innovative approaches to issues in health care delivery at all levels. Politics, policy, market forces, and advocacy are used to assess how system approaches affect health care delivery. Transformational leadership for political and policy activism are emphasized, while exploring regional, national, and global health issues and trends. **3**

OR

BUS551 Informatics in Healthcare

This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. **3**

PWR632 Science and Environmental Writing

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. **3**

Strategic Communication

9 credits

COM550 Organizational Communications

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. **3**

COM518 Strategic Communications

Course provides an overview of concepts, tactics and skills employed in strategic internal and external communications. Students learn how to determine the communications objective(s), define the target audience(s) and stakeholders, and develop key messages to improve strategic communications. **3**

OR

PWR621 Use of New and Social Media

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. **3**

Electives

6 credits

All students will round out their program of study with 6 credits of electives.

Master of Arts in Communication (MA) Learning Outcomes

Students completing the Master's Degree in Communication will be able to:

- Demonstrate knowledge of communication theory and its practical applications in a variety of situations and environments.
- Demonstrate knowledge of communication law and ethics, particularly with regard to social responsibility in the communications field.
- Apply communication research and theory in a professional context.
- Solve concrete communication problems within organizations and larger social systems.
- Communicate their ideas effectively and professionally through oral communication, the written word, and a variety of media.

Students in the Health Communication Track will be able to:

- Adapt complex medical and scientific messages for specific publics, thereby indicating applied scientific literacy
- Demonstrate knowledge of the role of media in prompting behavioral and attitudinal change
- Design effective measures to evaluate the success of a health communications campaign
- Design, plan, and implement a health communications campaign

Students in the Environmental Communication Track will be able to:

- Adapt complex environmental and scientific messages for specific publics, thereby indicating applied scientific literacy
- Demonstrate knowledge of the role of media in prompting behavioral and attitudinal change
- Demonstrate knowledge of risk perception and crisis communications play in defining environmental problems and policy
- Critically evaluate an environmental communications campaign
- Demonstrate comprehensive awareness of sustainability as a social construction

Students in the Strategic Communication Track will be able to:

- Demonstrate theoretical knowledge of organizational communication
- Design effective measures to evaluate the success of a strategic communications campaign
- Demonstrate media literacy
- Design effective measures to evaluate the success of a strategic communications campaign
- Design, plan, and implement a strategic communications campaign

Master of Arts in Communication (MA) Admission Requirements

Recommended application deadline for FALL entry: **July 1**
Recommended application deadline for SPRING entry: **November 1**
Note: applications will continue to be accepted and considered for admission as long as seats remain in the class

- Have a completed baccalaureate degree from an accredited college or university, with an 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 extreme promise through their other achievements.)
- Completed application for admission, including:
  - Online application
  - One to two page admissions essay explaining why you want to pursue a master's degree in communication and identifying your intended concentration (strategic, environmental, or health communication)
  - Curriculum vita or resume
  - Two letters of recommendation
  - Official transcripts from all colleges and universities attended

Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Cultural Studies (BA) Curriculum

Cultural Studies is an interdisciplinary major that examines issues of race, ethnicity, class, and culture. Drawing on social, cultural, and literary theories, this major introduces methods of interpretation for the analysis of cultural objects in their social contexts. Students learn to apply contemporary theory in their critical analysis of literature, film, and other cultural narratives. A required core of courses provides students with the tools necessary to analyze representations of culture. The electives allow students the opportunity to focus on an aspect of the field that meets their particular interests. Students pursuing the concentration in African American Studies will study the history, culture, politics, religion and literature of the African Diaspora – the communities created by the dispersion of peoples from the African continent.

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

Program Requirements

Cultural Studies: African American Studies Concentration

12 courses, including

CST183	**Representations of Race and Gender** 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.	**3**
ENG350W	**Seminar in Literary Theory and Scholarly Writing** 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. Second-term junior status is required.	**3**
ENG385	**Toni Morrison Seminar** 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.	**3**
FDT300	**Critical Theory** Critical theory offers a critical study of the key debates in theories of media and communication interfaced with cultural studies. This course also examines the communication circuit from production to consumption within the broader	**3**

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.

ENG287 African-American Writers

This course provides an introduction to the African-American expressive tradition, including poetry, fiction, autobiography, song and folktales from the 18th century to the present. Examining writers such as Douglass, Chesnutt, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition. **3**

1 African American Studies elective (3)
1 Film Studies elective (3)

INTCST303 Internship - Cultural Studies **3**

CST490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

Integrative Capstone must confront a significant cultural studies topic and demonstrate the relationship between cultural studies and the other subject in the major

Interdisciplinary Major Requirements

10 courses, exclusive of the Integrative Capstone:

CST183 Representations of Race and Gender

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. **3**

ENG350W Seminar in Literary Theory and Scholarly Writing

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. Second-term junior status is required. **3**

ENG385 Toni Morrison Seminar

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. **3**

FDT300 Critical Theory

Critical theory offers a critical study of the key debates in theories of media and communication interfaced with cultural studies. This 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. **3**

1 film-related course
2 courses in multi-ethic studies
2 courses in African-American studies
1 Internship (3)
Integrative Capstone must confront a significant cultural studies topic and demonstrate the relationship between cultural studies and the other subject in the major

Minor Requirements

Cultural Studies is not available as a minor. See Minor Requirements for African-American Studies.

African-American Studies Minor

The minor in African-American studies is an interdisciplinary program of study designed to expose students to the history and culture of African Americans in the United States and to place their experiences, conditions, social institutions, and artistic contributions within the context of the literature, histories, and cultures of the African Diaspora.

CST183 Representations of Race and Gender

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. **3**

4 African or African-American Studies electives

Cultural Studies (BA) Learning Outcomes

Upon successful completion of the major in Cultural Studies, the student will be able to:

- synthesize and apply theoretical concepts to cultural texts, including literature, film, media and public spaces.
- generate a thesis and sustain an argument by using secondary sources and criticism relevant to a topic.
- apply terms of cultural analysis in conjunction with cultural theory in the service of a coherent argument.
- articulate the relationship between cultural representation and material practices.
- locate and define one's own theoretical position in relation to scholarly sources.
- present and defend one's own critical position in formal arenas.

Creative Writing (BFA) Curriculum

Program Requirements

Major Requirements

12 courses, plus a major-related internship:

ENG242	**Introduction to Creative Writing** 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.	**3**
ENG243	**Creative Writing I** 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.	**3**
ENG244	**Creative Writing II** 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.	**3**
ENG245	**Advanced Writing Workshop** 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.	**3**
ENG350W	**Seminar in Literary Theory and Scholarly Writing** 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. Second-term junior status is required.	**3**

ENG490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

INTENG303 Internship - English **3**

3 Literature survey courses
1 English Content Course at 300-level or above
2 300-level or above Creative Writing Courses

Literature Survey Courses

Student must choose three literature survey courses from the following:

ENG204 World Literature

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. **3**

ENG207 British Writers I

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, Shake-speare, Donne, and Milton. **3**

ENG208 British Writers II

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. **3**

ENG216W American Writers I

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. **3**

ENG217W American Writers II

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, Henry James, Faulkner, and Sylvia Plath. **3**

ENG321W Shakespeare Survey

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art. **3**

ENG287 African-American Writers

This course provides an introduction to the African-American expressive tradition, including poetry, fiction, autobiography, song and folktales from the 18th century to the present. Examining writers such as Douglass, Chesnutt, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition. **3**

English Content Courses

Student must choose one English Content Course at 300-level or above (these offerings vary, below is a selection):

ENG321W Shakespeare Survey

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art. **3**

ENG385 Toni Morrison Seminar

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. **3**

ENG425 Bleak Houses: Shifting Landscapes of the English Novel

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 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. **3**

ENG449 Exiles

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. **3**

ENG452 Ecofeminist Literature

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 ecological world. **3**

Creative Writing Courses

Two 300-level or above Creative Writing Courses from the following (one of these must be a special topics course in the area of student Integrative Capstone OR a graduate writing course in the student's primary genre, with permission of instructor and the MFA Program Director.) :

ENG310 Summer Community of Writers

The ten-day intensive residency in Pittsburgh is for upper-level BFA Creative Writing students. The residency is composed of genre-specific craft sessions, workshops, lectures, readings and one-on-one conferences with mentors. **3**

ENG313 Special Topics **3**

ENG327 Writing About Environment Science

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 ENV course or permission of either department chairperson. **3**

ENG355 Advanced Writing and Stylistics

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. **3**

Graduate writing courses (student needs permission of instructor and MFA Program Director):

ENG523 The Craft of Creative Writing: Multiple Genres

This course may substitute for any other craft course for students specializing in any genre.Students will be introduced to the craft of poetry, fiction, and non-fiction, and will also be introduced to the workshop method and given instruction on sending out work for publication. **3**

ENG581 The Craft of Fiction

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. **3**

ENG582 The Craft of Nonfiction

This is a required course for MFA students specializing in creative 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. **3**

ENG583 The Craft of Poetry

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 both traditional and experimental forms. Students will be introduced to the workshop method and given instruction on sending work out for publication. **3**

Creative Writing (BFA) Learning Outcomes

Students successfully completing the program will learn the following:

1. Genre and form
    a. Students understand distinctions between genres and forms (basic)
    b. Students can recognize and define a variety of forms and genres (proficient)
    c. Students can write in a variety of forms and genres (mastery)
    d. Students can maximize relationship between meaning and form/genre (advanced)

2. Metaphor
    a. Students can define metaphor
    b. Students can recognize and discuss metaphor at work in the writings of others
    c. Students can create and employ metaphor in their own work
    d. Students can articulate orally and on paper how metaphor works in their own writing, and that of published writers, to ensure strong BFA tutorial introduction and senses of self as writers

3. Revision
    a. Students understands the need to revise multiple times before a piece is ready or even moderately good
    b. Students can apply strategies and techniques learned in class for successful revision
    c. Students can help their peers in revision efforts, thereby contributing to the workshop experience
    d. Students can articulate their processes of revision orally and on paper to ensure strong BFA tutorial introduction and senses of self as writers

4. Voice
    1. Students understand the concept of voice
    2. Students sometimes write in a voice that is recognizable, and consciously work toward controlling voice, both theirs and that of their characters
    3. Students have developed their own voices as writers, and recognize literary influence on their writing
    4. Students have developed own voices, and can extend it to other characters or personae, without losing plausibility

5. Design (Arc—flow—plot)
    1. Students can recognize direction/design in a piece

2. Students can plot simple stories or arc the direction of pieces of creative nonfiction
3. Students can see specific craft decisions beneath an organic appearance
4. Students can create plot lines which arrives through the characters' personalities/dilemmas

Chatham University Creative Writing (B.F.A.)

Lindsay House • Woodland Road • Pittsburgh, PA 15232

English (BA) Curriculum

The English major engages students to analyze literary texts within the frames of literary history and theory. English majors learn to make successful and astute arguments about the interrelations between literary texts, literary history, and literary theory orally and in writing. Strong critical thinkers who are trained to articulate difficult concepts in clear language, English majors are prepared for careers requiring intellectual sophistication and clear expression; they are well prepared through seminar coursework and the Integrative Capstone for graduate study in professional or academic areas ranging from literature, law, or public relations to creative writing, teaching, or advertising. Certification in secondary education in English is available. Students may elect to complete a rigorous program of study which leads to a Bachelor of Fine Arts in Creative Writing, culminating in a creative Integrative Capstone. Highly qualified students may also be admitted to the 5-year BFA/MFA in Creative Writing or to the BA/MAT program in Teaching.

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

Program Requirements

Major Requirements (BA)

12 courses, including:

ENG204	**World Literature** 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.	**3**
ENG207	**British Writers I** 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, Shake-speare, Donne, and Milton.	**3**
ENG208	**British Writers II** 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.	**3**
ENG216W	**American Writers I** 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.	**3**

ENG321W Shakespeare Survey

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art. **3**

ENG287 African-American Writers

This course provides an introduction to the African-American expressive tradition, including poetry, fiction, autobiography, song and folktales from the 18th century to the present. Examining writers such as Douglass, Chesnutt, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition. **3**

ENG350W Seminar in Literary Theory and Scholarly Writing

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. Second-term junior status is required. **3**

ENG Elective - Not 102 or 104
Upper-level Seminar Elective (3)
Upper-level Seminar Elective (3)
INTENG303 Internship - English **3**

ENG490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

Interdisciplinary Major Requirements

8 courses, excluding the Integrative Capstone:

ENG204 World Literature

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 **3**

Odyssey.

ENG207 British Writers I

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, Shake-speare, Donne, and Milton. **3**

ENG208 British Writers II

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. **3**

ENG216W American Writers I

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. **3**

ENG321W Shakespeare Survey

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art. **3**

ENG287 African-American Writers

This course provides an introduction to the African-American expressive tradition, including poetry, fiction, autobiography, song and folktales from the 18th century to the present. Examining writers such as Douglass, Chesnutt, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition. **3**

ENG350W Seminar in Literary Theory and Scholarly Writing

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. Second-term junior status is required. **3**

1 300-level or above literary seminar

Creative Writing Minor Requirements

The minor in Creative Writing draws upon the strengths of the undergraduate English program and the graduate faculty of the Master of Fine Arts program. Students who choose this minor may be interested in pursuing a graduate degree in creative writing or looking to enter careers as professional writers. Designed in conjunction with a faculty member in the English program, individual programs of study require the approval of the division chairperson.

ENG243 Creative Writing I

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. **3**

ENG244 Creative Writing II

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. **3**

ENG245 Advanced Writing Workshop

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. **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.

COM141 Media Literacy

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 ART141 and FDT141. Additional Fee(s): Course Computing fee. **3**

COM234 Persuasion

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. **3**

COM251 News Writing and Editing

This production based course introduces students to reporting, structuring and writing print news stories. Students are assigned to cover weekly events and topics in the Pittsburgh area, thus gaining a sense of how news judgment and media ethics are applied to actual reporting assignments. **3**

COM260W Practical Public Relations

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. **3**

ENG241 Business Writing

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. **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.

2 content courses in English (e.g., ENG 207 British Writers I, ENG 216W American Writers I)

3 writing-as-subject courses above the 100 level (e.g., ENG 241 Business Writing, COM 251 Newswriting & Editing, COM 260W Practical Public Relations)

1 300-level or above writing-as-subject course (ENG 355 Advanced Writing, COM 360 Advanced Public Relations)

English Minor Requirements

6 courses, including:

ENG204 World Literature

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. **3**

ENG207 British Writers I

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, Shake-speare, Donne, and Milton. **3**

ENG208 British Writers II

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. **3**

ENG216W American Writers I

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. **3**

ENG321W Shakespeare Survey

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art. **3**

ENG287 African-American Writers

This course provides an introduction to the African-American expressive tradition, including poetry, fiction, autobiography, song and folktales from the 18th century to the present. Examining writers such as Douglass, Chesnutt, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition. **3**

Environmental Writing Minor Requirements

6 courses, including:

ENV116 Global Environmental Challenges

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 **3**

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.

ENV129 Our Fragile Earth: A Scientific Perspective

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. **3**

ENV129L Our Fragile Earth Lab

This lab offers hands-on opportunity to perform basic environmental lab skills, including sater testing, bioassay, and greenhouse experiment protocol. The course may be taken independently oas a freestanding environmental lab course. Two hours of laboratory per week. Additional Fee(s): Laboratory fee. **1**

ENV327 Writing about Environmental Science

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. Cross-listed as ENG327. **3**

ENV242 Women and the Global Environment

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. **3**

One course from the following:

ENV446 Wilderness and Literature

Through close reading of poetry and prose, students will explore the relationship between wilderness and literature - both representations of the natural world and what Stanley Kunitz calls "your wilderness...the untamed self that you pretend doesn't exist, all that chaos locked behind the closet door, those memories yammering in the dark." Writers examined include: Anne Carson, Mark Doty, Kathleen Hill, and Virginia Wolf. Cross-listed as ENG 446. **3**

ENG452 Ecofeminist Literature

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 ecological world. **3**

ENG584 The Environmental Imagination

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. **3**

ENG585 Travel Writing

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. **3**

English (BA) Learning Outcomes

Students who successfully complete the English major will be able to:

- distinguish between genres and development of genres
- write a thesis-driven essay; use close textual analysis and appropriate literary terms; execute an argument with clarity and skill; write with no mechanical errors
- evaluate theoretical position of sources including bias
- give formal presentations of critical positions
- apply terms of literary analysis to primary texts in the service of a coherent argument
- explore career and post-graduate possibilities (including professional internships, JET, Americorps, Teach for America, the Peace Corps), as well as to prepare for graduate study in English, Law, Library Science, Professional Writing, or other fields

Chatham University English

Coolidge Hall • Woodland Road • Pittsburgh, PA 15232

Master of Fine Arts in Creative Writing (MFA) Curriculum

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 five 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.

Program Requirements

Degree Requirements

ONE craft course in your primary genre (3 credits)

ENG523 The Craft of Creative Writing: Multiple Genres

This course may substitute for any other craft course for students specializing in any genre.Students will be introduced to the craft of poetry, fiction, and non-fiction, and will also be introduced to the workshop method and given instruction on sending out work for publication. **3**

ENG581 The Craft of Fiction

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. **3**

ENG582 The Craft of Nonfiction

This is a required course for MFA students specializing in creative 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. **3**

ENG583 The Craft of Poetry

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 both traditional and experimental forms. Students will be introduced to the workshop method and given instruction on sending work out for publication. **3**

Note: 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:

ENG531 Readings in Poetry

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. **3**

ENG532 Readings in Prose

This course is a graduate seminar focusing on the close reading of fiction and nonfiction drawn primarily from the modern and contemporary periods. Designed to complement the fiction and nonfiction workshops, this course is required of all MFA students specializing in fiction and nonfiction. **3**

ENG533 Readings in Creative Nonfiction

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. **3**

TWO advanced writing workshops (6 credits) in your primary genre chosen from the following:

ENG535 Writing Poetry: Form

A poetry writing workshop to focus on form. Pre Requisite: ENG583 **3**

ENG539 Writing Creative Nonfiction: Memoir

A creative Non-Fiction workshop focusing mainly on the memoir. Pre requisite: ENG582 **3**

ENG537 Writing Poetry: Literary Movements

A poetry workshop focusing on readings from a particular poetic movement, and writing poetry that models or responds to movement. Pre-requisite: ENG583 **3**

ENG544 Writing Creative Nonfiction: The Lyric & Formally Adventurous Essay

A creative non-fiction workshop focused on lyric and experimental essay forms. **3**

ENG545 Writing Creative Nonfiction: Literary Journalism

A creative non-fiction workshop focusing on literary journalism. Pre Requisite:ENG 582 **3**

ENG548 Writing Creative Nonfiction

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. Pre-requisite: ENG582 **3**

ENG551 Writing Fiction: The Short Story

This course furthers one's technique and practice of fiction writing via focusing on the short story. Classic models are read and analyzed for variety of P.O.V., character development, story structure, etc. Students are expected to participate in ongoing discussions and weekly peer review. This course is taught in a workshop format. **3**

ENG553 Writing Poetry

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. **3**

ENG554 Writing Fiction

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. Pre Requisite: ENG581 **3**

ENG557 Writing Fiction: Story Collections/Novel-in-Stories

This course furthers one's technique and practice of fiction writing via studying booklength story collections and/or story cycles. Contemporary models are considered for their creative melding of varied themes. P.O.V.'s structures, etc. Students are expected to participate in ongoing discussions and weekly peer review. This course is taught in in a workshop format. Pre requisite: ENG581 **3**

ENG589 Creative Writing: Multi-Genre

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. **3**

ONE of Nature Writing or Travel Writing:

ENG584 The Environmental Imagination

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. **3**

ENG585 Travel Writing

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. **3**

FOUR content courses (12 credits), at least 2 which must be literature-based courses. Sample courses include:

ENG527 Ethnicity and Place

This course focuses on the connection between geographic places and cultural identities. 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. **3**

ENG546 Wildness and Literature

Students read poetry, nonfiction and fiction that explore the relationship between wilderness and humans as well as the relationship between wilderness and culture. This seminar will trace the idea of wilderness in American literature through the twenty-first century. **3**

ENG552 Ecofeminist Literature

This course brings together theoretical, non-fictional, and fictional approaches to the study of women and the environment. This course focuses particularly on how representations of women and environment can help students rethink and re-imagine their relationships to the Earth. **3**

ENG562 Children's Literature

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. **3**

Note: Students in Writing for Children Track are required to take ENG 562, Children's Literature, as one of their literature courses.

ONE elective (3) from any course in the MFA program that does not require pre-requisites.

ONE ENG710 Summer Community of Writers (6)

ONE Thesis Seminar corresponding to the student's primary genre (3). Choose from:

ENG605 Prose Thesis Seminar

A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript. **3**

ENG606 Thesis Seminar

A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript. **3**

ENG607 Thesis Seminar: Poetry

A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript. **3**

Note: The Thesis Seminar is a prerequisite for Final Manuscript (698)

ONE ENG 698 Final Manuscript (3)

Dual-Genre Concentration Requirements

By taking a craft course and one writing workshop in their secondary genre, students may attain their MFA with a Dual Concentration. Thus, students choosing this option will take one craft course, one reading course and three 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.

ENG514 Readings in the Pedagogy of Creative Writing

This course is a pre-requisite for ENG515 and focuses on the theoretical and pedagogical readings related to the teaching of creative writing. **3**

ENG515 Teaching Creative Writing

Students will explore the genres of poetry, fiction, drama, and nonfiction from the perspective of a teacher, producing lesson plans, as well as developing a final curricular creative writing unit/course. Aspects of lesson design, classroom environment/management, the writing process, writing workshops, assessment, publication, and performance will be emphasized. **3**

ENG678 Field Placement

During this course, taken in one of the final semesters of the M.F.A., students teach/study in a supervised field placement and practice the pedagogy of creative writing in a working classroom. **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:

ENG595 Independent Literary Publishing

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. **3**

ENG569 Practicum: Fourth River Journal-2

This course is a practicum in which grad 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. **3**

ENG694 Internship

Internship with a publishing company, literary press or other writing organization. Must be approved by the director. **3**

Concentration in Travel Writing

Students who wish to concentrate in Travel Writing must take nine hours of related courses to do so.

Choose from:

ENG585 Travel Writing

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. **3**

ENG674 Field Seminar: International

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. **3**

ENG693 Independent Study

Independent study on topics of the student's choosing. **3**

Concentration in Nature Writing

Students who wish to concentrate in Nature Writing must take nine hours of related courses to do so.

Choose from:

ENG552 Ecofeminist Literature

This course brings together theoretical, non-fictional, and fictional approaches to the study of women and the environment. This course focuses particularly on how representations of women and environment can help students rethink and re-imagine their relationships to the Earth. **3**

ENG584 The Environmental Imagination

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. **3**

ENG546 Wildness and Literature

Students read poetry, nonfiction and fiction that explore the relationship between wilderness and humans as well as the relationship between wilderness and culture. This seminar will trace the idea of wilderness in American literature through the twenty-first century. **3**

Concentration in Food Writing

Students who choose the Food Writing Concentration may count one of the FST courses as one of their MFA required content courses, and may count the other FST course as an elective. With permission of the MFA and Food Studies Program Directors students may choose to substitute a special topics Food Studies course (i.e., FST 602 Grains FST610 Culture and Politics of Sustainable Meat; FST 531 Fermentation; FST 609 Dairy; or FST 6XX Chocolate)

Required:

ENG513 Writing About Food

Students will develop technique 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. **3**

Plus two of the following:

FST505 Food and Representations

Food is elemental to survival, culture, home, and subjectivity - to rituals of love, oloss, and celebration. Focusing on representations of food and eating in spiritual narratives, epic texts, myth, novels, and film, this class examines the cultural work food performs along with the varying meanings assigned to food and eating. **3**

FST683 Special Topics **3**

FST603 Food Journeys **3**

Master of Fine Arts in Creative Writing (MFA) Learning Outcomes

At the completion of the MFA program students will:

- Develop and hone skills in creating, editing and revising in the student's primary genre.
- Demonstrate ability to read and respond thoughtfully and critically in both oral and written form to other student’s work.
- Demonstrate knowledge of how to perform in a workshop situation.
- Recognize and write within the genres of nature, environmental or travel writing.
- Write and publically present (orally) a polished creative manuscript of marketable quality.
- Cultivate a professional identity in terms of self-presentation in both written and oral forms to include reading their work aloud at public venues, interviewing other writers, attending outside readings, writing book reviews and organizing literary events.
- Demonstrate understanding of the theory and practice of literary publishing, including the practice of submitting work to literary journals and/or to quality trade publishers.
- Develop a nuanced sense of place and the ways in which place is important to the student’s work.
- Travel to a national or international destination and generate creative works from that experience
- Analyze and write with care about literary texts of considerable difficulty.
- Recognize critical positions and literary arguments, including the student’s own critical and aesthetic position.
- Demonstrate a good reading knowledge of modern and contemporary literature and how the student’s own work fits within a literary tradition.
- Demonstrate knowledge of the theory and practice of teaching creative writing.

Master of Fine Arts in Creative Writing (MFA) Admission Requirements

Early decision application deadline for FALL entry: **January 15**
The Regular Decision Deadline is April 1, but the Admission Committee will continue to review Regular Decision Applications as there is space in the cohort. After this deadline, contact Assistant Director of Graduate Admission Athena Wintruba at graduate@chatham.edu or 412-365-1141 to verify if applications are still being reviewed

- Have a completed baccalaureate degree from an accredited college or university, with an 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 extreme promise through their other achievements.) (6 credits of undergraduate courses in Writing are recommended, but not required)
- Complete application for admission, including:
    - Online application
    - A one to three page personal letter stating the genre in which you will be applying, and detailing your strengths and reasons for wanting to enter Chatham's full–residency MFA program
    - Curriculum vita or resume
    - Two official letters of recommendation, preferably written by former writing teachers or professors who know your writing
    - Official transcripts from all colleges and universities attended
    - Writing sample – this can be one or several pieces totaling 20 pages. You may mail this on 8.5 x 11 standard paper, unbound to our address below or email as a pdf or doc to the email address below

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

Do not send anything directly to the MFA Program offices.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Master of Fine Arts in Creative Writing - Low Residency (MFA-LR) Curriculum

Chatham University's Low-Residency Master of Fine Arts Creative Writing (MFA) program is 39 credits hours that can be completed in two years with two summer residencies of 10 days each. The program is very similar to Chatham University's highly acclaimed residency program with the same innovative focus on nature, environment, and travel writing. It is the premier graduate program for nurturing creative writers interested in the environmental imagination and place-based writing. Alumna Rachel Carson, a creative writer whose work demonstrates both lyricism and social conscience, inspires the program.

The low residency program is different from the residency program in a couple of ways. First, in lieu of writing workshops and literature courses each term, students take six-credit mentorships with a publishing writer. These mentorships are meant to combine the rigors of a writing workshop with that of a graduate-level literature course. Second, low residency students must complete two residencies of ten days each in their first and second summers. The MFA program's Summer Community of Writers residency takes place on the Chatham University Eden Hall Campus in Pittsburgh and consists of intensive workshops, craft lectures, panels, and readings with well-known creative writers and faculty. Students are responsible for their own travel, food and lodging during the residency. Low residency students have the opportunity to take one of the creative writing field seminars along with the residency students, although the field seminar is not required. Field seminars include additional fees for travel and lodging and will vary depending on the location.

Program Requirements

Degree Requirements

42 credits

ENG612I	**Mentorship I- Part One** Mentorship I is designed for students of 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. Part one of two.	**6**
ENG612II	**Mentorship I - Part Two** Mentorship I is designed for students of 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. Part two of two.	**6**

ENG712I Mentorship II - Part One **6**

Mentorship II 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. Part one of two.

ENG712II Mentorship II - Part Two **6**

Mentorship II 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. Part two of two.

ENG710I Summer Community of Writers - Part One **6**

ENG710II Summer Community of Writers - Part Two **6**

ONE content courses, (3 credits). This may be literature, publishing, or internships. Non-creative writing. Course offerings may include ENG585 Travel Writing, ENG584 The Environmental Imagination, ENG674 International Field Seminar, ENG569 Practicum: Fourth River Journal etc.

ONE elective course (3 credits) This may be any course in literature, creative writing, publishing, or internships. Course offerings may include ENG585 Travel Writing, ENG584 The Environmental Imagination, ENG674 International Field Seminar, ENG569 Practicum: Fourth River Journal, ENG709 Summer Community of Writers, etc.

Master of Fine Arts in Creative Writing - Low Residency (MFA-LR) Learning Outcomes

At the completion of the MFA program students will:

- Develop and hone skills in creating, editing and revising in the student's primary genre.
- Demonstrate ability to read and respond thoughtfully and critically in both oral and written form to other student’s work.
- Demonstrate knowledge of how to perform in a workshop situation.
- Recognize and write within the genres of nature, environmental or travel writing.
- Write and publically present (orally) a polished creative manuscript of marketable quality.
- Cultivate a professional identity in terms of self-presentation in both written and oral forms to include reading their work aloud at public venues, interviewing other writers, attending outside readings, writing book reviews and organizing literary events.
- Demonstrate understanding of the theory and practice of literary publishing, including the practice of submitting work to literary journals and/or to quality trade publishers.
- Develop a nuanced sense of place and the ways in which place is important to the student’s work.
- Travel to a national or international destination and generate creative works from that experience
- Analyze and write with care about literary texts of considerable difficulty.
- Recognize critical positions and literary arguments, including the student’s own critical and aesthetic position.
- Demonstrate a good reading knowledge of modern and contemporary literature and how the student’s own work fits within a literary tradition.
- Demonstrate knowledge of the theory and practice of teaching creative writing.

Master of Fine Arts in Creative Writing - Low Residency (MFA-LR) Admission Requirements

Rolling Admission: no formal deadlines

- Have a completed baccalaureate degree from an accredited college or university, with an 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 extreme promise through their other achievements.) (6 credits of undergraduate courses in Writing are recommended, but not required)
- Complete application for admission, including:
    - Online application
    - A one to three page personal letter stating the genre in which you will be applying, and detailing your strengths and reasons for wanting to enter Chatham's low–residency MFA program
    - Curriculum vita or resume
    - Two official letters of recommendation, preferably written by former writing teachers or professors who know your writing
    - Official transcripts from all colleges and universities attended
    - Writing sample – this can be one or several pieces totaling 20 pages. You may mail this on 8.5 x 11 standard paper, unbound to our address below or email as a pdf or doc to the email address below

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

Do not send anything directly to the MFA Program offices.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Master of Arts in Creative Writing (MACW) Curriculum

The Master's in Creative Writing is a broad program of study (two years, 36 credits) 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.

Most full-time students will be able to complete the program in two years. This program is distinct from the MFA in Creative Writing in that no thesis is required. Except for the thesis, the program is exactly the same as the MFA in Creative Writing.

Program Requirements

Degree Requirements

Complete 36 credit 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 course before registering for the advanced curriculum.

One craft course in your primary genre [3 credits]

ENG523 The Craft of Creative Writing: Multiple Genres

This course may substitute for any other craft course for students specializing in any genre.Students will be introduced to the craft of poetry, fiction, and non-fiction, and will also be introduced to the workshop method and given instruction on sending out work for publication. **3**

ENG581 The Craft of Fiction

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. **3**

ENG582 The Craft of Nonfiction

This is a required course for MFA students specializing in creative 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. **3**

ENG583 The Craft of Poetry

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 both traditional and experimental forms. Students will be introduced to the workshop method and given instruction on sending work out for publication. **3**

Primary genre craft course must be taken during the fall of student's first year. Craft courses are

Prerequisites(s): for all workshops of any genre.

One readings course in student's primary genre (3) chosen from the following:

ENG531 Readings in Poetry

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. **3**

ENG532 Readings in Prose

This course is a graduate seminar focusing on the close reading of fiction and nonfiction drawn primarily from the modern and contemporary periods. Designed to complement the fiction and nonfiction workshops, this course is required of all MFA students specializing in fiction and nonfiction. **3**

ENG533 Readings in Creative Nonfiction

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. **3**

Readings in prose

Two advanced writing workshops (6 credits) in your primary genre chosen from the following:

ENG535 Writing Poetry: Form

A poetry writing workshop to focus on form. Pre Requisite: ENG583 **3**

ENG539 Writing Creative Nonfiction: Memoir

A creative Non-Fiction workshop focusing mainly on the memoir. Pre requisite: ENG582 **3**

ENG537 Writing Poetry: Literary Movements

A poetry workshop focusing on readings from a particular poetic movement, and writing poetry that models or responds to movement. Pre-requisite: ENG583 **3**

ENG548 Writing Creative Nonfiction

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. Pre-requisite: ENG582 **3**

ENG551 Writing Fiction: The Short Story

This course furthers one's technique and practice of fiction writing via focusing on the short story. Classic models are read and analyzed for variety of P.O.V., character development, story structure, etc. Students are expected to participate in ongoing discussions and weekly peer review. This course is taught in a workshop format. **3**

ENG553 Writing Poetry

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. **3**

ENG554 Writing Fiction

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. Pre Requisite: ENG581 **3**

ENG557 Writing Fiction: Story Collections/Novel-in-Stories

This course furthers one's technique and practice of fiction writing via studying booklength story collections and/or story cycles. Contemporary models are considered for their creative melding of varied themes. P.O.V.'s structures, etc. Students are expected to participate in ongoing discussions and weekly peer review. This course is taught in in a workshop format. Pre requisite: ENG581 **3**

ENG589 Creative Writing: Multi-Genre

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. **3**

One of Environmental Imagination or Travel Writing:

ENG584 The Environmental Imagination

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. **3**

ENG585 Travel Writing

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. **3**

Four content courses (12 credits), at least 2 of which must be literature-based courses.

Sample courses include:

ENG546 Wildness and Literature

Students read poetry, nonfiction and fiction that explore the relationship between wilderness and humans as well as the relationship between wilderness and culture. This seminar will trace the idea of wilderness in American literature through the twenty-first century. **3**

ENG552 Ecofeminist Literature

This course brings together theoretical, non-fictional, and fictional approaches to the study of women and the environment. This course focuses particularly on how representations of women and environment can help students rethink and re-imagine their relationships to the Earth. **3**

ENG562 Children's Literature

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. **3**

One elective (3) from any course in the MFA program that does not require pre-requisites

ENG710 Summer Community of Writers **6**

Master of Arts in Creative Writing (MACW) Learning Outcomes

Students in the Chatham MA program will:

- Develop and hone skills in writing, editing, and revision in the student's primary literary genre.
- Recognize and write within the literary genres of nature, environmental, or travel writing.
- Develop a nuanced sense of place and the ways in which place is important to the student's work.
- Demonstrate a good reading knowledge of modern and contemporary literature and how the student's own work fits within a literary tradition.
- Analyze and write with care about literary texts of considerable difficulty.
- Recognize critical positions and literary arguments, including the student's own critical and aesthetic position.
- Demonstrate the ability to read and respond thoughtfully and critically to work by other MFA students.
- Demonstrate knowledge of how to effectively perform in both online classroom and residential workshop settings.
- Demonstrate understanding of the theory and practice of literary publishing, including the practice of submitting work to literary journals and/or to quality trade book publishers.
- Cultivate a professional identity in terms of self-presentation in both written and oral forms to include reading their work aloud at public venues, interviewing other writers, attending outside readings, writing book reviews, and organizing literary events.

INTEGRATED DEGREE PROGRAM +

Integrated Degree Program

Earn your spot for a graduate degree from day one.

It goes without saying that both job markets and graduate degree programs are increasingly more competitive, and especially so in certain fields like the health sciences. Every chance you have to make yourself - and your credentials - more competitive is important. So that's why Chatham has made getting a leg up with an advanced degree clearer, quicker, and more affordable with the **Integrated Degree Program (IDP)**.

When students declare an IDP interest, they align themselves with certain benefits that have significant academic and financial value:

1. **Guaranteed admission** to Chatham's competitive graduate programs in the:
   - School of Health Sciences
   - Falk School of Sustainability
   - School of Arts, Science & Business
2. Ability to take graduate classes during their senior year of undergraduate studies;

3. Opportunity to complete bachelor's and master's degree programs sooner, in some cases earning both in as little as five years; *and*
4. Significant cost savings as compared to traditional master's completion.

Download the **Integrated Degree Program Onesheet** for more information about **recommended undergraduate/graduate program combinations** and **maintaining guaranteed admission**.

Programs in the School of Health Sciences

Highly qualified first year applicants to Chatham University are eligible for guaranteed or preferred admission to Chatham's integrated undergraduate and graduate degree programs in the following competitive health and lab science programs:

Health Science

- Doctor of Physical Therapy
- Master of Physician Assistant Studies
- Master of Occupational Therapy
- Master of Science in Counseling Psychology
- Master of Arts in Psychology
- Master of Athletic Training

ADMISSION REQUIREMENTS

Students meeting the following conditions will be considered for guaranteed admission:

1. Minimum cumulative GPA of 3.5
2. Minimum 1200 Old / 1270 New SAT (critical reading + math) or ACT composite of 26 for health sciences program or 1100 Old SAT/1170 New SAT or 24 ACT for science programs
3. Seven science/math high school units
4. Full application review including college preparation curriculum, extracurricular involvement and application essay
5. Transfer students submit: final official high school transcript, official SAT/ACT scores and college transcript from all institutions attended.

ADMISSION NOTIFICATION

Students will receive admission notification within one month of application completion. Decisions may include:

- Guaranteed acceptance for IDP
- Preferred Admission to IDP
- Acceptance to Chatham with opportunity to reapply to IDP program during sophomore or junior year at Chatham

FIVE-YEAR COMPLETION FOR HEALTH SCIENCE PROGRAMS

For well-qualified IDP students in the **Physician Assistant** and **Occupational Therapy** programs, as well as the **Counseling Psychology**.

- **Cost Saving:** One fewer year can equal **30%** cost savings as compared to earning degrees separately.
- **Time Saving:** Six years of education **in as few as five years**, giving you an impactful extra year of early earning potential.

Programs in the School of Arts, Science & Business and Falk School of Sustainability & Environment

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

Arts, Science & Business

- Master of Accounting
- Master of Science in Biology
- Master of Business Administration
- Master of Fine Arts in Creative Writing
- Master of Arts in Food Studies
- Master of Fine Arts in Film & Digital Technology
- Master of Arts in Interdisciplinary Design
- Master of Science in Interior Architecture
- Master of Professional Writing
- Master of Arts in Teaching
- Master of Education in Special Education
- Master of Sustainability

ADMISSION REQUIREMENTS

Students meeting the following conditions will be considered for guaranteed admission:

1. Minimum cumulative GPA of 3.25
2. Minimum 1010 Old SAT / 1090 New SAT or ACT composite of 21
3. Full application review including college preparation curriculum, extracurricular involvement and application essay
4. Transfer students submit: final official high school transcript, official SAT/ACT scores and college transcript from all institutions attended.

ADMISSION NOTIFICATION

Students will receive admission notification on a rolling basis. Decisions may include:

- Guaranteed acceptance for IDP
- Preferred Admission to IDP
- Acceptance to Chatham University with opportunity to reapply to IDP program during sophomore or junior year at Chatham

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IDP ADMISSION FOR TRANSFER STUDENTS AND STUDENTS WHO DO NOT MEET ACADEMIC PROGRAM REQUIREMENTS

Students who perform well during their academic career at Chatham and students who transfer to Chatham may be considered for preferred admission to Chatham Integrated Degree Programs.

Incoming students should contact the Office of Admission or consult their academic advisor as early as possible in their undergraduate studies for guidance in developing an appropriate undergraduate course of study.

Transfer Students: Transfer students may be considered for guaranteed admission on a case by case basis. All academic requirements must be met including minimum high school GPA and SAT/ACT test scores. Select the Integrated Degree Program option on the application and select the program you wish to pursue when you submit your application.

Current Students: Ensure your academic advisor is aware of your Integrated Degree Program interest as early in your academic career as possible. Be familiar with graduate program prerequisites and plan accordingly. In your junior year at Chatham (end of sophomore year for teaching), you will formally apply to the graduate program of your choice and complete the Chatham University Office of Admission's Integrated Degree Program Intention Form for the specific graduate program that interests you. If accepted, you will begin to supplement some of your undergraduate courses with graduate level coursework during your senior year.

Students are required to have completed 108 undergraduate credits, including all general education requirements, undergraduate program requirements and graduate program prerequisites.

Collaborative Programs

CARNEGIE MELLON UNIVERSITY (JOHN HEINZ III COLLEGE)

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

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

Programs of Study at Heinz:

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

CARNEGIE MELLON UNIVERSITY (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, student's cross-register for the courses required for certification in Music Education. In four years, upon successful completion of all courses in both programs, students receive a Bachelor of Arts degree in Music and Certification in Music Education.

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.

CARNEGIE MELLON UNIVERSITY (BA AND BS IN PHYSICS)

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

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

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

DUQUESNE UNIVERSITY (SCHOOL OF LAW)

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

To apply, students must:

1. Earn a cumulative grade point average of 3.5 for three years at Chatham University (90 credit hours)
2. Completion of the Chatham Core courses, all of the foundation courses and 25% of the requirements in the undergraduate curricular major field at Chatham University
3. A minimum LSAT score in the 60th percentile on the applicable LSAT. It is assumed that the LSAT will be taken in the Fall of the student's third year at Chatham University, however, by request, a student may defer taking the LSAT until the Spring of his or her third year. Students may take the LSAT more than once;

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

STETSON UNIVERSITY (COLLEGE OF LAW)

Chatham University and Stetson University College of Law in Florida offer a 3+3 program that allows eligible Chatham University undergraduates to apply to law school at Stetson University in their junior year. Students admitted to the program fulfill their senior year of undergraduate credits through the successful completion of their first year of law school courses.

High-performing Chatham students will earn their bachelor's and juris doctor (J.D.) degrees in six years, rather than the traditional seven years. Students will spend three years at Chatham and three years at Stetson law school.

Stetson offers certificates of concentration for J.D. students in the areas of advocacy, elder law, environmental law, international law and social justice advocacy.

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE (LECOM)

Chatham participates in an Early Acceptance Program in which qualified Chatham undergraduate students are enrolled simultaneously by Chatham and by Lake Erie College of Osteopathic Medicine (LECOM). LECOM will interview students prior to their enrollment at Chatham, or within the first two years of study at Chatham. Students interviewing successfully will be offered a provisional acceptance to LECOM's Doctor of Osteopathic Medicine program. Learn more.

The Graduate Admission Process

In your Junior year at Chatham (end of sophomore year for teaching), you will formally apply to the graduate program of your choice. If accepted, you will begin to supplement some of your undergraduate courses with graduate level coursework during your Senior year.

If you have any questions, please reach out to a Chatham admissions counselor at 800-837-1290.

Master of Professional Writing (MPW) Curriculum

Chatham University's Master of Professional Writing (MPW) program is a broad-based course of study that leads to a unique, professional degree. Students will explore the practice of writing in a variety of professional contexts, including technical writing, political writing, business and financial writing, writing for electronic media, web design, and critical writing. By bringing together students from a variety of different backgrounds, the MPW program offers an educational experience that more accurately reflects the realities of today's shifting and expanding business world.

The MPW program consists of 30 credits completed in the online format. Students will gain experience working in a variety of business formats and will be prepared to assume positions that demand highly-developed communication skills. Chatham University's MPW program allows students to complete a focused Professional Writing Degree or to pursue a concentration in Web-Content Design or Technical Writing.

Program Requirements

Degree Requirements

30 credits

PWR601 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 idea without floundering, 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.

PWR699 Professional Writing Portfolio **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. **3**

Choose 24 credits from:

PWR606 Grant Writing

This course focuses on teaching the conventions and fundamentals of writing successful grants for nonprofit organizations, educational institutions, and government agencies. **3**

PWR616 Technical Writing

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. **3**

PWR617 Teaching Technical Writing

This course prepares the student to seek technical writing training and teaching positions, as well as pursue subsequent doctoral studies in professional writing. Topics covered include best-practices in teaching, as well as developing course objectives and syllabi. Professional journal publishing and curriculum vita preparation will also be presented. **3**

PWR620 Political and News Writing

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. **3**

PWR621 Use of New and Social Media

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. **3**

PWR625 Business and Organizational Writing

This course teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. All sections are offered in networked computer classrooms to ensure that students taking the course are prepared for the writing environment of the 21st century workplace. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations. **3**

PWR632 Science and Environmental Writing

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. **3**

PWR641 Financial Writing

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. **3**

PWR662 Writing for Digital Media

This class will prepare students to enter these fields by teaching the strategies and skills needed to make compelling interactive experiences. Specifically, students will focus on developing their abilities to conceptualize, design, and create multimedia applications. Areas of focus will include: strategies for understanding and documenting audience needs and expectations; basics of effective user interface design; and typical process and artifacts involved with multimedia application development. **3**

PWR670 Principles of Information Architecture

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. We will build on these basics **3**

with practical and contemporary applications and tools.

PWR673 Web Design and Development I

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. **3**

PWR674 Web Design and Development II

A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools. **3**

PWR675 Visual and Interface Design

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. **3**

PWR694 Client Project

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. **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.

2 core courses

PWR601 Introduction to Professional Writing

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 idea without floundering, 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. **3**

PWR699 Professional Writing Portfolio

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. **3**

5 concentration courses

PWR662 Writing for Digital Media

This class will prepare students to enter these fields by teaching the strategies and skills needed to make compelling interactive experiences. Specifically, students will focus on developing their abilities to conceptualize, design, and create multimedia applications. Areas of focus will include: strategies for understanding and documenting audience needs and expectations; basics of effective user interface design; and typical process and artifacts involved with multimedia application development. **3**

PWR670 Principles of Information Architecture

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. We will build on these basics with practical and contemporary applications and tools. **3**

PWR674 Web Design and Development II

A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools. **3**

PWR675 Visual and Interface Design

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. **3**

PWR694 Client Project

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. **3**

Note: Basic web design skills, including raw HTML and CSS coding, are a required prerequisite to PWR 674. 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.

3 electives courses

Technical Writing Concentration

As everyday practices and corporate technologies grow ever more complex, there is a growing need for technical writers who can cut through the jargon and extract the essence of ideas. Through a combination of writing and design skills, technical writing takes complex technical information and presents it simply for multiple audiences. Technical writers are employed in a wide variety of fields, including science, technology, medicine, robotics, sustainability, education, and finance. Because of the high demand for jobs, employers are able to be very specific in their requirements for employees, and technical writers with specialty training gain a competitive advantage in the marketplace.

The MPW Technical Writing concentration introduces key skills in Technical Writing and Editing, and then allows students to apply these fundamental skills in content courses such as Science &

Environmental Writing and Grant Writing. Because so many technical writers train others in best practices, the program's Teaching Technical Writing course helps students develop as facilitators of learning for the craft of technical writing. In the final semester, students will have the opportunity to develop a professional portfolio and work on real projects for local clients.

2 core courses

PWR601 Introduction to Professional Writing

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 idea without floundering, 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. **3**

PWR699 Professional Writing Portfolio

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. **3**

5 concentration required courses:

PWR606 Grant Writing

This course focuses on teaching the conventions and fundamentals of writing successful grants for nonprofit organizations, educational institutions, and government agencies. **3**

PWR616 Technical Writing

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. **3**

PWR617 Teaching Technical Writing

This course prepares the student to seek technical writing training and teaching positions, as well as pursue subsequent doctoral studies in professional writing. Topics covered include best-practices in teaching, as well as developing course objectives and syllabi. Professional journal publishing and curriculum vita preparation will also be presented. **3**

PWR632 Science and Environmental Writing

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. **3**

PWR694 Client Project

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. **3**

3 electives courses

Master of Professional Writing (MPW) Learning Outcomes

- **Professional Writing**—Students have the basic knowledge of the basic elements of the genre in which they are writing and are able to read with some degree of sophistication within the genre
- **Genres and Media**—Students have knowledge of the context and recent history of the genre and medium in which they are writing.
- **Critical Insights**—Students are able to read and respond effectively to other students' work in the workshop situation.
- **Critical Perspectives**—Students have a sense of why they write the way they do, and what they want to accomplish within their works.
- **Professional Skills**—Students are able to comfortably and effectively present and read their work in classroom setting.
- **Information Literacy**—Students are able to locate and define their own theoretical position in relation to sources.

Web Content Development Concentration Program Outcomes

After completing the MPW Web Content Development concentration, the student will be able to:

- Knowledgeably discuss the evolution from old to new media, including Web 2.0 and social media concepts, and the impact of those on communication
- Identify and analyze an audience, incorporating the notions of community and collaboration
- Consider the essential parts of web structure through wireframes and storyboards and retrievability
- Assess the effectiveness and usability of user interface design
- Understand the impact of visual design and interactions on the overall user experience
- Architect large amounts of information, ensuring it is well-organized, user-friendly, findable, and employs modern methods of classification
- Build a conceptual framework for analyzing new applications in the constantly evolving realm of digital media
- Develop Web applications, focused on clean, effective content and design
- Apply methods and concepts of communication appropriate to the different applications of

web content

Master of Professional Writing (MPW) Admission Requirements

Rolling Admission: no formal deadlines

Applicant Must:

- Have a completed baccalaureate degree from an accredited college or university, with an 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 extreme promise through their other achievements.)
- Complete an online application for admission, including:
  - Online application
  - Official transcripts from all colleges and universities attended
  - Resume

No GRE is needed

Admissions Materials may be submitted to:

Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Women's and Gender Studies (BA) Curriculum

The major in women's and gender studies offers students the opportunity for the interdisciplinary study of women's contributions to society and women's experience in diverse cultures, polities and historical periods. Students seek to understand the new scholarship on women and the new intellectual frameworks, methodologies, and feminist theories that examine gender as a social construct. They analyze critically the representations of women in literature and the arts, in social and political theory and practice, and in the sciences, and they are encouraged to rethink their own responsibility for reshaping society.

Program Requirements

Major Requirements

12 courses, including:

INTWGS 303 - Internship (3)

WGS 101 - Introduction to Women's Studies (3)

WGS 201W - Feminist Theory (3)

WGS 322W - Women and Policy (3)

ENG350W Seminar in Literary Theory and Scholarly Writing

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. Second-term junior status is required. **3**

6 courses from the following:

CRM220 Women and the Criminal Justice System

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. **3**

CST183 Representations of Race and Gender

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. **3**

CST215 Perspectives in Queer Theory

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. **3**

ENG262 Introduction to Women Writers

Examining writers from Mary Wollstonecraft to the present, this course delineates the features of a literary tradition specific to women writing in English. Students study novels, essays, and poetry. **3**

ENG385 Toni Morrison Seminar

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. **3**

ENG452 Ecofeminist Literature

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 ecological world. **3**

ENV242 Women and the Global Environment

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. **3**

POL262 Women and Politics

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. **3**

PSY236 Psychology of Women

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. **3**

Minor Requirements

6 courses: including

WGS101 Introduction to Women's and Gender Studies

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. **3**

WGS201W Feminist Theory

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. **3**

WGS322W Social Welfare: Women and Policy

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. **3**

3 electives chosen from the list of major electives.

Women's Leadership Certificate

Women's Leadership Certificate

Women's and Gender Studies (BA) Learning Outcomes

- Recognize the historic and socio–cultural construction of gender.
- Understand and apply feminist theory.
- Produce gender–driven analyses of media, marketing, art, culture, and politics.
- Grasp the complex intersectionality of social groups (e.g., race, class, gender, sexuality, etc.).
- Identify historic and contemporary women of importance as well as crucial moments in women’s history and feminist activism.
- Analyze the diverse strategies through which feminists work and have worked to increase women’s agency at local, national, and global level.
- Develop multiple skills for working toward social change.

History (BA) Curriculum

The history program offers courses in the history of regions and major topics in world history as well as skills and project-based courses. 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 and present complex histories to the public in a variety of formats.

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.

Program Requirements

Major Requirements

12 courses, including:

HIS100	**Introduction to World History** 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.	**3**
HIS102	**Introduction to American History** This course examines significant areas in the development of American society from the Colonial period to the present. It focuses particularly on the issues of gender, class, race, religion, politics, and ideology to provide students with the grounding in those areas crucial to understanding today's society.	**3**
POL311W	**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.	**3**
INTHIS303	**Internship - History**	**3**

HIS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

One of the following:

HIS200W Revolutions in Latin America

This course surveys Latin American history from colonization through the present with an emphasis on world hisotry themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth centuries. 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. **3**

HIS201W

HIS202W Modern Europe

The impact of World War I on Europe, the crisis of democracy and 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." **3**

HIS204W East Asian Studies

An exploration of East Asian geography, history, language, and culture frim 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. **3**

HIS205W Africa, Past and Present

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. **3**

Electives
3 courses 200-level courses (from list below):

HIS213 Special Topics **3**

HIS215 Ind & the Working Class in Europe & America

This course seeks to understand who built America, under what conditions they labored, and to understand their hopes, dreams, and stuggles to create a better future for themselves and their families. The couse traces the historical development of the American working class from colonial times to the present. Particular attention is given to the formation of working class political and economic orgaizations and their impact on American history. **3**

HIS216 Rise of the Third World

The emergence of Third-Worldism after 1945 is the central historical development of the twentieth century. The Afro-Asian movement namely aimed at recasting the historical initiative away from implacable colonialist powers. This course focuses on the analysis of doctrines and models that have collectively marked the rise of the Third World. **3**

HIS230 History of Social & Political Thought

History of Ideas surveys somoe fundamental normative questions that have been formulated in religion, politics, the Arts, and popular culture from Plato (5th century BC) to the present. It examines principles and methods of political and social thought as they relate to authority, obedience, freedom, equality, and justice. **3**

HIS234 Asian Foodways

A strategic survey of Japanese, Chinese/Taiwanese, Korean, and South Asian food ways in their originating contexts and the U.S. Emphasis on anthropological understanding of food ways, cultural studies critique of class, gender, and family dynamics articulated via food, and historical transformations of food culture in response to migration and globalization. **3**

HIS241 History of Islam

This course is a historical examination of classical Islamic civilization: its origins, nature, and development. Special attention is given to the religion of Islam and the contributions of Arabs, Persians, and Turks to Islamic civilization. Cross-listed as REL 241. **3**

HIS247 American Environmental History

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. **3**

HIS263 Gender and the Family in America

In every era of US history, family and gender have been subject to and shaped by other forced in society, such as religion, politics, and the economy. This course traces the history of social construction of family and gender from the antebellum period to the twentieth century. Attention will be paid to changing concepts of family roles, gender roles, and sexuality over time. **3**

2 courses 300-level courses (from list below):

HIS307 Oral History, Neighborhoods, and Race

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. **3**

HIS309 Digital Local History

This course examines current methods and technologies used in the production of digital history, with a particular focus on incorporating local history resources into on-line historical media. **3**

HIS351 Asian Migrations: Local and Global Narratives

Study of diasporic waves arising in Vietnam, Nepal, India, China, Japan, Korea, etc., and flowing to the US (especially Western Pennsylvania) and elsewhere. Graphic novels, lyric tales, gender and class, emigrant-immigrant and rural-urban transitions, viewed from Cultural Studies and historial perspectives. Assignments include analyses, an interview, and a communication project. **3**

HIS 372 Curating African Art and Artifacts

ART372 Curating African Art and Artifacts

This course explores the rich diversity of art across sub-Sahara Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork. **3**

Interdisciplinary Major Requirements

8 courses, including:

HIS100 Introduction to World History

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. **3**

HIS102 Introduction to American History

This course examines significant areas in the development of American society from the Colonial period to the present. It focuses particularly on the issues of gender, class, race, religion, politics, and ideology to provide students with the grounding in those areas crucial to understanding today's society. **3**

1 of the following:

HIS200W Revolutions in Latin America

This course surveys Latin American history from colonization through the present with an emphasis on world hisotry themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth centuries. 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. **3**

HIS201 Modern Middle East

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 **3**

map and westernization threatened to redraw social, cultural and religious maps.

HIS202W Modern Europe

The impact of World War I on Europe, the crisis of democracy and 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." **3**

HIS205W Africa, Past and Present

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. **3**

1 approved 3-credit internship (INTHIS 303)
2 courses concentrating in American, European or non-Western history
1 300-400 level seminar
1 program elective

Minor Requirements

6 courses, including:

2 courses from the following:

HIS100 Introduction to World History

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. **3**

HIS102 Introduction to American History

This course examines significant areas in the development of American society from the Colonial period to the present. It focuses particularly on the issues of gender, class, race, religion, politics, and ideology to provide students with the grounding in those areas crucial to understanding today's society. **3**

HIS200W Revolutions in Latin America

This course surveys Latin American history from colonization through the present with an emphasis on world hisotry themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth centuries. Global themes will include the spread of European religions **3**

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.

HIS201 Modern Middle East

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. **3**

HIS202W Modern Europe

The impact of World War I on Europe, the crisis of democracy and 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." **3**

HIS204W East Asian Studies

An exploration of East Asian geography, history, language, and culture frim 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. **3**

HIS205W Africa, Past and Present

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. **3**

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

History (BA) Learning Outcomes

Students who successfully complete the International Studies major will be able to:

- Demonstrate knowledge of specific facts, concepts, and generalizations regarding past human activity in social, political, intellectual, economic, cultural, geographic and technological spheres.
- Demonstrate recognition of the influence of global forces and identify their connections to local and national developments.
- Demonstrate the ability to explain the connections between past development and contemporary issues.
- Demonstrate ability to extract and interpret information from both primary and secondary sources and identify and critique major arguments and evidence.
- Demonstrate ability to differentiate between fact and interpretation and comprehend their interrelationships.
- Demonstrate ability to identify strengths and weaknesses of arguments in the context of previously learned material.
- Demonstrate ability to formulate hypotheses and research questions based on data.
- Demonstrate ability to locate and evaluate the perspective, quality and accuracy of information resources.
- Demonstrate recognition of the difference between primary and secondary sources.
- Demonstrate ability to clearly communicate knowledge via oral and written means.
- Demonstrate ability to construct simple essay arguments that use historical evidence.

International Studies (BA) Curriculum

Chatham's major in International Studies emphasizes cultural texts and histories, both classical and contemporary, in combination with practical experience and firsthand intercultural interaction. The core courses draw on humanistic intellectual traditions, in order to develop nuanced understandings of particular texts, topics, and problems within a broad and relevant historical, political, and cultural context. Completion of a regional concentration ensures practical grounding in language, historical and geographical understanding, and experiential learning; it also qualifies a student for financial and programmatic support for study abroad.

Likely career fields for an International Studies major include civic and non-profit work, international outreach, media and communications, and education. Careers in government and business are also achievable, especially if this major is complemented by additional study and experience. The major offers a foundation for graduate work in a variety of fields, including humanities, social sciences, and law.

Students may test out of some or all language requirement. They will not be given course credit but the requirement will be waived. Certificates must be at least 18 credits. In cooperation with the Chair of History, Political Science, and International Studies, students placing out of language must be sure that appropriate course work meets the 18 credit requirement.

The Department of History, Political Science, and International Studies also offers International Certificates for students in other programs. For information on the International Certificates click here.

Program Requirements

Major Requirements

HIS100	**Introduction to World History**	
	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.	**3**
POL100	**Introduction to Comparative Politics**	
	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.	**3**

OR

POL104 Introduction to International Relations

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. **3**

FDT160 World Film History

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. **3**

ENG204 World Literature

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. **3**

POL311W 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. **3**

HIS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

Asia Concentration Requirements

CST204W East Asian Studies

An exploration of EAst Asian geography, hisotry, 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. **3**

One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
Study Away Experience or internship abroad approved by program advisor (6-12)
An approved Asian language through the intermediate level

Africa Concentration Requirements

HIS205W Africa, Past and Present

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. **3**

One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
Study Away Experience or internship abroad approved by program advisor (6-12)
An approved African language through the intermediate level

Europe Concentration Requirements

HIS202W Modern Europe

The impact of World War I on Europe, the crisis of democracy and 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." **3**

One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
Study Away Experience or internship abroad approved by program advisor (6-12)
An approved European language through the intermediate level

Latin American Concentration Requirements

HIS200W Revolutions in Latin America

This course surveys Latin American history from colonization through the present with an emphasis on world hisotry themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth centuries. Global themes will include the spread of European religions **3**

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.

One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
Study Away Experience or internship abroad approved by program advisor (6-12)
Spanish (or other approved language) through the intermediate level

Middle East Concentration Requirements

HIS201 Modern Middle East

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. **3**

One (1) 200-level regional elective approved by program director
One (1) 200- or 300-level regional elective approved by program directory
Study Away Experience or internship abroad approved by program advisor (6-12)
Arabic (or other approved Middle Eastern language) through the intermediate level

International Studies (BA) Learning Outcomes

Students who successfully complete the International Studies major will be able to:

- Demonstrate a knowledge of specific facts, concepts, and generalizations regarding the geography, history and culture of a particular world region: Africa, Asia, Europe, Latin America, or Middle East
- Demonstrate a knowledge of the economic, historical, political and cultural factors that inform cross-border relations among nation-states and between nation-states and other actors on the international stage
- Demonstrate an intermediate level of fluency in a language appropriate for the chosen regional concentration
- Demonstrate an ability to prepare for, undertake, and reflect on a period of residence abroad
- Locate and evaluate the perspective, quality and accuracy of information resources with particular reference to international affairs
- Demonstrate ability to clearly communicate knowledge via oral and written means
- Demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines

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Policy Studies (BA) Curriculum

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

Program Requirements

Major Requirements

17 courses, including:

ECN101	**Principles of Macroeconomics**	
	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.	**3**
ECN102	**Principles of Microeconomics**	
	Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics.	**3**
HIS100	**Introduction to World History**	
	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.	**3**
HIS102	**Introduction to American History**	
	This course examines significant areas in the development of American society from the Colonial period to the present. It focuses particularly on the issues of gender, class, race, religion, politics, and ideology to provide students with the grounding in those areas crucial to understanding today's society.	**3**

POL100 Introduction to Comparative Politics

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. **3**

OR

POL101 American Government and Public Policy

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. **3**

POL202W Understanding Public Policy

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. **3**

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

OR

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

ECN355 Economic Analysis of Public Policy

This course focuses on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Policies' impacts on issues such as how best to protect intellectual property, improve airline safety or control illegal immigration are also analyzed. **3**

POL311W 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. **3**

POL490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

*The Integrative Capstone is registered in the instructor's program and focuses on a policy issue.

1 approved 3-credit internship (INTPOL, INTECN, INTHIS 303)

1 economic analysis electives from the following:

ECN250 Women and Work

This course examines work the labor market and in the household. It applies economic analysis to study individual behavior, economic institutions, and economic outcomes. Topics include the family as an economic unit, economic restructuring, occupational segregation, discrimination, and human capital. This course fulfills a women general education mission course requirement. **3**

ECN358W Economic Development

An examination of the factors accounting for economic growth and development of modern economically developed nations and less-developed areas. A review of the problems encountered in initiating and sustaining the process of economic development. Major policy issues are discussed. This course fulfills a global general education mission course requirement. **3**

ECN262 Global Environmental Economics

This course examines 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 **3**

nature of environmental problems and solutions. Cross-listed as ENV 262. This course fulfills an environmental general education mission course requirement.

ECN351 International Trade and Finance

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. **3**

Or appropriate course substitute approved by the program director
2 sociopolitical analysis electives from the following:

POL262 Women and Politics

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. **3**

POL302 Ethnic Conflict

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. In the first part of class we will examine sources of ethnic identity and how governments have attempted to reinforce or deemphasize those identites. second, we will examine how domestic factors have and have not worked to suppress ethnic conflict. Finally, we wille xamine how the international community or other third parties ahve attempted to bring about the peaceful resolution of conflicts. **3**

POL319 Politics of the European Union

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. **3**

POL324 U.S. Foreign Policy

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 **3**

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.

SWK322W Social Welfare: Women and Policy

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 wil utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice. **3**

Or appropriate course substitute approved by the program director
2 historical analysis electives from the following:

HIS216 Rise of the Third World

The emergence of Third-Worldism after 1945 is the central historical development of the twentieth century. The Afro-Asian movement namely aimed at recasting the historical initiative away from implacable colonialist powers. This course focuses on the analysis of doctrines and models that have collectively marked the rise of the Third World. **3**

HIS228 Recent African History

Western media typically paints a catastrophic view of Africa with stories of conflicts, environmental degradation, horrendous sanitary conditions, and their corollaries. Are the positive trends regarding economic growth, democratization, and endogenous creativity bring overlooked? The course tackles this question while offering opportunities to gain substantial, practical knowledge about contemporary Africa. **3**

HIS247 American Environmental History

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. **3**

Or appropriate course substitute approved by the program director

Interdisciplinary - Policy Studies

Policy Studies is a multidisciplinary major, centered in economics, history, and political science. The required core of courses provides students with the tools essential for a coherent understanding of and participation in policy making, as well as those tools necessary to undertake a policy-oriented tutorial. Policy Studies is designed to prepare students for either a career in international or domestic policy making in public and private settings and can serve as a base for graduate work in international relations, public policy, and law, as well as for more traditional academic fields. The Interdisciplinary Policy Major is 24 credits plus an internship and integrative capstone project.

POL100 Introduction to Comparative Politics

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. **3**

or

POL101 American Government and Public Policy

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. **3**

ECN101 Principles of Macroeconomics

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. **3**

or

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

POL202W Understanding Public Policy

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. **3**

HIS 200 - level elective

POL311W 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. **3**

ECN355 Economic Analysis of Public Policy

This course focuses on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Policies' impacts on issues such as how best to protect intellectual property, improve airline safety or control illegal immigration are also analyzed. **3**

POL 300 - level elective

Additional policy course from a list (including ECN, POL, and SWK course)

Policy Studies (BA) Learning Outcomes

Students who successfully complete the Policy Studies major will be able to:

- Demonstrate a knowledge of the institutions and processes of political decision-making and their impact on policy-making
- Demonstrate an ability to apply historical, economic and political data and theories to understand, articulate, and evaluate domestic and international public policy
- Students will be able to locate and evaluate the perspective, quality and accuracy of information resources
- Students will be able to demonstrate ability to characterize a policy issue and apply skills and knowledge acquired in the curriculum to analyze that issue and make policy recommendations
- Students will be able to clearly communicate knowledge via oral and written means
- Students will be able to write simple policy memos

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Political Science (BA) Curriculum

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).

Program Requirements

Major Requirements

12 courses, including:

POL101	**American Government and Public Policy**	
	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.	**3**
POL100	**Introduction to Comparative Politics**	
	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.	**3**

OR

POL104	**Introduction to International Relations**	
	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.	**3**
POL202W	**Understanding Public Policy**	
	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.	**3**

POL311W 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. **3**

POL490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

1 approved 3-credit internship (INTPOL 303)
5 additional 3-credit program electives, 3 at the 200-level and 2 at the 300-level or above

Interdisciplinary Major Requirements

8 courses, exclusive of the Integrative Capstone:

POL100 Introduction to Comparative Politics

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. **3**

OR

POL104 Introduction to International Relations

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. **3**

POL101 American Government and Public Policy

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. **3**

POL311W 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. **3**

OR
an approved methods course in another discipline
1 approved 3-credit internship (INTPOL 303)
4 additional 3 credit program electives, 3 at the 200-level and 1 at the 300-level or above.

Pre-Law Minor Requirements

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, cocurricular programs offered in partnership with the PA Center for Women, Politics, and Public Policy, and the support of an advisory committee.
Chatham University works collaboratively with Duquesne University and Stetson University to assist those student interested in pursuing a law degree. To learn more about this program, visit our Collaborative Programs Page.

5 courses, including:

COM234 Persuasion

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. **3**

ENG241 Business Writing

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. **3**

OR

ENG355 Advanced Writing and Stylistics

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 **3**

disciplines in appropriate formats.

POL303 Constitutional Law I: US Govt Powers/Relationships

This course examinse 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 Courst, 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. **3**

PHI121 Introduction to Logic

An introduction to critical thinking, induction, deduction, and contemporary symbolic logic including argument symbolization, proof construction, and truth tables. **3**

IND104 LSAT Preparation

his course will help students prepare for the LSAT, by focusing on study skills particular to this examination. **1**

Political Science Minor Requirements

6 courses, including:

POL100 Introduction to Comparative Politics

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. **3**

OR

POL104 Introduction to International Relations

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. **3**

POL101 American Government and Public Policy

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. **3**

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

Political Science (BA) Learning Outcomes

This section explains the discipline-specific goals and objectives of the Political Science program.

Cognitive

1. Demonstrate a knowledge of the political and judicial actors, institutions and processes of the government of the United States
2. Demonstrate a knowledge of past and present political actors and institutions through which world governments and organizations affect, promote, and implement public policies
3. Demonstrate the ability to recognize the influence of global forces and identify their connections to local and national developments

Program Competency: Critical Reading

Demonstrate ability to extract and interpret information from both primary and secondary sources and identify and critique and major arguments and evidence

Program Competency: Analytical Thinking

Demonstrate ability to identify strengths and weaknesses of arguments in the context of previously learned material

Program Competency: Problem Solving

Demonstrate ability to formulate hypotheses and research questions based on data

General Education Competency: Information Literacy

Demonstrate ability to locate and evaluate the perspective, quality and accuracy of information resources

General Education Competency: Written/Oral Communication

1. Demonstrate ability to clearly communicate knowledge via oral and written means
2. Demonstrate ability to utilize the proper methodologies necessary for writing a political science research paper

Psychology (B.A.) Curriculum

The major course work is organized in a common structure for the baccalaureate curriculum: a required introductory course, three methodology courses, six advanced content courses, and the integrated capstone experience.

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

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

Program Requirements

Major Requirements

11 courses, including:

PSY101	**General Psychology** 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.	**3**
PSY213	**Statistics and Research Design** 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.	**3**
PSY217W	**Critical Thinking in Psychology**	**3**

PSY314W Foundations of Behavioral Research

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. **3**

INTPSY303 Internship - Psychology **3**

PSY490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

1 course in learning and cognition from the following:

PSY307 Cognitive Psychology

A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation. **3**

PSY326 Psychology of Learning

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. **3**

PSY324 Motivation

A survey of concepts and data related to the arousal and direction of behavior. **3**

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

PSY323 Personality

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. **3**

PSY331 Social Psychology

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. **3**

PSY333 Abnormal Behavior

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. **3**

1 course in biological bases from the following:

PSY340 Psychopharmacology

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. **3**

PSY341 Psychobiology

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. **3**

PSY230 Animal Behavior

A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions. **3**

1 developmental course from the following:

PSY351 Childhood and Adolescence

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. **3**

PSY352 Adult Development

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, **3**

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.

PSY357 Adolescence & the Transition to Adulthood

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. **3**

2 additional psychology program electives

Interdisciplinary Major Requirements

8 courses, exclusive of the Integrative Capstone

PSY101 General Psychology

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. **3**

PSY213 Statistics and Research Design

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. **3**

PSY314W Foundations of Behavioral Research

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. **3**

1 course in learning and cognition from the following:

PSY307 Cognitive Psychology

A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation. **3**

PSY326 Psychology of Learning

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. **3**

PSY324 Motivation

A survey of concepts and data related to the arousal and direction of behavior. **3**

1 course in learning and cognition from the following:

PSY323 Personality

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. **3**

PSY331 Social Psychology

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. **3**

PSY333 Abnormal Behavior

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. **3**

1 course in biological bases from the following:

PSY340 Psychopharmacology

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. **3**

PSY341 Psychobiology

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. **3**

PSY230 Animal Behavior

A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions. **3**

1 developmental course from the following:

PSY351 Childhood and Adolescence

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. **3**

PSY352 Adult Development

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. **3**

PSY357 Adolescence & the Transition to Adulthood

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. **3**

One additional approved psychology program elective.

Minor Requirements

6 courses, including:

PSY101 General Psychology

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. **3**

1 course in learning and cognition from the following:

PSY307 Cognitive Psychology

A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation. **3**

PSY326 Psychology of Learning

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. **3**

PSY324 Motivation

A survey of concepts and data related to the arousal and direction of behavior. **3**

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

PSY323 Personality

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. **3**

PSY331 Social Psychology

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. **3**

PSY333 Abnormal Behavior

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. **3**

1 course in biological bases from the following:

PSY340 Psychopharmacology

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. **3**

PSY341 Psychobiology

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. **3**

PSY230 Animal Behavior

A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions. **3**

1 developmental course from the following:

PSY351 Childhood and Adolescence

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. **3**

PSY352 Adult Development

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. **3**

PSY357 Adolescence & the Transition to Adulthood

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. **3**

One additional approved psychology program elective.

Psychology (BA) Learning Outcomes

Upon successful completion of the Psychology major, students will be able to:

1. Demonstrate knowledge of the major concepts and empirical findings related to Human Development.
2. Demonstrate knowledge of the major concepts and empirical findings related to Biological Bases of Behavior.
3. Demonstrate knowledge of the major concepts and empirical findings related to Learning and Cognition.
4. Demonstrate knowledge of the major concepts and empirical findings related to Social Influences of Behavior and Individual Differences.
5. Demonstrate and apply knowledge of research methods for implementation of quasi-experimental, correlational and/or qualitative research with the use of statistical software packages.
6. Apply critical thinking to determine the credibility of information and develop, defend and criticize arguments.
7. Demonstrate skills in written and oral communication including the presentation of scientific and own ideas in a public forum.
8. Demonstrate awareness of how basic psychological principles and theories may apply differently across cultures.
9. Demonstrate personal development through fulfillment of student responsibilities and the application of psychological knowledge to self-development.
10. Demonstrate professional development and professionalism through appropriate use of supervision/advising, career exploration and participation in career related internships and/or independent studies.
11. Demonstrate knowledge of ethical issues and behavior in relation to the treatment of human and non-human research subjects, and in the application and practice of psychology.

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Psychology (B.A.) Admission Requirements

Admission to the B.A. in Psychology Program will be based on:

- High school diploma or GED with a GPA of 2.5 or higher
- Completed free online application at http://apply.chatham.edu/ccps
- Admission Essay: Provide a description of your academic and professional goals. Assess how you believe that the completion of the BA degree will help you achieve these goals (minimum 500 words).
- Official Academic Transcripts from all regionally accredited colleges or universities previously attended
    - Students may receive transfer credits for courses in which they have received a letter grade of "C" or better.

Application materials may be addressed to:

Chatham University
Berry Hall/SCPS Admissions
Woodland Road
Pittsburgh, PA 15232

Criminology (BA) Curriculum

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

Program Requirements

Major Requirements

12 courses, including:

CRM101	**Introduction to Criminal Justice**	
	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.	**3**
CRM224	**Juvenile Justice**	
	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.	**3**
CRM225W	**Criminology**	
	Criminology is the study of crime, its causes and effects. This course covers definitions and types of crime, research methods, theories of criminal behavior and responses to crime. Crimes against people, property, and organizations will be examined, and biological, psychological, and sociological explanations will be discussed.	**3**
CRM305	**Criminal Investigations**	
	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	**3**

procedures are applied to both violent and property crimes. Report writing and courtroom presentation are also covered.

CRM310 Survey of Corrections

This course provides both a historical and contemporary exploration of correction methods utilized in the United States. This course examines the philosophy, theory, and practices involved in the control and behavior modification of offenders. Issues of inequality and at-risk populations are explored. **3**

INTCRM303 Internship - Criminology **3**

CRM490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

PSY101 General Psychology

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. **3**

OR

SWK101 Introduction to Sociology

This course introduces students to the basic sociological concepts, including sociological imagination, socialization, social institutions, social stratification, and social inequality. Emphasis is placed on conceptual tools necessary for the analysis of the influence of social structures on human behavior and life chances. **3**

PSY213 Statistics and Research Design

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. **3**

PSY314W Foundations of Behavioral Research

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. **3**

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

IND105 Crime Scene Investigation

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. **3**

IND105L Crime Scene Investigation Lab

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 **1**

CRM220 Women and the Criminal Justice System

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. **3**

CRM313 Special Topics

This course allows in-depth exploration of a special topic in criminology. Possible topics include organized crime, the death penalty, victimization of children and adolescents, and media portrayals of forensics and forensic professionals. **3**

CRM340 Violent and Predatory Crimes

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. **3**

PSY331 Social Psychology

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. **3**

PSY333 Abnormal Behavior

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. **3**

PSY340 Psychopharmacology

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. **3**

SWK201W Human Behavior in the Social Environment I

This course examines the development of individuals, couples, and families from birth to adolescence within the framework of social work research and theory. Also explored are systems that influence gender, race, ethnicity, social, and economic influences within the context of families, groups, organizations, institutions, and communities. **3**

SWK202 Human Behavior in the Social Environment II

This course is a continuation of SWK 201W. It examines the development of individuals, couples, and families from adolescence to death within social work research and theory. Also explored are systems that influence gender, race, ethnicity, social, and economic influences within the context of families, groups, organizations, institutions, and communities. **3**

SWK321 Social Welfare and Social Justice

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. **3**

SWK325 Deviant Behavior

This course examines deviance using biological, psychological, and sociological perspectives. Emphasis is placed on examining the influence of social, cultural, historical, political, and economic context in the identification, labeling, and control of deviant behavior. **3**

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.

3 required courses:

CRM101 Introduction to Criminal Justice

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. **3**

CRM225W Criminology

Criminology is the study of crime, its causes and effects. This course covers definitions and types of crime, research methods, theories of criminal behavior and responses to crime. Crimes against people, property, and organizations will be examined, and biological, psychological, and sociological explanations will be discussed. **3**

CRM224 Juvenile Justice

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. **3**

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

CRM220 Women and the Criminal Justice System

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. **3**

CRM305 Criminal Investigations

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. **3**

CRM310 Survey of Corrections

This course provides both a historical and contemporary exploration of correction methods utilized in the United States. This course examines the philosophy, theory, and practices involved in the control and behavior modification of offenders. Issues of inequality and at-risk populations are explored. **3**

CRM313 Special Topics

This course allows in-depth exploration of a special topic in criminology. Possible topics include organized crime, the death penalty, victimization of children and adolescents, and media portrayals of forensics and forensic professionals. **3**

CRM340 Violent and Predatory Crimes

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. **3**

IND105 Crime Scene Investigation

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. **3**

IND105L Crime Scene Investigation Lab

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 **1**

Criminology (BA) Learning Outcomes

Criminology program goals provide the basis for program assessment. Specific learning objectives tied to each course will follow from these program goals and guide the evaluation of student learning.

Upon completion of the Criminology major students will demonstrate mastery of knowledge and/or skills in the following areas:

- Administration of Justice: Demonstrate knowledge of the purpose and functioning of the contemporary American criminal justice system, and distinctions between adult and juvenile justice systems.
- Criminological theory: Demonstrate knowledge of theories of crime, offender typologies, and victimology.
- Law Enforcement: Demonstrate knowledge of history, theory, practice and legal environment of law enforcement and police organizations.
- Law adjudication: Demonstrate knowledge of criminal law, criminal procedures, prosecution, defense, court procedures, and decision-making.
- Corrections: Demonstrate knowledge of the history, theory, practice and legal environment of American corrections.
- Research and analytic methods: Demonstrate knowledge of quantitative and qualitative methods for conducting and analyzing ethical criminal justice research.
- Demonstrate knowledge of diversity issues in criminal justice.
- Demonstrate professional behavior in an applied setting related to criminal justice or criminology.

Chatham University Criminology

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Social Services Administration (BA) Curriculum

The mission of the Chatham University undergraduate Social Services Administration program is to prepare students for entry level positions within social service agencies and for graduate study related to public administration, public health, social work, and related fields. The program emphasizes skills and knowledge related to the administration of non-profit agencies and the impact of policy on these agencies.

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

Program Requirements

Major Requirements

10 courses total, including:

BUS105	**Foundations of Business**	
	The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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.	**3**
PSY101	**General Psychology**	
	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.	**3**
OR		
SWK102	**Introduction to Social Work, Social Justice and Social Issues**	
	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 is appropriate for students who are considering social work as a profesion and as well as for those with an interest in related fields such as psychology, counseling, and public policy.	**3**

SWK321 Social Welfare and Social Justice

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. **3**

INTSSA303 Internship - Social Services Administration **3**

SSA490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

4 courses from the following:

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

OR

PSY213 Statistics and Research Design

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. **3**

OR

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

ACT222 Financial Accounting Principles I

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). **3**

BUS272 Principles of Finance

This course enables 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. **3**

PSY314W Foundations of Behavioral Research

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. **3**

CRM101 Introduction to Criminal Justice

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. **3**

SWK224 Juvenile Justice

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. **3**

SWK322W Social Welfare: Women and Policy

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 wil utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice. **3**

PSY333 Abnormal Behavior

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. **3**

SWK351 Practice 1: Interviewing and Assessment with Individuals

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. **3**

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.

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

SWK101 Introduction to Sociology

This course introduces students to the basic sociological concepts, including sociological imagination, socialization, social institutions, social stratification, and social inequality. Emphasis is placed on conceptual tools necessary for the analysis of the influence of social structures on human behavior and life chances. **3**

OR

PSY101 General Psychology

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. **3**

SWK102 Introduction to Social Work, Social Justice and Social Issues

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 is appropriate for students who are considering social work as a profesion and as well as for those with an interest in related fields such as psychology, counseling, and public policy. **3**

SWK321 Social Welfare and Social Justice

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. **3**

Two of the following:

SWK322W Social Welfare: Women and Policy

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 wil utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice. **3**

SWK351 Practice 1: Interviewing and Assessment with Individuals

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. **3**

Social Services Administration (BA) Learning Outcomes

At the completion of the major the student will be able to:

1. Describe the relationship between social policies and social services
2. Define basic principles of management as applied to non-profit settings
3. Identify several effective intervention strategies used in social service agencies
4. Explain how funding sources impact the provision of services
5. Demonstrate the use of professional behavior as an intern in a social service setting.

Chatham University Social Services Administration

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Social Work (BSW) Curriculum

The social work program offers a major in social work leading to a Bachelor of Social Work (B.S.W.) degree that is accredited by the Council on Social Work Education. A liberal arts foundation is an integral part of an undergraduate social work education and provides an essential context for understanding human behavior. The B.S.W. prepares students for entry level generalist social work practice as well as graduate education in social work and related fields. Bachelor level social workers are employed in all areas of human services and health care. They are also eligible for advanced standing in graduate programs in social work.

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

Program Requirements

Major Requirements

16 courses, including:

BIO135	**Applied Human Biology**	
	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.	**3**
PSY101	**General Psychology**	
	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.	**3**
PSY213	**Statistics and Research Design**	
	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.	**3**

PSY314W Foundations of Behavioral Research

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. **3**

SWK101 Introduction to Sociology

This course introduces students to the basic sociological concepts, including sociological imagination, socialization, social institutions, social stratification, and social inequality. Emphasis is placed on conceptual tools necessary for the analysis of the influence of social structures on human behavior and life chances. **3**

SWK102 Introduction to Social Work, Social Justice and Social Issues

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 is appropriate for students who are considering social work as a profesion and as well as for those with an interest in related fields such as psychology, counseling, and public policy. **3**

SWK201W Human Behavior in the Social Environment I

This course examines the development of individuals, couples, and families from birth to adolescence within the framework of social work research and theory. Also explored are systems that influence gender, race, ethnicity, social, and economic influences within the context of families, groups, organizations, institutions, and communities. **3**

SWK202 Human Behavior in the Social Environment II

This course is a continuation of SWK 201W. It examines the development of individuals, couples, and families from adolescence to death within social work research and theory. Also explored are systems that influence gender, race, ethnicity, social, and economic influences within the context of families, groups, organizations, institutions, and communities. **3**

SWK321 Social Welfare and Social Justice

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. **3**

SWK322W Social Welfare: Women and Policy

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 wil utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice. **3**

SWK351 Practice 1: Interviewing and Assessment with Individuals

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. **3**

SWK352 Practice 2: Interventions with Individuals and Families

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. **3**

SWK354 Practice 3: Working with Groups

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. **3**

SWK355 Practice 4: Working with Organizations and Communities

The focus of this course is generalist social work practice as applied to macro practice activities. It introduces students to generalist social work practice intended to bring changes to organizations, communities, and institutions with the goal of advancing the achievement of individual and collective social and economic justice. **3**

SWK460 Integrative Seminar in Social Work

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. Co-requisite: Field placement. **3**

SWK490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on

the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

12 credits of field placement from the following:

SWK451A Field Placement I

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. **1**

SWK451B Field Placement II

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. **2**

SWK451C Field Placement III

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. **3**

SWK451D Field Placement IV

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. **4**

SWK451E Field Placement V

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. **5**

Minor Requirements

This minor is intended for students who are interested in exploring the field of social work for further study. It does not prepare a student for professional social work practice. Instead, it can be used to understand the field of social work and explore professional careers within the field. 18 credits

SWK102 Introduction to Social Work, Social Justice and Social Issues

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 is appropriate for students who are considering social work as a profesion and as well as for those with an interest in related fields such as psychology, counseling, and public policy. **3**

SWK201W Human Behavior in the Social Environment I

This course examines the development of individuals, couples, and families from birth to adolescence within the framework of social work research and theory. Also explored are systems that influence gender, race, ethnicity, social, and economic influences within the context of families, groups, organizations, institutions, and communities. **3**

OR

SWK202 Human Behavior in the Social Environment II

This course is a continuation of SWK 201W. It examines the development of individuals, couples, and families from adolescence to death within social work research and theory. Also explored are systems that influence gender, race, ethnicity, social, and economic influences within the context of families, groups, organizations, institutions, and communities. **3**

SWK321 Social Welfare and Social Justice

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. **3**

OR

SWK351 Practice 1: Interviewing and Assessment with Individuals

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. **3**

SWK352 Practice 2: Interventions with Individuals and Families

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. **3**

OR

SWK354 Practice 3: Working with Groups

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. **3**

OR

SWK355 Practice 4: Working with Organizations and Communities

The focus of this course is generalist social work practice as applied to macro practice activities. It introduces students to generalist social work practice intended to bring changes to organizations, communities, and institutions with the goal of advancing the achievement of individual and collective social and economic justice. **3**

Elective social work (SWK) course at the 200 or 300 level

Social Work (BSW) Learning Outcomes

Upon successful completion of the major, students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate profession judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Chatham University Social Work

Falk Hall • Woodland Road • Pittsburgh, PA 15232

Applied Data Science Analytics Curriculum

The Applied Data Science Analytics curriculum allows students to develop theoretical understanding of data analytics and translate theory into practice through hands-on applications. Students can benefit from innovative courses such as Digital Marketing (BUS496), which engages students in the analytics of online advertising and promotion data, and Careers for the Digital Age (IND250), which explores computing and digital skills essential to professionals in the 21st century.

Students can also choose a minor in a specialized field, such as a business field, political science, sustainability, biology, psychology, mathematics, or more.

Program Requirements

Major Requirements

51 credits

BUS171	**Information Systems and Operations** This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases.	**3**
BUS310W	**Business Analytics: Research Methods** This course introduces research methods and tools as the foundations of business analytics. Topics include problem definition, literature review, theory development, research design, sampling theory, construct measurement, data collection, data analysis, reporting results, interpreting findings, and developing actionable recommendations.	**3**
BUS421	**Information and Cybersecurity** This course introduces fundamental issues in information and cybersecurity, with an emphasis on vulnerabilities available to cyber attackers. Students develop conceptual tools for identifying vulnerabilities, assessing threats, analyzing risk, and selecting controls to mitigate risk, and practical skills in implementing security, responding to incidents, and designing systems that prevent cyberattacks.	**3**

CMP120 Introduction to Programming

An introduction to the theory and practice of computer programming with an emphasis on problem solving. No previous programming experience is required. **3**

CMP202 Introduction to Programming

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

DSA150 Introduction to Data Science

Data Science is the study of the tools and process used to extract knowledge from data. This course introduces students to this important, interdisciplinary field with applications in business, communications, healthcare, etc. Students learn the basics of data organization, packaging, and delivery. Simple algorithms and data mining techniques are introduced. **3**

DSA400W Data Visualization and Communication

Cover the different ways of visualizing data, given different types and characteristics of data. Includes assessment and evaluation of existing data visualization techniques. Current tools used transform data and visualize data are reviewed, including Python, Google Charts, and/or Tableau. **3**

DSA411 Machine Learning and AI

An introduction to machine learning and artificial intenlligence. Topics include classification, regression, clustering, planning, and scheduling. Includes current issues relevant to big data problems. **3**

INTDSA303 Internship - Data Science Analytics **3**

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

MTH152 Calculus II

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. **4**

MTH221 Linear Algebra

Topics include finite dimensional vector spaces, geometry of R, linear functions, systems of linear equations, and theory of matrices and determinants. **3**

MTH222 Multivariate and Vector Calculus

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. **3**

MTH244 Discrete Mathematics

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, combinatories, discrete probability, graphs, and trees. Three hours of class per week. **3**

MTH310 Probability

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. **3**

Nine (9) credits of approved electives: choose from list below, or from the list of 200+ level MTH courses, or get Program Director approval

BUS317 Systems Analysis and Design

This course introduces information systems analysis and design for contemporary organizations, with a focus on developing critical skills in communicating with people as users, analyzing processes, translating needs into information systems requirements, and testing of prototype ideas. Topics also include functional, structural, and behavioral modeling, and Unified Modeling Language (UML). **3**

BUS416 Computer Networking & Telecommunication

This course introduces students to the foundational network technologies for data encoding and transmission. Topics may include telephone network and internet architecture, communication protocols (e.g., HTTP, SMTP), transport protocols (e.g., UDP, TCP), and network protocols (IP), TCP/IP, LANs, WANs, circuit vs. packet switching, network security, and multimedia. **3**

COM261 Web Design I: Code + Aesthetics

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 FDT261. Additional Fee(s): Course Computing Fee. **3**

SUS404 Quantitative Ecology

Drawing from case studies in landscape design and natural resource management, this course will apply quantitative methods to ecological data analysis. Students will work with the software program R to apply statistical inference and mathematical modeling using previously collected data sets on single species, species interactions, communities, and food webs. **3**

Minor Requirements

18 credits

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

CMP120 Introduction to Programming

An introduction to the theory and practice of computer programming with an emphasis on problem solving. No previous programming experience is required. **3**

CMP202 Introduction to Programming

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

DSA150 Introduction to Data Science

Data Science is the study of the tools and process used to extract knowledge from data. This course introduces students to this important, interdisciplinary field with applications in business, communications, healthcare, etc. Students learn the basics of data organization, packaging, and delivery. Simple algorithms and data mining techniques are introduced. **3**

DSA400W Data Visualization and Communication

Cover the different ways of visualizing data, given different types and characteristics of data. Includes assessment and evaluation of existing data visualization techniques. Current tools used transform data and visualize data are reviewed, including Python, Google Charts, and/or Tableau. **3**

MTH110 Elementary Statistics

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. Three hours of class per week.

3

Applied Data Science Analytics Learning Outcomes

At the completion of the program, students will be able to:

1. Create effective mathematical solutions to analytical problems.
2. Create effective solutions to computing challenges in analytical projects.
3. Effectively organize and manage datasets for analytical projects.
4. Critically analyze problems and identify analytical solutions.
5. Communicate analytics problems, methods, and findings effectively orally, visually, and in writing.
6. Critically evaluate ethical, privacy and security challenges in data analytics.

Biochemistry (BA/BS) Curriculum

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.

Program Requirements

Major Requirements (BA)

50 credits, including:

BIO143	**The Cell** 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 serves as the foundation for all upper-level biology courses. Three hours of class	**3**
BIO143L	**Lab: The Cell** Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequiisite: BIO143. Additional Fee(s): Laboratory fee.	**1**
BIO144	**The Organism** This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class.	**3**
BIO144L	**Lab: The Organism** Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	**1**

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

CHM108 Chemistry II

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. Corequisite: CHM 110. **3**

CHM205 Organic Chemistry I

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. Co-requisite: CHM 215. **3**

CHM206 Organic Chemistry II

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. **3**

CHM338 Biochemistry I

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. **3**

CHM339 Biochemistry II

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 BIO438 **3**

CHM490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

IND350 Scientific Research Methods

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. **2**

INTCHM303 Internship - Chemistry **3**

3 credits of biology at the 200-level or above
3 credits of chemistry at the 300-level or above

Major Requirements (BS)

79 credits, including:

BIO143 The Cell

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 serves as the foundation for all upper-level biology courses. Three hours of class **3**

BIO143L Lab: The Cell

Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequiisite: BIO143. Additional Fee(s): Laboratory fee. **1**

BIO144 The Organism

This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class. **3**

BIO144L Lab: The Organism

Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees. **1**

BIO231 Cell and Molecular Biology

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. **3**

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

CHM108 Chemistry II

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. Corequisite: CHM 110. **3**

CHM205 Organic Chemistry I

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. Co-requisite: CHM 215. **3**

CHM206 Organic Chemistry II

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. **3**

CHM311 Physical Chemistry I

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. **3**

CHM322 Topics in Analytical Chemistry

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. Corequisite: CHM 318 **3**

CHM338 Biochemistry I

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. **3**

CHM339 Biochemistry II

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 BIO438 **3**

CHM490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

MTH152 Calculus II

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. **4**

PHY251 Principles of Physics I

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. **4**

PHY252 Principles of Physics II

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. **4**

IND350 Scientific Research Methods

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. **2**

INTCHM303 Internship - Chemistry **3**

2 courses from the following:

BIO221 General Microbiology

The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three class meetings per week. **3**

BIO417 Genetics

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. **3**

Biochemistry (BA/BS) Learning Outcomes

Upon successful completion of the major, students will be able to:

- Write well on exams, short paper, long papers and laboratory reports.
- Make oral reports of varying lengths, either alone or as part of a team.
- Prepare and present posters at scientific meetings.
- Exhibit critical thinking when reading texts, lecture supplements, and other materials.
- Prepare a literature review and a bibliography on a topic in chemistry.
- Obtain relevant information from primary sources in a library or online.
- Demonstrate knowledge about the broad core of chemistry.
- Recognize and use connections of chemistry to biology, computing, and mathematics.
- Use ethical scientific methods in obtaining and evaluating data.
- Demonstrate proper methods in the design and conduct of research.
- Exhibit basic laboratory skills in such areas as preparing solutions and titration.
- Use chemical instrumentation and perform both qualitative and quantitative analyses.
- Be able to use computer hardware and software for chemical purposes.
- Demonstrate safety in the laboratory.
- Make proper disposal of wastes.

Biology (BA/BS) Curriculum

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 a preferred area of interest. The B.A. degree is appropriate for students who want to demonstrate their capability in biology, but also want to explore related areas like teaching.

Program Requirements

Major Requirements (BA and BS Degrees)

All biology majors must complete IND 350, BIO 498 and 499, and at least two biology courses with a laboratory component at Chatham University.

Major Requirements (BA)

17 courses, including:

BIO143	**The Cell**	
	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 serves as the foundation for all upper-level biology courses. Three hours of class	**3**
BIO143L	**Lab: The Cell**	
	Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequiisite: BIO143. Additional Fee(s): Laboratory fee.	**1**
BIO144	**The Organism**	
	This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class.	**3**
BIO144L	**Lab: The Organism**	
	Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	**1**

BIO490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

CHM108 Chemistry II

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. Corequisite: CHM 110. **3**

IND350 Scientific Research Methods

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. **2**

INTBIO303 Internship - Biology **3**

MTH110 Elementary Statistics

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 **3**

drawn from the natural and social sciences. Three hours of class per week. Three hours of class per week.

MTH108 Precalculus

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. . **3**

4 additional courses selected from biology numbered 200 or above; at least 3 of these must have a laboratory component, and at least 1 of the courses with a laboratory component must be numbered 300 or above.

Major Requirements (BS)

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

Core of 13 courses, including:

BIO143 The Cell

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 serves as the foundation for all upper-level biology courses. Three hours of class **3**

BIO143L Lab: The Cell

Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequiisite: BIO143. Additional Fee(s): Laboratory fee. **1**

BIO144 The Organism

This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class. **3**

BIO144L Lab: The Organism

Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees. **1**

BIO490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

CHM108 Chemistry II

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. Corequisite: CHM 110. **3**

IND350 Scientific Research Methods

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. **2**

INTBIO303 Internship - Biology **3**

MTH110 Elementary Statistics

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 **3**

drawn from the natural and social sciences. Three hours of class per week. Three hours of class per week.

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

Minor Requirements

8 courses, including:

BIO143 The Cell

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 serves as the foundation for all upper-level biology courses. Three hours of class **3**

BIO143L Lab: The Cell

Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequiisite: BIO143. Additional Fee(s): Laboratory fee. **1**

BIO144 The Organism

This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class. **3**

BIO144L Lab: The Organism

Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees. **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.

Track: 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:

BIO123 Nutrition

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. **3**

BIO131 Human Genetics

This course is designed to help students understand issues in genetic research and biotechnology. Topics include Mendelian genetics, DNA structure and testing, pedigrees, birth defects, cancer, and the creation of transgenic plants and animals. Three hours of lecture per week. **3**

BIO131L Human Genetics Laboratory

Laboratory course emphasizing human genetics. Experiments wil correlate with and enhance the lecture in BIO131. Two hours of laborary per week. Additional Fee(s): Laboratory fee. **1**

BIO201 Anatomy

This course introduces students to the basic concepts of anatomy. 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 class per week. **3**

BIO201L Lab: Anatomy

Laboratory experiments emphasizing comparative anatomy between humans and other animals. Three hours of laboratory per week. Corequisite: BIO201. Additional Fee(s): Laboratory fees. **2**

BIO209 Basic Neuroscience

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 lecture per week. **3**

BIO221 General Microbiology

The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three class meetings per week. **3**

BIO221L Lab: General Microbiology

Experiments to complement the material in BIO221. Four hours of laboratory per week. Corequisite: BIO221. Addtional Fee(s): Laboratory fees. **2**

BIO302 Physiology

This course introduces students to the basic concepts of physiology. The lectures will emphasize chemical principles, cellular biological principles, and a survey of the nervous, endocrine, immune, musculoskeletal, cardiovascular, excretory, respiratory, and digestive systems. The laboratory will emphasize comparative physiology between humans and other animals. Three hours of class per week. **3**

BIO302L Physiology Lab

Laboratory experiments emphasizing comparative physiology between human and other animals. Three hours of laboratory per week. Corequisite: BIO302. Additional Fee(s): Laboratory fees. **2**

BIO419 Immunology

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 compleses, and the cellular basis for the immune response. Three hours of lecture per week. Prerequisitie(s): BIO221 or BIO302 **3**

OR

BIO458 Histology

A microscopic analysis of human and animal tissue and organ function at the cellular level. Material comes from text book, 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. **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

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

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

Track: Cell and Molecular Biology

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

BIO231 Cell and Molecular Biology

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. **3**

BIO408 Developmental Biology

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. **3**

BIO417 Genetics

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. **3**

BIO438 Biochemistry I

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. **3**

OR

BIO458 Histology

A microscopic analysis of human and animal tissue and organ function at the cellular level. Material comes from text book, lecture, images and animations in addition to practical application and identification of histological specimens. Recommended for **3**

students planning to apply to professional schools of medicine, veterinary medicine, or dentistry.

CHM205 Organic Chemistry I

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. Co-requisite: CHM 215. **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

PHY251 Principles of Physics I

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. **4**

PHY252 Principles of Physics II

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. **4**

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

Botany Minor

Botany, or plant biology, is the scientific study of plants, from algae to giant sequoia trees. A minor in botany is ideal for students who wish to supplement their studies in some other discipline with a concentrated study of plant life. 19 credits, including:

Minor Requirements
19 credits, including:

BIO144 The Organism

This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class. **3**

OR

ENV129 Our Fragile Earth: A Scientific Perspective

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. **3**

OR

SUS201 Integrative Biology

This course will introduce traditional biological concepts from molecules to organisms within an integrative and applied framework. Students will learn the interdisciplinary nature and common approaches of biology through applied topics relevant to sustainability such as human and ecological health, freshwater and marine fisheries, energy sources, and climate dynamics. **3**

BIO144L Lab: The Organism

Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees. **1**

OR

ENV129L Our Fragile Earth Lab

This lab offers hands-on opportunity to perform basic environmental lab skills, including sater testing, bioassay, and greenhouse experiment protocol. The course may be taken independently oas a freestanding environmental lab course. Two hours of laboratory per week. Additional Fee(s): Laboratory fee. **1**

OR

SUS201L Integrative Biology Lab

Laboratory exercises including data collection, small-scale experimentation, data modeling, and simulation will be experienced to complement the material covered in SUS 201. Two hours of laboratory will be held per week at the Eden Hall Campus aquatic science lab. Corequisite: SUS 201. Additional Fee(s): Laboratory fees = S50. **1**

BIO224 Botany

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 fro humans is discussed, including their use for food and medicine. Three hours of lecture per week. **3**

BIO224L Lab: Botany

Experiments to complement the material presented in BIO224. Four hours of laboratory or flield experience per week. Corequisite: BIO224. Additional Fee(s): Laboratory fees. **2**

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

OR

CHM102 Chemistry in Context

One semester lecture course with selected topics in inorganic and organic chemistry. Emphasis is on relevance to biological and environmental issues. Topics include matter, energy, atomic and molecular structure, bonding, reaction chemistry, and radioactivity. Three hours of lecture per week. Not open to majors in biology or chemistry. **3**

CHM109L Chemistry I Laboratory

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. Corequisite: CHM 105 or 107. Additional Fee(s): Laboratory fee. **1**

OR

CHM102L Chemistry in Context Lab

One semester laboratory course to accompany CHM102 Chemistry in Context. Two hours of lab per week. Not open to majors in biology or chemistry. **1**

And a minimum of two courses (minimum six credits) from the combinations below:
BIO250 Plants, People, and Environment (3)

BIO484 Plant Physiology

This course is an introduction to the physiology and biochemistry of plants. Lectures and laboratory exercises cover plant cells, enzymes, transport of water and nutrients, metabolism, defenses against pathogens, gene expression, hormones, and responses to environmental stimuli. Three lectures per week. **3**

AND

BIO484L Lab: Plant Physiology

Experiements to complement the material presented in BIO384. Four hours of laboratory per week. Corequisite: BIO484. Additional Fee(s): Laboratory fees. **2**

ENV208 Backpacking: Experiencing the Natural History of Western

Students learn local land-use and natural history, including soil formation, flora, and some fauna. Also covered are wilderness trip planning and leadership, including principles for minimizing human impacts and conserving outdoor spaces and wilderness heritage. One weekend overnight camping trip is required. Prior completion of 100-level science course is desirable. **3**

FST402 Global Agriculture

This multi-disciplinary course examines agro-ecological, socio-economic, and political issues in tropical agriculture in the global South, focusing on how production and consumption impact food, agriculture, and community sustainability. The course centers on a two-week visit to EARTH University in Costa Rica, plus pre- and post-trip sessions in Pittsburgh. **3**

FST420 Basic Agroecology

Through working on Chatham's Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

AND

FST420L Growing Sustainably Lab

Through working with Chatham's Eden Hall Farm as well as visiting neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in classes. Topics will include basic principles of soil fertilitiy, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **1**

SUS4XX: Tree Care

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

Biology (BA/BS) Learning Outcomes

Upon successful completion of the major, students will be able to:

- Write well on exams, short paper, long papers and laboratory reports.
- Make oral reports of varying lengths, either alone or as part of a team.
- Prepare and present posters at scientific meetings.
- Exhibit critical thinking when reading texts, lecture supplements, and other materials.
- Prepare a literature review and a bibliography on a topic in biology.
- Obtain relevant information from primary sources in a library or online.
- Demonstrate knowledge about the broad core of biology.
- Recognize and use connections of biology to chemistry, computing, mathematics and statistics.
- Use ethical scientific methods in obtaining and evaluating data.
- Demonstrate proper methods in the design and conduct of research.
- Use microscopes, balances and other basic biological equipment.
- Prepare solutions and dilution series.
- Perform dissections and organism identification.
- Demonstrate safety in the laboratory.
- Make proper disposal of wastes.

Learning Outcomes Matrix [PDF]

» Click here to view more detailed learning outcomes listings for each course.

Chatham University Biology

Buhl Hall • Woodland Road • Pittsburgh, PA 15232

Chemistry (BA/BS) Curriculum

Approved by the American Chemical Society, the curriculum includes intensive preparation for graduate study and careers in the chemical industry or governmental laboratories.

Program Requirements

Major Requirements (BA)

44 credits, including:

CHM107	**Chemistry I** This class 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. Co-requisite: CHM 109	**3**
CHM108	**Chemistry II** 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. Corequisite: CHM 110.	**3**
CHM205	**Organic Chemistry I** 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. Co-requisite: CHM 215.	**3**
CHM206	**Organic Chemistry II** 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.	**3**

CHM209 Inorganic Chemistry

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. **3**

CHM490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

IND350 Scientific Research Methods

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. **2**

INTCHM303 Internship - Chemistry **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

9 additional credits in chemistry at the 300-level or above.

Major Requirements (BS)

72 credits, including:

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

CHM108 Chemistry II

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. Corequisite: CHM 110. **3**

CHM205 Organic Chemistry I

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. Co-requisite: CHM 215. **3**

CHM206 Organic Chemistry II

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. **3**

CHM209 Inorganic Chemistry

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. **3**

CHM311 Physical Chemistry I

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. **3**

CHM312 Physical Chemistry II

Quantum mechanics, spectroscopy, introduction to symmetry, and introduction to statistical mechanics. Four hour lectures per week. **4**

CHM322 Topics in Analytical Chemistry

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. Corequisite: CHM 318 **3**

CHM338 Biochemistry I

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. **3**

CHM490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

IND350 Scientific Research Methods

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. **2**

INTCHM303 Internship - Chemistry **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

MTH152 Calculus II

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. **4**

PHY251 Principles of Physics I

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. **4**

PHY252 Principles of Physics II

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. **4**

1 three (3) credit chemistry elective

Minor Requirements

26 credits, including:

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

CHM108 Chemistry II

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. Corequisite: CHM 110. **3**

CHM205 Organic Chemistry I

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. Co-requisite: CHM 215. **3**

CHM206 Organic Chemistry II

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. **3**

CHM209 Inorganic Chemistry

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. **3**

CHM311 Physical Chemistry I

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. **3**

OR

CHM338 Biochemistry I

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. **3**

OR

Chemistry (BA/BS) Learning Outcomes

Upon successful completion of the major, students will be able to:

- Write well on exams, short paper, long papers and laboratory reports.
- Make oral reports of varying lengths, either alone or as part of a team.
- Prepare and present posters at scientific meetings.
- Exhibit critical thinking when reading texts, lecture supplements, and other materials.
- Prepare a literature review and a bibliography on a topic in chemistry.
- Obtain relevant information from primary sources in a library or online.
- Demonstrate knowledge about the broad core of chemistry.
- Recognize and use connections of chemistry to biology, computing, and mathematics.
- Use ethical scientific methods in obtaining and evaluating data.
- Demonstrate proper methods in the design and conduct of research.
- Exhibit basic laboratory skills in such areas as preparing solutions and titration.
- Use chemical instrumentation and perform both qualitative and quantitative analyses.
- Be able to use computer hardware and software for chemical purposes.
- Demonstrate safety in the laboratory.
- Make proper disposal of wastes.

Learning Outcomes Matrix [PDF]

» Click here to view more detailed learning outcomes listings for each course.

Chatham University Chemistry

Buhl Hall • Woodland Road • Pittsburgh, PA 15232

Environmental Science Curriculum

The Environmental Science BS major provides students with an interdisciplinary, scientific perspective to help them develop an evidence-based approach to environmental challenges. Foundational courses in biology, chemistry, ecology, hydrology, climate science, and geology are coupled with skills-based courses (statistics, GIS) and labs that prepare them for jobs in the public, private, or nonprofit sectors or for further graduate study.

Program Requirements

Major Requirements

65 credits, including:

SUS201	**Integrative Biology** This course will introduce traditional biological concepts from molecules to organisms within an integrative and applied framework. Students will learn the interdisciplinary nature and common approaches of biology through applied topics relevant to sustainability such as human and ecological health, freshwater and marine fisheries, energy sources, and climate dynamics.	**3**
SUS201L	**Integrative Biology Lab** Laboratory exercises including data collection, small-scale experimentation, data modeling, and simulation will be experienced to complement the material covered in SUS 201. Two hours of laboratory will be held per week at the Eden Hall Campus aquatic science lab. Corequisite: SUS 201. Additional Fee(s): Laboratory fees = S50.	**1**
SUS202	**Dynamic Earth Systems** The earth is a dynamic, evolving system. This course provides an introduction to earth's formation, its materials composition and distribution, and the processes of the lithosphere, atmosphere, hydrosphere, and biosphere that interact to shape surface and subsurface features and conditions. The complex adaptive systems framework will be applied.	**3**

SUS2xx GIS (3)

SUS301	**Global Change Science** The climate system of Earth is rapidly changing due to complex and interacting phenomena. This course offers an in-depth investigation of the science behind climate change, including a survey of model forecasts. Emphasis will also include the current and projected consequences of climate change on natural resources.	**3**

ENV147 Environmental Geology

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. **4**

ENV147L Lab: Environmental Geology **0**

ENV327 Writing about Environmental Science

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. Cross-listed as ENG327. **3**

ENV3xx Hydrology (3)

INTENV303 Internship - Environmental Studies **3**

ENV451 Soil Science

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 qulaity. Cross-listed as LNS 551 **3**

ENV490 Capstone (4)

BIO224 Botany

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 fro humans is discussed, including their use for food and medicine. Three hours of lecture per week. **3**

BIO224L Lab: Botany

Experiments to complement the material presented in BIO224. Four hours of laboratory or flield experience per week. Corequisite: BIO224. Additional Fee(s): Laboratory fees. **2**

BIO248 Ecology

A study of the interrelation between organisms and their environment. Three hours of lecture per week. **3**

BIO248LW Lab: Ecology

Experiments to complement the material presented in BIO248. Four hours of laboratory or field experience per week. Corequisite: BIO248. Additional Fee (s): Laboratory fee. **2**

BIO303 Applied and Environmental Microbiology

This course will focus on the importance of microorganisms in environmental and industrial processes, and the role of scientific research in finding solutions to applied problems. Areas that will be covered include basic microbiology, soil and water microbiology, agricultural and food microbiology, and public health microbiology. **3**

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

CHM109L Chemistry I Laboratory

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. Corequisite: CHM 105 or 107. Additional Fee(s): Laboratory fee. **1**

CHM108 Chemistry II

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. Corequisite: CHM 110. **3**

CHM110L Chemistry II Laboratory

Continued introduction to the basic experimental procedures and laboratory techniques in chemistry. Experiments are correlated with lectures in Chemistry 108. Three hours of laboratory per week. Corequisite: CHM 108. Additional Fee(s): Laboratory fee. **1**

CHM205 Organic Chemistry I

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. Co-requisite: CHM 215. **3**

CHM215L Elementary Organic Laboratory

Basic manipulative skills, including introduction to several chromatographic techniques, are followed by chemistry of alkenes and aromatic compounds. Four hours of laboratory per week. Additional Fee(s): Laboratory fee. **2**

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

IND350W Scientific Research Methods

This course serves as an introduction to research literature and research methodology in the sciences. Topics include professional writing, experimental design, presentation techniques, and professional and research ethics. Credit is not given for both IND350W and EXS301W. **2**

AND one restrictive elective:

SUS305 Environmental Toxicology

To be determined **3**

OR

CHM443 Environmental Chemistry

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 **3**

us comprehend the changing world around us. Three hours of lecture per week. Cross-listed as ENV 443.

Environmental Science Learning Outcomes

Upon successful completion of the major, students will be able to:

- Demonstrate knowledge of the broad range of environmental science disciplines and their contribution to our understanding of environmental issues
- Apply evidence-based scientific theory, concepts, and processes to propose creative, sustainable, and productive solutions to environmental challenges
- Understand and use analytical approaches to environmental tasks, including statistical, geospatial, and laboratory skill sets
- Effectively identify problems, generate testable hypotheses, design and document repeatable experiments, analyze data, and assess the implications of their findings
- Communicate scientific ideas and data in clear, precise, and understandable written, oral, and graphic formats

Mathematics (BA/BS) Curriculum

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.

Program Requirements

Major Requirements (BA)

43 credits, including:

IND350	**Scientific Research Methods** 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.	**2**
INTMTH303	**Internship - Mathematics**	**3**
MTH110	**Elementary Statistics** 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. Three hours of class per week.	**3**
MTH151	**Calculus I** This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week.	**4**

MTH152 Calculus II

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. **4**

MTH215W Introduction to Proof

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. **4**

MTH221 Linear Algebra

Topics include finite dimensional vector spaces, geometry of R, linear functions, systems of linear equations, and theory of matrices and determinants. **3**

MTH222 Multivariate and Vector Calculus

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. **3**

MTH327 Advanced Analysis

Foundations for abstract analysis, real and complex number systems, elements of point set topology and limits, continuity, and derivatives. **3**

OR

MTH341 Abstract Algebra

Introduction to elements of modern abstract algebra, including rings, groups, and fields. **3**

MTH490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work **3**

in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

9 additional 200-level or above physics or mathematics credits approved in advance.

Major Requirements (BS)

56 credits, including

CMP202 Introduction to Programming

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques. **3**

IND350 Scientific Research Methods

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. **2**

INTMTH303 Internship - Mathematics **3**

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

MTH152 Calculus II

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. **4**

MTH215W Introduction to Proof

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. **4**

MTH221 Linear Algebra

Topics include finite dimensional vector spaces, geometry of R, linear functions, systems of linear equations, and theory of matrices and determinants. **3**

MTH222 Multivariate and Vector Calculus

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. **3**

MTH241 Differential Equations

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. **3**

MTH327 Advanced Analysis

Foundations for abstract analysis, real and complex number systems, elements of point set topology and limits, continuity, and derivatives. **3**

MTH341 Abstract Algebra

Introduction to elements of modern abstract algebra, including rings, groups, and fields. **3**

MTH490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

PHY251 Principles of Physics I

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. **4**

PHY252 Principles of Physics II

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. **4**

1 additional 200-level or above mathematics courses approved in advance

Minor Requirements

6 courses, including:

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

MTH152 Calculus II

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. **4**

MTH221 Linear Algebra

Topics include finite dimensional vector spaces, geometry of R, linear functions, systems of linear equations, and theory of matrices and determinants. **3**

MTH222 Multivariate and Vector Calculus

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. **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.

Mathematics (BA/BS) Learning Outcomes

Upon successful completion of the major, students will be able to:

- Write well on exams, short paper, long papers and laboratory reports.
- Make poster presentations and oral reports of varying lengths, either alone or as part of a team.
- Exhibit critical thinking when reading texts, lecture supplements, and other materials.
- Prepare a literature review and a bibliography on a topic in mathematics.
- Obtain relevant information from primary sources in a library or online.
- Demonstrate knowledge about the history and broad core of mathematics.
- Recognize and use connections of mathematics to computing and science.
- Use ethical scientific methods in obtaining and evaluating data.
- Demonstrate proper methods in the design of algorithms and in the conduct of research.
- Use Maple, a software package for solving mathematical problems.
- Appreciate the value of proofs, logic, and applications in mathematics.
- Understand mathematical notation.
- Demonstrate skill with numerical, algebraic and calculus problem-solving, and in thinking spatially.

Learning Outcomes Matrix [PDF]

» Click here to view more detailed learning outcomes listings for each course.

Chatham University Mathematics

Buhl Hall • Woodland Road • Pittsburgh, PA 15232

Physics (BA/BS) Curriculum

Chatham University offers both B.A. and B.S. degrees in physics in collaboration with Carnegie Mellon University (CMU). This major prepares students for graduate or engineering study or for employment in industry. Students take first-year physics requirements and mathematics courses at Chatham; upper-level physics requirements and electives are taken at CMU through a special cross-registration agreement. Students also may choose to seek certification in physics at the secondary level by completing the appropriate courses in the education program at Chatham. A minor in physics is not available. To complete this major, students should plan to register for both Calculus and Physics during the first semester of the first year. Integrative Capstone work will be done at CMU with collaboration between Chatham and CMU faculties.

Program Requirements

Major Requirements (BA)

20 courses, including:

IND350	**Scientific Research Methods** 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.	**2**
INTPHY303	**Internship - Physics**	**3**
MTH151	**Calculus I** This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week.	**4**
MTH152	**Calculus II** 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.	**4**

MTH222 Multivariate and Vector Calculus

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. **3**

PHY251 Principles of Physics I

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. **4**

PHY252 Principles of Physics II

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. **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 (BS)

23 courses, including:

IND350 Scientific Research Methods

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. **2**

INTPHY303 Internship - Physics **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

MTH152 Calculus II

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. **4**

MTH222 Multivariate and Vector Calculus

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. **3**

PHY251 Principles of Physics I

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. **4**

PHY252 Principles of Physics II

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. **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.

Physics (BA/BS) Learning Outcomes

Upon successful completion of the major, students will be able to:

- Write well on exams and laboratory reports.
- Exhibit critical thinking when reading texts, lecture supplements, and other materials.
- Recognize and use connections of physics to mathematics and science.
- Exhibit critical thinking when reading texts, lecture supplements, and other materials.
- Demonstrate skill with numerical, algebraic and calculus problem-solving and in thinking spatially.
- Understand mathematical notation.

Learning Outcomes Matrix [PDF]

» Click here to view more detailed learning outcomes listings for each course.

Chatham University Physics

Buhl Hall • Woodland Road • Pittsburgh, PA 15232

Master of Science in Biology (MS) Curriculum

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:
The non-thesis track consists of seven core classes and five electives. In the sample schedules below, required courses are listed by name. The non-thesis track is traditionally completed in 12 months. Some students condense this timeline by incorporating the summer elective(s) into their fall or spring semester. Graduate students pay per credit hour rather than per semester, so there is significant flexibility to tailor the program requirements to fit the needs of individual students. You may do at most one 2-credit elective; all of the rest must be 3 or more credits. Additional information on electives can be found on the following page. Note that to provide students on the electives-rich track maximum choice in selecting their elective credits, BIO 532 (biostats) will be offering in all three semesters (Summer 16, Fall 16 and Spring 17) and BIO 623 (research methods) will be offered in both FA 16 and SP 17.

Thesis Option:
The thesis track consists of seven core classes, three electives, and two semesters of credited thesis research. In the sample schedules below, required courses are listed by name. The thesis track is traditionally completed in two years. Students prepare for the thesis by taking a required research methods course in their first 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 go on to present their work at regional or national conferences and publish their research in scientific journals. Graduate students pay per credit hour rather than per semester, so there is significant flexibility to tailor the program requirements to fit the needs of individual students. You may do at most one 2-credit elective; all of the rest must be 3 or more credits. Additional information on electives can be found on the following page. Note that to provide students on the electives-rich track maximum choice in selecting their elective credits, BIO 532 (biostats) will be offering in all three semesters (Summer 16, Fall 16 and Spring 17) and BIO 623 (research methods) will be offered in both FA 16 and SP 17.

The focal point of the program is human biology. This program is designed primarily for students who wish to improve their credentials and/or complete requirements for advanced programs in medicine, dentistry, pharmacy, optometry, etc.

Important Program Information:
In the MS Biology graduate program, you must be registered for a minimum of 9 credits per long semester (i.e. fall & spring) to achieve full-time status. 6 credits is generally sufficient to qualify for financial aid during the summer semester; please check with the financial aid office to confirm the requirements of your funder. Thesis track students cannot register for an independent study intended for research, in addition to thesis credits.

You may count one internship or independent study course (2-3 credits) as an elective in this program. Internships require 40 hours of on-site activity per credit, as well as additional academic responsibilities. It is the student's responsibility to identify the site and the internship supervisor. Chatham's Career Services department and your academic advisor will provide assistance and complete details on academic internship rules and responsibilities.

All BIO classes at the 500- and 600-levels not designated as core courses in the program may serve as approved program electives. Graduate level courses in other academic programs may also be accepted as program electives. A list of pre-approved courses is provided below. Other courses may be approved on an individual basis if they are consistent with the structure of the biology program, and well suited to the specific aims of the student. Full-time students may cross-register for ONE course per semester at nearby institutions including Pitt, CMU, and Duquesne. Cross-registration is not permitted in the summer. These courses are not automatically accepted, so please consult with your program director when pursuing this option.

Program Requirements

Human Biology Thesis Requirements

BIO516 Advanced Neuroscience

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. **3**

BIO516L Advanced Neuroscience Lab

This lab complements the lectures in BIO516, using hands-on laboratory and data collection exercises. It examines nervous system function, emphasizing excitability, synaptic transmission and neuron-target interactions. It also includes a study of integrative neural function in sensory, motor, learning, memory and limbic systems. Two hours of laboratory per week. **2**

BIO532 Biostatistics

The study and application of biostatistics and probability distributions in biology, for students who already have a working knowledge of statistics and want to understand the place and application of biostatistical methods in science. Topics include hypothesis testing, analysis of variance for one and many variables, and linear and nonlinear regression.Three hours of class per week. **3**

BIO623 Methods of Biological Research

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. **2**

BIO512 Advanced Human Gross Anatomy

An in-depth study of both regional gross human anatomic structures & cellular level tissue. The course is clinically oriented with emphasis on the musculoskeletal, neuromuscular, gastrointestinal, cardiopulmonary, urinary & reproductive systems. Regional study of the head/neck, trunk, and upper/lower extremities, is accomplished through human cadaver dissection. **3**

BIO512L Advanced Human Gross Anatomy Lab

The laboratory compliment to BIO512, this course uses human cadavers to facilitate a deeper appreciation for regional gross human anatomic structures. The course is clinically oriented with emphasis on the musculoskeletal, neuromuscular, gastrointestinal, cardiopulmonary, urinary and reproductive systems, via regional study of the head/neck, trunk, and upper/lower extremities. **2**

BIO514 Advanced Human Physiology

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. **3**

BIO698 Biology Thesis I

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. **3**

BIO699 Biology Thesis II

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. **3**

Three (3) Electives

Human Biology Non-Thesis Requirements

BIO516 Advanced Neuroscience

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. **3**

BIO516L Advanced Neuroscience Lab

This lab complements the lectures in BIO516, using hands-on laboratory and data collection exercises. It examines nervous system function, emphasizing excitability, synaptic transmission and neuron-target interactions. It also includes a study of **2**

integrative neural function in sensory, motor, learning, memory and limbic systems. Two hours of laboratory per week.

BIO532 Biostatistics

The study and application of biostatistics and probability distributions in biology, for students who already have a working knowledge of statistics and want to understand the place and application of biostatistical methods in science. Topics include hypothesis testing, analysis of variance for one and many variables, and linear and nonlinear regression.Three hours of class per week. **3**

BIO623 Methods of Biological Research

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. **2**

BIO512 Advanced Human Gross Anatomy

An in-depth study of both regional gross human anatomic structures & cellular level tissue. The course is clinically oriented with emphasis on the musculoskeletal, neuromuscular, gastrointestinal, cardiopulmonary, urinary & reproductive systems. Regional study of the head/neck, trunk, and upper/lower extremities, is accomplished through human cadaver dissection. **3**

BIO512L Advanced Human Gross Anatomy Lab

The laboratory compliment to BIO512, this course uses human cadavers to facilitate a deeper appreciation for regional gross human anatomic structures. The course is clinically oriented with emphasis on the musculoskeletal, neuromuscular, gastrointestinal, cardiopulmonary, urinary and reproductive systems, via regional study of the head/neck, trunk, and upper/lower extremities. **2**

BIO514 Advanced Human Physiology

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. **3**

Five (5) Electives

MS Biology Electives Thesis and non-Thesis

BIO508 Developmental Biology

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. **3**

BIO517 Genetics

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. **3**

BIO518 Chemical Analysis Laboratory

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. Additional Fee(s): Laboratory fee. **3**

BIO519 Immunology

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. **3**

BIO538 Biochemistry I

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. **3**

BIO539 Biochemistry II

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. **3**

BIO 540 Bio-techniques Laboratory

BIO552 Computational Drug Design

Study of computational techniques of importance in contemporary drug design. Topics include molecular docking, ligand binding free energy calculations, de novo drug design, pharmacophore elucidation, quantitative structure-activity relations, and combinatorial library design. Cross-listed as BIO 452 and CHM 452. **3**

BIO553 Special Topics in Biology

Lectures and/or laboratories in selected areas of contemporary biology, with a focus of recent research. **3**

BIO555 Medical and Bio-ethics

This course will discuss 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. **3**

BIO558 Histology

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. **3**

BIO561 Pharmacology

This course covers the general principles of drug action, including administration, distribution, mechanism, and excretion. Emphasis will be placed on key pharmacological concepts, basic signal transduction pathways and molecular mechanisms. Pharmacology of the nervous, cardiovascular, and endocrine systems as well as the mechanisms of various antimicrobial agents will be considered. **3**

BIO638 Internship **2**

BIO639 Internship **3**

FST512 Practical Nutrition

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. **3**

HCI502 Healthcare Delivery Systems

In this course, students will be engaged in dynamic content to gain an understanding of the role of information systems within healthcare delivery. The course provides an introduction to the use of information technology, information systems, data, and informatics in regards to health care delivery system entities and functions. **3**

HCI503 Informatics Foundation and Health Care Technology

This course will assist students to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various settings. Student will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction. **3**

HCI506 Health Policy and Informatics

This course will explore health care policy and how it relates to informatics. Students will describe the history and development of health care policy while comparing U.S. health care policies to other countries. Legal, privacy, storage, and security issues will be discussed regarding healthcare and genomic data. **3**

HCI631 Integrating Technology into a Healthcare Environment

This course will introduce students to key factors to be considered when integrating new technology within a healthcare environment. Understanding how to successfully create change, define current process, design future processes and complete a gap analysis using the four stages of a systems life cycle to successfully integrate or change technology. **3**

PSY503 Applied Biological Psychology

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. **3**

PSY530 Introduction to Sport and Exercise Psychology

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. **3**

PSY629 Human Development across the Life Span

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. **3**

PSY635 Concepts of Mental Health and Illness

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. **3**

PSY663 Foundations of Health Psychology

Students will explore how psychological processes influence physical health. Further, the psychological sequellae 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. **3**

PWR616 Technical Writing

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. **3**

PWR632 Science and Environmental Writing

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. **3**

Master of Science in Biology (MS) Learning Outcomes

- Goal 1 Enhances students' intellectual growth and development of practical and transferable skills.
    - PSLO 1 Students demonstrate knowledge and skills in human biology.
- Goal 2 Create a venue for students to gain transferable scientific skills to assist them in their future career endeavors.
    - PSLO 2 Students demonstrate knowledge and skill in research principles, research ethics, and scientific writing.
    - PSLO 3 Students demonstrate knowledge and skill in analysis of biological data.
- Goal 3 Enhance the transferable skills of students along specific intra-discipline lines, including research and biomedical training.
    - PSLO 4 Thesis track students demonstrate mastery of the scientific method
    - PSLO 5 Thesis track students demonstrate skill in oral communication of scientific research
    - PSLO 6 Medical track students demonstrate interdisciplinary skill in the Medical College Admissions Test

Master of Science in Biology (MS) Admission Requirements

Recommended application deadline for FALL entry: **July 1**
Recommended application deadline for SPRING entry: **November 1**
Recommended application deadline for SUMMER entry: **April 1**
Note: applications will continue to be accepted and considered for admission as long as seats remain in the class.

- Completed application for admission, including:
  - Online application
  - One to two page essay on career plans and reasons for pursuing a master's degree in biology
  - Curriculum vita or resume
  - Two letters of recommendation (three if GPA is < 3.0). At least one recommendation must be from an academic source, preferably from a math or science professor.
  - Official transcripts from all colleges and universities attended.
- Overall undergraduate grade point average (GPA) of 3.0 or above on a 4.0 scale and overall science 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 extreme promise through their other achievements.)
- 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.

Students who do not have an undergraduate degree in biology, or have not had strong academic performance in their undergraduate biology degree, may be provisionally admitted to the MSBIO program, on the condition that they successfully complete the HMX Fundamentals online courses in immunology, physiology, genetics, and biochemistry offered through Harvard Medical School's Office of Online Learning.

For more information about the program, contact Athena Wintruba at awintruba@chatham.edu.

Alternatively, we also accept applications completed via PostBacCAS

Prospective students are welcome to email an unofficial copy of their transcript for evaluation of prerequisites in advance of applying.

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Chatham University Botany Minor

Botany, or plant biology, is the scientific study of plants, from algae to giant sequoia trees. A minor in botany is ideal for students who wish to supplement their studies in some other discipline with a concentrated study of plant life.

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Accounting (BA) Curriculum

The Accounting major prepares students with not only technical accounting skills but also the critical thinking and communication skills necessary to succeed in the 21st century workplace. Chatham Accounting graduates are fully prepared to take advantage of diverse career opportunities including public accounting, industry or government.

Program Requirements

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222 Financial Accounting Principles I

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). **3**

ACT223 Managerial Accounting Principles

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. **3**

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

BUS230 Organizational Behavior

This course teaches students to understand, explain, and improve human behavior in organizations. Most organizations focus 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. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

BUS257 Business Law and Business Ethics

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

BUS272 Principles of Finance

This course enables 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. **3**

OR

BUS312 Marketing Research

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, **3**

class discussions, homework problems, in-class exercises, cases, and a teamled custom research study.

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

INTBUS303 Internship - Business

The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor. **3**

ACT490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

Accounting Major

5 courses

4 required courses

ACT322 Intermediate Accounting I

This course engages the student in a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of assets and income. Students will examine the nature, composition, valuation, and classification of balance sheet items. **3**

ACT323 Intermediate Accounting II

This course is a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of various liability and equity accounts. Students examine the nature, composition, valuation, and classification of these accounts as well as important financial reporting concepts, proper financial statement presentation, and related disclosures. **3**

ACT324 Individual Tax Accounting

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. **3**

ACT412 Auditing

The course engages the student in a study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. Topics include an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends. **3**

1 approved Elective from the following:

ACT480 Accounting Information Systems

This course examines critical business processes and IT audits through theories of Accounting Information Systems (AIS) and using auditing tools and enterprise systems. Case analyses and project assignments nurture professional competence in communicating objectives and procedures through systems documentation techniques, systems analysis and design methodologies, and information processing. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

Intradisciplinary Major in Two Business Disciplines

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

ACT322 Intermediate Accounting I

This course engages the student in a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of assets and income. Students will examine the nature, composition, valuation, and classification of balance sheet items. **3**

ACT323 Intermediate Accounting II

This course is a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of various liability and equity accounts. Students examine the nature, composition, valuation, and classification of these accounts as well as important financial reporting concepts, proper financial statement presentation, and related disclosures. **3**

ACT324 Individual Tax Accounting

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. **3**

ACT412 Auditing

The course engages the student in a study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. Topics include an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends. **3**

Interdisciplinary Major in Accounting

Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses: (10 courses, exclusive of Integrative Capstone)

ACT222 Financial Accounting Principles I

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). **3**

ACT223 Managerial Accounting Principles

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. **3**

ACT322 Intermediate Accounting I

This course engages the student in a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of assets and income. Students will examine the nature, composition, valuation, and classification of balance sheet items. **3**

ACT323 Intermediate Accounting II

This course is a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of various liability and equity accounts. Students examine the nature, composition, valuation, and classification of these accounts as well as important financial reporting concepts, proper financial statement presentation, and related disclosures. **3**

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ACT412 Auditing

The course engages the student in a study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. Topics include an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends. **3**

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

BUS257 Business Law and Business Ethics

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

2 Approved Accounting or Business electives

Minor Requirements

6 courses, including:

ACT222 Financial Accounting Principles I

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). **3**

ACT223 Managerial Accounting Principles

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. **3**

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This course engages the student in a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of assets and income. Students will examine the nature, composition, valuation, and classification of balance sheet items. **3**

ACT323 Intermediate Accounting II

This course is a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of various liability and equity accounts. Students examine the nature, composition, valuation, and classification of these accounts as well as important financial reporting concepts, proper financial statement **3**

presentation, and related disclosures.

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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. **3**

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The course engages the student in a study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. Topics include an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends. **3**

OR

ACT480 Accounting Information Systems

This course examines critical business processes and IT audits through theories of Accounting Information Systems (AIS) and using auditing tools and enterprise systems. Case analyses and project assignments nurture professional competence in communicating objectives and procedures through systems documentation techniques, systems analysis and design methodologies, and information processing. **3**

Accounting (BA) Learning Outcomes

Graduates of bachelor's–level programs in business will be able to demonstrate that they possess academic skills, professional attributes and broad-based and in-depth knowledge of business concepts and functions.

Graduates of bachelor's–level programs in business will be able to:

- Analyze situations and solve problems in business settings and make appropriate business decisions
- Use quantitative reasoning skills in statistical analysis and research design
- Communicate in written and oral formats
- Integrate knowledge of business concepts and functions
- Develop a professional identity through bridging curricular, co–curricular, and workplace events
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand the functional areas of accounting, finance, management, and marketing
- Evaluate the impact on business of the legal, social, and economic environments
- Understand the impact of the global environment on business
- Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas

In-depth Knowledge for specific majors

Accounting graduates of bachelor's level programs will be able to:

- Prepare, analyze, and interpret different types of financial statements

Applied Data Science Analytics Curriculum

The Applied Data Science Analytics curriculum allows students to develop theoretical understanding of data analytics and translate theory into practice through hands-on applications. Students can benefit from innovative courses such as Digital Marketing (BUS496), which engages students in the analytics of online advertising and promotion data, and Careers for the Digital Age (IND250), which explores computing and digital skills essential to professionals in the 21st century.

Students can also choose a minor in a specialized field, such as a business field, political science, sustainability, biology, psychology, mathematics, or more.

Program Requirements

Major Requirements

51 credits

BUS171	**Information Systems and Operations** This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases.	**3**
BUS310W	**Business Analytics: Research Methods** This course introduces research methods and tools as the foundations of business analytics. Topics include problem definition, literature review, theory development, research design, sampling theory, construct measurement, data collection, data analysis, reporting results, interpreting findings, and developing actionable recommendations.	**3**
BUS421	**Information and Cybersecurity** This course introduces fundamental issues in information and cybersecurity, with an emphasis on vulnerabilities available to cyber attackers. Students develop conceptual tools for identifying vulnerabilities, assessing threats, analyzing risk, and selecting controls to mitigate risk, and practical skills in implementing security, responding to incidents, and designing systems that prevent cyberattacks.	**3**

CMP120 Introduction to Programming

An introduction to the theory and practice of computer programming with an emphasis on problem solving. No previous programming experience is required. **3**

CMP202 Introduction to Programming

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

DSA150 Introduction to Data Science

Data Science is the study of the tools and process used to extract knowledge from data. This course introduces students to this important, interdisciplinary field with applications in business, communications, healthcare, etc. Students learn the basics of data organization, packaging, and delivery. Simple algorithms and data mining techniques are introduced. **3**

DSA400W Data Visualization and Communication

Cover the different ways of visualizing data, given different types and characteristics of data. Includes assessment and evaluation of existing data visualization techniques. Current tools used transform data and visualize data are reviewed, including Python, Google Charts, and/or Tableau. **3**

DSA411 Machine Learning and AI

An introduction to machine learning and artificial intenlligence. Topics include classification, regression, clustering, planning, and scheduling. Includes current issues relevant to big data problems. **3**

INTDSA303 Internship - Data Science Analytics **3**

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

MTH151 Calculus I

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week. **4**

MTH152 Calculus II

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. **4**

MTH221 Linear Algebra

Topics include finite dimensional vector spaces, geometry of R, linear functions, systems of linear equations, and theory of matrices and determinants. **3**

MTH222 Multivariate and Vector Calculus

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. **3**

MTH244 Discrete Mathematics

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, combinatories, discrete probability, graphs, and trees. Three hours of class per week. **3**

MTH310 Probability

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. **3**

Nine (9) credits of approved electives: choose from list below, or from the list of 200+ level MTH courses, or get Program Director approval

BUS317 Systems Analysis and Design

This course introduces information systems analysis and design for contemporary organizations, with a focus on developing critical skills in communicating with people as users, analyzing processes, translating needs into information systems requirements, and testing of prototype ideas. Topics also include functional, structural, and behavioral modeling, and Unified Modeling Language (UML). **3**

BUS416 Computer Networking & Telecommunication

This course introduces students to the foundational network technologies for data encoding and transmission. Topics may include telephone network and internet architecture, communication protocols (e.g., HTTP, SMTP), transport protocols (e.g., UDP, TCP), and network protocols (IP), TCP/IP, LANs, WANs, circuit vs. packet switching, network security, and multimedia. **3**

COM261 Web Design I: Code + Aesthetics

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 FDT261. Additional Fee(s): Course Computing Fee. **3**

SUS404 Quantitative Ecology

Drawing from case studies in landscape design and natural resource management, this course will apply quantitative methods to ecological data analysis. Students will work with the software program R to apply statistical inference and mathematical modeling using previously collected data sets on single species, species interactions, communities, and food webs. **3**

Minor Requirements

18 credits

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

CMP120 Introduction to Programming

An introduction to the theory and practice of computer programming with an emphasis on problem solving. No previous programming experience is required. **3**

CMP202 Introduction to Programming

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

DSA150 Introduction to Data Science

Data Science is the study of the tools and process used to extract knowledge from data. This course introduces students to this important, interdisciplinary field with applications in business, communications, healthcare, etc. Students learn the basics of data organization, packaging, and delivery. Simple algorithms and data mining techniques are introduced. **3**

DSA400W Data Visualization and Communication

Cover the different ways of visualizing data, given different types and characteristics of data. Includes assessment and evaluation of existing data visualization techniques. Current tools used transform data and visualize data are reviewed, including Python, Google Charts, and/or Tableau. **3**

MTH110 Elementary Statistics

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. Three hours of class per week.

3

Applied Data Science Analytics Learning Outcomes

At the completion of the program, students will be able to:

1. Create effective mathematical solutions to analytical problems.
2. Create effective solutions to computing challenges in analytical projects.
3. Effectively organize and manage datasets for analytical projects.
4. Critically analyze problems and identify analytical solutions.
5. Communicate analytics problems, methods, and findings effectively orally, visually, and in writing.
6. Critically evaluate ethical, privacy and security challenges in data analytics.

Business Administration - (B.A.) Curriculum

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.

Through the completion degree program, students will be able to transfer previously earned credits from a two year or four-year accredited college or university. Students will also have the opportunity to attend selected courses at the Eden Hall Campus in the North Hills, while the lecture is being broadcasted to on-line students or for students who may not be able to attend.

Program Requirements

Major Requirements

ACT222	**Financial Accounting Principles I**	
	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).	**3**
BUS110	**Business Statistics**	
	This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy.	**3**
BUS171	**Information Systems and Operations**	
	This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases.	**3**

BUS230W Organizational Behavior

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. **3**

BUS243W Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

BUS257 Business Law and Business Ethics

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

BUS272 Principles of Finance

This course enables 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. **3**

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

BUS390 Human Resources Management

This course uses readings and case studies to assess and evaluate alternative approaches in staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The emphasis of the course is to help students understand these elements of human resources management within an integrated systems **3**

approach.

BUS415 Strategic Management

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. **3**

ECN101 Principles of Macroeconomics

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. **3**

OR

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

INTBUS303 Internship - Business

The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor. **3**

BUS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic **3**

programs.

Business Administration - (B.A.) Learning Outcomes

Graduates of bachelor's-level programs in business will be able to:

1. Communicate in written and oral formats.
2. Evaluate ethical obligations and responsibilities of businesses and organizations
3. Analyze situations and solve problems in business settings and make appropriate business decisions.
4. Use quantitative reasoning skills in statistical analysis and research design. Apply decision support tools to business decision-making
5. Understand the functional areas of accounting, economics, finance, management, and marketing.
6. Evaluate the impact on business of the legal, social, and economic environments.
7. Demonstrate leadership skills through the ability to set direction and work with others.
8. Advanced knowledge in major field.

Business Administration - (B.A.) Admission Requirements

Admission to the B.A. in Business Administration Completion Program will be based on:

- High school diploma or GED with a GPA of 2.5 or higher
- Completed free online application at http://apply.chatham.edu/ccps
- Admission Essay: Provide a description of your academic and professional goals. Assess how you believe that the completion of the BA degree will help you achieve these goals (minimum 500 words).
- Official Academic Transcripts from all regionally accredited colleges or universities previously attended
    - Students may receive transfer credits for courses in which they have received a letter grade of "C" or better.

Application materials may be addressed to:

Chatham University
Berry Hall/SCPS Admissions
Woodland Road
Pittsburgh, PA 15232

Economics (BA) Curriculum

The Economics major provides a flexible and attractive skill set in key areas: statistics, managerial economics, decision-making, and global and emerging markets. Through coursework and hands on experience you ’ll develop verbal and written communication skills that are critical in the workplace. A degree in economics is excellent preparation for graduate study in law, policy, or business.

Program Requirements

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222	**Financial Accounting Principles I** 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).	**3**
ACT223	**Managerial Accounting Principles** 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.	**3**
BUS105	**Foundations of Business** The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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.	**3**
BUS110	**Business Statistics** This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy.	**3**

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

BUS230 Organizational Behavior

This course teaches students to understand, explain, and improve human behavior in organizations. Most organizations focus 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. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

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This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

BUS272 Principles of Finance

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OR

BUS312 Marketing Research

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, **3**

class discussions, homework problems, in-class exercises, cases, and a teamled custom research study.

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

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The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor. **3**

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The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

Economics Major

5 courses

2 required courses:

ECN330 Global Financial System and the Macro Economy

Combines material on economic analysis of the macro economy with a review of the global financial system. Develops analytical models on how to attain economic growth, price stability, and full employment. Covers the financial system, financial crises, and monetary policy. Emphasizes both analytical models and real world policy applications. **3**

ECN331 Managerial Economics

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. **3**

3 courses from the following:

ECN250 Women and Work

This course examines work the labor market and in the household. It applies economic analysis to study individual behavior, economic institutions, and economic outcomes. Topics include the family as an economic unit, economic restructuring, occupational segregation, discrimination, and human capital. This course fulfills a women general education mission course requirement. **3**

ECN262 Global Environmental Economics

This course examines 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. This course fulfills an environmental general education mission course requirement. **3**

ECN351 International Trade and Finance

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. **3**

ECN355 Economic Analysis of Public Policy

This course focuses on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Policies' impacts on issues such as how best to protect intellectual property, improve airline safety or control illegal immigration are also analyzed. **3**

ECN358W Economic Development

An examination of the factors accounting for economic growth and development of modern economically developed nations and less-developed areas. A review of the problems encountered in initiating and sustaining the process of economic development. Major policy issues are discussed. This course fulfills a global general education mission course requirement. **3**

Intradisciplinary Major in Two Business Disciplines

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

ECN330 Global Financial System and the Macro Economy

Combines material on economic analysis of the macro economy with a review of the global financial system. Develops analytical models on how to attain economic growth, price stability, and full employment. Covers the financial system, financial crises, and monetary policy. Emphasizes both analytical models and real world policy applications. **3**

ECN331 Managerial Economics

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. **3**

2 Approved Economics major electives

Interdisciplinary Major in Economics

Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses (10 courses, exclusive of Integrative Capstone):

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

ACT222 Financial Accounting Principles I

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). **3**

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

ECN330 Global Financial System and the Macro Economy

Combines material on economic analysis of the macro economy with a review of the global financial system. Develops analytical models on how to attain economic growth, price stability, and full employment. Covers the financial system, financial crises, and monetary policy. Emphasizes both analytical models and real world policy applications. **3**

ECN331 Managerial Economics

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. **3**

3 upper-level Economics electives

Minor Requirements

6 courses, including:

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

4 Approved upper-level Economics electives

Economics (BA) Learning Outcomes

Graduates of bachelor's–level programs in business will be able to demonstrate that they possess academic skills, professional attributes and broad-based and in-depth knowledge of business concepts and functions.

Graduates of bachelor's–level programs in business will be able to:

- Analyze situations and solve problems in business settings and make appropriate business decisions
- Use quantitative reasoning skills in statistical analysis and research design
- Communicate in written and oral formats
- Integrate knowledge of business concepts and functions
- Develop a professional identity through bridging curricular, co–curricular, and workplace events
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand the functional areas of accounting, finance, management, and marketing
- Evaluate the impact on business of the legal, social, and economic environments
- Understand the impact of the global environment on business
- Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas

In-depth Knowledge for specific majors

Economics graduates of bachelor's level programs will be able to:

- Construct and use economic models to describe economic behavior
- Use economic data to describe the economy and to test hypotheses

Healthcare and Business Management - (BA) Curriculum

The Healthcare and Business Management program is offered fully online, traditional and hybrid formats. Through this program, students may transfer previously earned credits from either a two year college or from a previous four-year academic program. Please review The Office Admission's section of the catalog for specific admission's requirements for this program.

Program Requirements

Major Requirements

ACT222 Financial Accounting Principles I

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). **3**

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

BUS230W Organizational Behavior

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. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

BUS390 Human Resources Management

This course uses readings and case studies to assess and evaluate alternative approaches in staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The emphasis of the course is to help students understand these elements of human resources management within an integrated systems approach. **3**

BUS395W Leadership and Management

This course builds students' ability to identify challenges facing managers in 21st century organizations. The course covers theories and applications of leadership in the changing environment of today's world. Students learn organizational skills, presentation skills, and critical thinking skills. Writing skills are emphasized. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

COM209 Intercultural Communication: Values and Ethics

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 soically 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. **3**

ECN101 Principles of Macroeconomics

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. **3**

OR

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

NUR402 Health Policy and Finance

This course is designed to explore the role of Health and Public Policy, financial considerations, formulation and role of legislation and regulation, and ethical principles related to ANA Code of Ethics. Also addressed are topics including value-based purchasing, end-of-life care, living wills, advanced directives, social networking and Affordable Care Act. **3**

BUS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work **3**

in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

OR one of the following:

BUS511 Health Policy & Advocacy

Analyze and synthesize innovative approaches to issues in health care delivery at all levels. Politics, policy, market forces, and advocacy are used to assess how system approaches affect health care delivery. Transformational leadership for political and policy activism are emphasized, while exploring regional, national, and global health issues and trends. **3**

BUS540 Leadership for Change in Healthcare Organizations

Focuses on the needs of health care leaders to take health care delivery into the future through innovative initiatives. 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. **3**

INTBUS303 Internship - Business

The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor. **3**

Healthcare and Business Management - (BA) Learning Outcomes

The goals of the B.A. in Healthcare and Business Management program are consistent with the program mission as well as the mission of Chatham University. The specific goals include:

- Knowledge base in business and management;
- Knowledge base of information systems;
- Critical thinking skills in business and management;
- Communication skills (Information Literacy, Writing, Oral communication);
- Career planning and development.

Upon successful completion of the Healthcare and Business Management degree, students will be able to:

- Apply standard business and management practices to a healthcare setting;
- Apply information systems knowledge to improve healthcare business processes;
- Apply principles and tools of rational decision making to management in healthcare settings;
- Communicate professionally in written and oral formats;
- Employ leadership skills in healthcare settings.

Healthcare and Business Management - (BA) Admission Requirements

Admission Requirements

Admission requirements for the B.A. in Healthcare and Business Management Program:

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

Application materials may be addressed to:

Chatham University
Berry Hall/CCPS Admissions
Woodland Road
Pittsburgh, PA 15232

International Business (BA) Curriculum

International Business majors learn how to think globally about the business world. The curriculum engages the student in all functional areas of business and explores how these functions change and adapt by expanding across borders. Through an innovative combination of cross-disciplinary coursework, students develop expertise in language, cultural sensitivity, and an ongoing knowledge of world affairs.

Program Requirements

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222	**Financial Accounting Principles I** 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).	**3**
ACT223	**Managerial Accounting Principles** 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.	**3**
BUS105	**Foundations of Business** The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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.	**3**
BUS110	**Business Statistics** This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy.	**3**

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

BUS230 Organizational Behavior

This course teaches students to understand, explain, and improve human behavior in organizations. Most organizations focus 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. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

BUS257 Business Law and Business Ethics

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

BUS272 Principles of Finance

This course enables 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. **3**

OR

BUS312 Marketing Research

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, **3**

class discussions, homework problems, in-class exercises, cases, and a teamled custom research study.

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

INTBUS303 Internship - Business

The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor. **3**

BUS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

International Business Major

5 courses:

3 required courses:

BUS240 International Business

This course provides the background 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. This course fulfills a global general education mission requirement. **3**

ECN351 International Trade and Finance

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. **3**

BUS413 Logistics and Operations

This course introduces students to technical tools and skills essential for problem solving and decision-making in logistics and operations management. Topics may include inventory optimization, network planning, demand forecasting, transportation planning, and productions planning. Mastery of quantitative methods using spreadsheet modeling is required for all students. **3**

2 courses from the following:

ECN262 Global Environmental Economics

This course examines 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. This course fulfills an environmental general education mission course requirement. **3**

ECN330 Global Financial System and the Macro Economy

Combines material on economic analysis of the macro economy with a review of the global financial system. Develops analytical models on how to attain economic growth, price stability, and full employment. Covers the financial system, financial crises, and monetary policy. Emphasizes both analytical models and real world policy applications. **3**

ECN358W Economic Development

An examination of the factors accounting for economic growth and development of modern economically developed nations and less-developed areas. A review of the problems encountered in initiating and sustaining the process of economic development. Major policy issues are discussed. This course fulfills a global general education mission course requirement. **3**

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

Intradisciplinary Major in Two Business Disciplines

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

BUS240 International Business

This course provides the background 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. This course fulfills a global general education mission requirement. **3**

ECN351 International Trade and Finance

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. **3**

2 Approved International Business major electives

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

Interdisciplinary Major in International Business

Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses (10 courses, exclusive of Integrative Capstone):

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

ACT222 Financial Accounting Principles I

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). **3**

BUS240 International Business

This course provides the background 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. This course fulfills a global general education mission requirement. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

ECN351 International Trade and Finance

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. **3**

2 Approved courses from the following:

ECN262 Global Environmental Economics

This course examines 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. This course fulfills an environmental general education mission course requirement. **3**

BUS395W Leadership and Management

This course builds students' ability to identify challenges facing managers in 21st century organizations. The course covers theories and applications of leadership in the changing environment of today's world. Students learn organizational skills, presentation skills, and critical thinking skills. Writing skills are emphasized. **3**

ECN330 Global Financial System and the Macro Economy

Combines material on economic analysis of the macro economy with a review of the global financial system. Develops analytical models on how to attain economic growth, price stability, and full employment. Covers the financial system, financial crises, and monetary policy. Emphasizes both analytical models and real world policy applications. **3**

ECN358W Economic Development

An examination of the factors accounting for economic growth and development of modern economically developed nations and less-developed areas. A review of the problems encountered in initiating and sustaining the process of economic development. Major policy issues are discussed. This course fulfills a global general education mission course requirement. **3**

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

International Business (BA) Learning Outcomes

Graduates of bachelor's–level programs in business will be able to demonstrate that they possess academic skills, professional attributes and broad-based and in-depth knowledge of business concepts and functions.

Graduates of bachelor's–level programs in business will be able to:

- Analyze situations and solve problems in business settings and make appropriate business decisions
- Use quantitative reasoning skills in statistical analysis and research design
- Communicate in written and oral formats
- Integrate knowledge of business concepts and functions
- Develop a professional identity through bridging curricular, co–curricular, and workplace events
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand the functional areas of accounting, finance, management, and marketing
- Evaluate the impact on business of the legal, social, and economic environments
- Understand the impact of the global environment on business
- Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas

In-depth Knowledge for specific majors

International Business graduates of bachelor's level programs will be able to:

- Describe the role of governments in international business and international economic policy
- Design international business strategies taking into account cultural differences

Management (BA) Curriculum

The Management major at Chatham cultivates strong leadership and entrepreneurial skills through both academic coursework, and real-world applications. Graduates are prepared to address challenges in talent acquisition, management, and the development of sustainable human capital.

Program Requirements

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222	**Financial Accounting Principles I** 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).	**3**
ACT223	**Managerial Accounting Principles** 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.	**3**
BUS105	**Foundations of Business** The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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.	**3**
BUS110	**Business Statistics** This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy.	**3**

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

BUS230 Organizational Behavior

This course teaches students to understand, explain, and improve human behavior in organizations. Most organizations focus 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. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

BUS257 Business Law and Business Ethics

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

BUS272 Principles of Finance

This course enables 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. **3**

OR

BUS312 Marketing Research

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, **3**

class discussions, homework problems, in-class exercises, cases, and a teamled custom research study.

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

INTBUS303 Internship - Business

The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor. **3**

BUS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

Management Major

5 courses

3 required courses:

BUS390 Human Resources Management

This course uses readings and case studies to assess and evaluate alternative approaches in staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The emphasis of the course is to help students understand these elements of human resources management within an integrated systems approach. **3**

BUS395W Leadership and Management

This course builds students' ability to identify challenges facing managers in 21st century organizations. The course covers theories and applications of leadership in the changing environment of today's world. Students learn organizational skills, presentation skills, and critical thinking skills. Writing skills are emphasized. **3**

ECN331 Managerial Economics

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. **3**

2 courses from the following:

BUS240 International Business

This course provides the background 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. This course fulfills a global general education mission requirement. **3**

BUS413 Logistics and Operations

This course introduces students to technical tools and skills essential for problem solving and decision-making in logistics and operations management. Topics may include inventory optimization, network planning, demand forecasting, transportation planning, and productions planning. Mastery of quantitative methods using spreadsheet modeling is required for all students. **3**

ECN250 Women and Work

This course examines work the labor market and in the household. It applies economic analysis to study individual behavior, economic institutions, and economic outcomes. Topics include the family as an economic unit, economic restructuring, occupational segregation, discrimination, and human capital. This course fulfills a women general education mission course requirement. **3**

Intradisciplinary Major in Two Business Disciplines

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

BUS390 Human Resources Management

This course uses readings and case studies to assess and evaluate alternative approaches in staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The emphasis of the course is to help students understand these elements of human resources management within an integrated systems approach. **3**

BUS395W Leadership and Management

This course builds students' ability to identify challenges facing managers in 21st century organizations. The course covers theories and applications of leadership in the changing environment of today's world. Students learn organizational skills, presentation skills, and critical thinking skills. Writing skills are emphasized. **3**

ECN331 Managerial Economics

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. **3**

1 Approved Management major elective

Interdisciplinary Major in Management

Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses (10 courses, exclusive of Integrative Capstone):

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for learning by gaining an understanding of business organizations, their structure and functions, the global setting in which **3**

they compete, environmental components and the challenges of an increasingly dynamic, complex work environment.

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

ACT222 Financial Accounting Principles I

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). **3**

BUS230 Organizational Behavior

This course teaches students to understand, explain, and improve human behavior in organizations. Most organizations focus 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. **3**

BUS257 Business Law and Business Ethics

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

BUS390 Human Resources Management

This course uses readings and case studies to assess and evaluate alternative approaches in staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The emphasis of the course is to help students understand these elements of human resources management within an integrated systems approach. **3**

BUS395W Leadership and Management

This course builds students' ability to identify challenges facing managers in 21st century organizations. The course covers theories and applications of leadership in the changing environment of today's world. Students learn organizational skills, **3**

presentation skills, and critical thinking skills. Writing skills are emphasized.

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

ECN331 Managerial Economics

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. **3**

1 course from the following:

BUS240 International Business

This course provides the background 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. This course fulfills a global general education mission requirement. **3**

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

ECN250 Women and Work

This course examines work the labor market and in the household. It applies economic analysis to study individual behavior, economic institutions, and economic outcomes. Topics include the family as an economic unit, economic restructuring, occupational segregation, discrimination, and human capital. This course fulfills a women general education mission course requirement. **3**

Management (BA) Learning Outcomes

Graduates of bachelor's–level programs in business will be able to demonstrate that they possess academic skills, professional attributes and broad-based and in-depth knowledge of business concepts and functions.

Graduates of bachelor's–level programs in business will be able to:

- Analyze situations and solve problems in business settings and make appropriate business decisions
- Use quantitative reasoning skills in statistical analysis and research design
- Communicate in written and oral formats
- Integrate knowledge of business concepts and functions
- Develop a professional identity through bridging curricular, co–curricular, and workplace events
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand the functional areas of accounting, finance, management, and marketing
- Evaluate the impact on business of the legal, social, and economic environments
- Understand the impact of the global environment on business
- Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas

In-depth Knowledge for specific majors

Management graduates of bachelor's level programs will be able to:

- Understand management concepts and theories
- Analyze business strategies

Management Infomation Systems (BA) Curriculum

The MIS major prepares students to become critical thinkers and innovative designers of contemporary information systems in organizational settings. MIS majors develop both conceptual knowledge and hands-on skills in computing, relational databases, and web design. They will become competent in recognizing opportunities to improve business processes or areas, communicate with stakeholders, and implement and manage information systems projects.

Program Requirements

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222	**Financial Accounting Principles I** 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).	**3**
ACT223	**Managerial Accounting Principles** 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.	**3**
BUS105	**Foundations of Business** The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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.	**3**
BUS110	**Business Statistics** This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy.	**3**

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

BUS230 Organizational Behavior

This course teaches students to understand, explain, and improve human behavior in organizations. Most organizations focus 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. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

BUS257 Business Law and Business Ethics

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

BUS272 Principles of Finance

This course enables 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. **3**

OR

BUS312 Marketing Research

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, **3**

class discussions, homework problems, in-class exercises, cases, and a teamled custom research study.

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

INTBUS303 Internship - Business

The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor. **3**

BUS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

Management Information Systems Major

5 courses

4 required courses:

BUS317 Systems Analysis and Design

This course introduces information systems analysis and design for contemporary organizations, with a focus on developing critical skills in communicating with people as users, analyzing processes, translating needs into information systems requirements, and testing of prototype ideas. Topics also include functional, structural, and behavioral modeling, and Unified Modeling Language (UML). **3**

CMP202 Introduction to Programming

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

COM261 Web Design I: Code + Aesthetics

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 FDT261. Additional Fee(s): Course Computing Fee. **3**

1 course from the following:

BUS416 Computer Networking & Telecommunication

This course introduces students to the foundational network technologies for data encoding and transmission. Topics may include telephone network and internet architecture, communication protocols (e.g., HTTP, SMTP), transport protocols (e.g., UDP, TCP), and network protocols (IP), TCP/IP, LANs, WANs, circuit vs. packet switching, network security, and multimedia. **3**

BUS421 Information and Cybersecurity

This course introduces fundamental issues in information and cybersecurity, with an emphasis on vulnerabilities available to cyber attackers. Students develop conceptual tools for identifying vulnerabilities, assessing threats, analyzing risk, and selecting controls to mitigate risk, and practical skills in implementing security, responding to incidents, and designing systems that prevent cyberattacks. **3**

Minor Requirements

6 courses, including:

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

CMP202 Introduction to Programming

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a **3**

database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces.

2 courses from the Management Information Systems major

Management Infomation Systems (BA) Learning Outcomes

Graduates of bachelor's–level programs in business will be able to demonstrate that they possess academic skills, professional attributes and broad-based and in-depth knowledge of business concepts and functions.

Graduates of bachelor's–level programs in business will be able to:

- Analyze situations and solve problems in business settings and make appropriate business decisions
- Use quantitative reasoning skills in statistical analysis and research design
- Communicate in written and oral formats
- Integrate knowledge of business concepts and functions
- Develop a professional identity through bridging curricular, co–curricular, and workplace events
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand the functional areas of accounting, finance, management, and marketing
- Evaluate the impact on business of the legal, social, and economic environments
- Understand the impact of the global environment on business
- Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas

In-depth Knowledge for specific majors

Management Information Systems graduates of bachelor's level programs will be able to:

- Demonstrate research, analysis and technical skills critical in the field of management information systems.

Marketing (BA) Curriculum

Marketing is a unique combination of art and science, creativity and rigor, innovation and fundamentals. Marketing majors obtain the full range of knowledge and skills needed to develop cutting edge marketing strategy and tactics. The program enables students to develop analytical and practical insights for leveraging business growth opportunities across industries and within targeted populations. Special emphasis is placed on ethical marketing practice and adaptation to new technologies, changing consumer preferences, environmental sustainability and a rapidly expanding global economy.

Program Requirements

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222	**Financial Accounting Principles I** 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).	**3**
ACT223	**Managerial Accounting Principles** 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.	**3**
BUS105	**Foundations of Business** The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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.	**3**
BUS110	**Business Statistics** This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and	**3**

economic policy.

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

BUS230 Organizational Behavior

This course teaches students to understand, explain, and improve human behavior in organizations. Most organizations focus 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. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

BUS257 Business Law and Business Ethics

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas. **3**

BUS272 Principles of Finance

This course enables 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. **3**

OR

BUS312 Marketing Research

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 teamled custom research study. **3**

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

ECN101 Principles of Macroeconomics

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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

INTBUS303 Internship - Business

The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor. **3**

BUS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a **3**

group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. 3

Marketing Major

5 required courses

BUS244 Consumer 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. 3

BUS445 Marketing Strategy

This course examines the concepts and processes for gaining competitive advantage in the marketplace. It is designed around a marketing planning approach with an emphasis on strategic analysis and planning. The course takes a hands-on approach toward analyzing markets and market behavior, and matching strategies to changing market conditions. 3

BUS350 Advertising and Promotion

This course offers a detailed study of advertising and promotion, including public relations and support media. An integrated marketing communications perspective is emphasized. Advertising and promotion are examined utilizing a range of media outlets, including the internet, television, consumer magazines and professional journals. 3

COM234 Persuasion

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. 3

Intradisciplinary Major in Two Business Disciplines

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

BUS244 Consumer 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. **3**

BUS445 Marketing Strategy

This course examines the concepts and processes for gaining competitive advantage in the marketplace. It is designed around a marketing planning approach with an emphasis on strategic analysis and planning. The course takes a hands-on approach toward analyzing markets and market behavior, and matching strategies to changing market conditions. **3**

2 Approved Marketing major electives

Interdisciplinary Major in Marketing

Students who wish to do an interdisciplinary major in a business area (Accounting, Economics, International Business, Management, or Marketing) and a non-business discipline will complete the following courses (10 courses, exclusive of the Integrative Capstone):

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

ACT222 Financial Accounting Principles I

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). **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

BUS244 Consumer 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. **3**

BUS312 Marketing Research

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 teamled custom research study. **3**

BUS445 Marketing Strategy

This course examines the concepts and processes for gaining competitive advantage in the marketplace. It is designed around a marketing planning approach with an emphasis on strategic analysis and planning. The course takes a hands-on approach toward analyzing markets and market behavior, and matching strategies to changing market conditions. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

2 courses from the following:

BUS350 Advertising and Promotion

This course offers a detailed study of advertising and promotion, including public relations and support media. An integrated marketing communications perspective is emphasized. Advertising and promotion are examined utilizing a range of media **3**

outlets, including the internet, television, consumer magazines and professional journals.

BUS357 Strategy and Entrepreneurial Ventures

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development. **3**

BUS395W Leadership and Management

This course builds students' ability to identify challenges facing managers in 21st century organizations. The course covers theories and applications of leadership in the changing environment of today's world. Students learn organizational skills, presentation skills, and critical thinking skills. Writing skills are emphasized. **3**

BUS496 Digital Marketing

This course explores digital platforms that transform marketing, including the Internet, search engines, online advertising platforms, and digital analytics platforms. Through participation in real or simulated digital marketing projects, the student will critically apply principles of advertising, marketing analytics, and research methods. **3**

Minor Requirements

6 courses, including:

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

ECN102 Principles of Microeconomics

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics. **3**

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

3 courses from Marketing major

Marketing (BA) Learning Outcomes

Graduates of bachelor's–level programs in business will be able to demonstrate that they possess academic skills, professional attributes and broad-based and in-depth knowledge of business concepts and functions.

Graduates of bachelor's–level programs in business will be able to:

- Analyze situations and solve problems in business settings and make appropriate business decisions
- Use quantitative reasoning skills in statistical analysis and research design
- Communicate in written and oral formats
- Integrate knowledge of business concepts and functions
- Develop a professional identity through bridging curricular, co–curricular, and workplace events
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand the functional areas of accounting, finance, management, and marketing
- Evaluate the impact on business of the legal, social, and economic environments
- Understand the impact of the global environment on business
- Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas

In-depth Knowledge for specific majors

Marketing graduates of bachelor's level programs will be able to:

- Prepare, analyze, and critique marketing plans and marketing research plans
- Develop marketing strategies

Master of Accounting (MAcc) Curriculum

Made possible by a generous grant from The PNC Foundation, Inc.

The Master of Accounting (MAcc) program is designed to help prepare students with or without an accounting background to take advantage of the many opportunities available in the field of accounting while providing students with the skills and knowledge necessary for taking the CPA and/or the CMA examinations. Whether a student desires to work in private industry, the not-for-profit sector, or governmental entities, a degree in accounting can lead to a dynamic career with skills that are highly valued in the marketplace. The MAcc is a flexible program designed to fit the student's career goals and is available to college graduates of all majors. To sit for the CPA exam you will need: 150 credits in total of post-secondary education including at least 36 credits of accounting-related subjects.

Undergraduate degree, 12 credits of college-level accounting courses or the equivalent, proficiency in written and oral communications, college level math and computer usage, including word processing, spread sheets, databases, and the Internet, are required.

Program Design:
The MAcc requires students to take 30 graduate credits. Eight courses (24 credits) are required core courses, and two (6 credits) are electives which students can choose based on educational needs and career interests.

Program Requirements

Degree Requirements

Prerequisites: 12 credits or equivalent

ACT222 Financial Accounting Principles I

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). **3**

ACT322 Intermediate Accounting I

This course engages the student in a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of assets and income. Students will examine the nature, composition, valuation, and classification of balance sheet items. **3**

ACT323 Intermediate Accounting II

This course is a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of various liability and equity accounts. Students examine the nature, composition, valuation, and classification of these accounts as well as important financial reporting concepts, proper financial statement presentation, and related disclosures. **3**

ACT324 Individual Tax Accounting

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. **3**

Core Courses

24 credits

ACT540 Government and Non-Profit Accounting

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. **3**

ACT545 Accounting Theory

This course encourages students to take a conceptual view of accounting, urging them to get beyond the process and to grasp the reasoning behind the 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. **3**

ACT573 Business Law and Ethics

This course provides students with a broad-based understanding of legal issues that affect modern businesses. The course covers the following substantive law areas: Choice of Entity, Corporate Governance, Raising Money, Securities Regulation, Bankruptcy, Contracts, Intellectual Property and Employment Law. **3**

ACT580 Accounting Information Systems

This course examines critical business processes and IT audits through theories of Accounting Information Systems (AIS) and using auditing tools and enterprise systems. Case analyses and project assignments nurture professional competence in communicating objectives and procedures through systems documentation **3**

techniques, systems analysis and design methodologies, and information processing.

ACT620 Advanced Financial Accounting

This course introduces the student to many advanced financial accounting issues. Includes the application of GAAP rules for consolidation of inter-corporate acquisitions and investments in other entities, multi-national accounting issues involving foreign currency transactions and translation of foreign entity statements, accounting for partnerships, and segment and interim reporting requirements. **3**

ACT625 Cost Analysis

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. **3**

ACT630 Advanced Tax Accounting

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 the strategic tax planning. Tax issues associated with new businesses, business operation, growth, expansion, termination, and liquidations and estate planning are examined. **3**

ACT699 Forensic Accounting

Focuses on preventing, detecting, and investigating common types of internal and external fraud. Designed to cultivate advanced understanding methods of analysis of financial crime allegations. Provides the culminating experience of Chatham University's MAcc program. Should be one of the last courses taken in the MAcc Program. **3**

Electives

Choose 6 credits below

ACT512 Auditing

This course engages the student in a comprehensive study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. Topics include an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends. **3**

BUS540 Leadership for Change in Healthcare Organizations

Focuses on the needs of health care leaders to take health care delivery into the future through innovative initiatives. 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. **3**

BUS570 Global Business

This course introduces students to 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. **3**

BUS576 Sustainable Human Capital

Cultivate theoretical understanding and ethical and practical skills for managing human capital. Explore individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Analyze the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment. **3**

BUS623 Strategic Performance for Executives

This course will cover issues specific to business leaders such as conflict management, negotiation and persuasion, mentoring structures, crisis communication, and organizational change. Other topics will include implicit and explicit attitude toward authority in the workplace; implicit social cognition; attitudes, self-esteem, and stereotypes, etc. **3**

BUS641 Sustainable Supply Chain Management

This course provides students with an understanding of how supply chain works, 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 include: packaging, transportation, energy use, and waste. **3**

BUS672 Corporate Finance

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 **3**

recommendations, supply-chain management.

Master of Accounting (MAcc) Learning Outcomes

Graduates of master's level programs acquire a depth of knowledge in accounting that exceeds that of the typical bachelor's degree graduate along with a general knowledge of how business functions.

The Master of Accounting program is designed to improve the critical thinking, communication, and technical skills for graduates, increasingly required by employers seeking technically qualified accountants. The primary goals of the Master of Accounting degree are:

- Provide students with advanced technical skills in accounting to help successfully complete the CPA and CMA exams and assume leadership roles in various types of organizations.
- Provide students with the necessary communication and critical thinking skills to achieve success in the accounting profession.
- Enable students to prepare, interpret, and analyze all types of financial reports.
- Enable students to solve new and emerging accounting problems in a global perspective through researching the discipline–specific professional standards or code.
- Enhance awareness that ethics plays a primary role in all areas of the accounting discipline and performing one's professional duties in an ethical manner is a professional responsibility.

Graduates of the Master of Accounting (MAcc) program will be able to:

1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines
2. Analyze ethical implications of business practices using advanced levels of ethical reasoning
3. Formulate and execute analytical solutions to business problems using appropriate accounting techniques
4. Prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting

Master of Accounting (MAcc) Admission Requirements

Admission Deadlines

- Fall Recommended Deadline - July 1*
- *Rolling admission for Fall entry until August 1
- Spring Recommended Deadline - November 1
- Students can begin the MAcc program in Fall or Spring, but only students with all college pre-requisites are permitted to start in the Spring semester.

Application Requirements

Applicants to the MA in Accounting program must submit the following information to the Office of Admissions for review:

- Completed online application form
- Official transcripts from all colleges and universities attended
- Resume
- Two letters of recommendation
- Admissions essay (500 words) - Please explain why you are interested in pursuing a MAcc degree at this point in your career. Specifically, how will this degree impact your future personal and career goals? Why did you choose to apply the Chatham MAcc program and what will you contribute to the classroom/team experience?

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

International Applicants

International Applicants to the MA in Accounting program must submit additional documentation to the Office of Admissions.

A list of these documents can be found on the Graduate Admissions Requirement for International Students page.

Pre-requisites

- A baccalaureate degree from an accredited college or university

- Overall GPA of 3.0 on a 4.0 scale
- Financial Accounting 1
- Intermediate Accounting 1
- Intermediate Accounting 2
- Federal Tax Accounting
- * If admitted, you can take these courses before the start or in conjunction with the start of the MAcc program.

Admission Process

After verifying that the minimum academic requirements are met, the 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 admissions 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 achievement as well as their personal characteristics, attributes and experiences.

Applicants will be informed by the Office of Admissions about whether or not they have been accepted into the MAcc program.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Master of Business Administration (MBA) Curriculum

The Chatham MBA consists of 36 credits separated into three parts:

- Eight (8) core courses which provide students with detailed coverage of the advanced business knowledge and critical skills that are most in demand by employers (24 credits)
- Three (3) courses associated with the concentrations (9 credits)
- A challenging business consulting project in the MBA capstone (3 credits)

Program Requirements

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. Students without previous business coursework or life experience in these areas must complete two college-level Foundation courses.

The pre-requisite (Foundation) courses are as follows (2 courses):

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

OR

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

ACT222 Financial Accounting Principles I

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). **3**

Core Requirements

The MBA consists of a Core of 9 courses (27 credit hours) and the requirements of one specific concentration (Entrepreneurial Leadership and Strategy, Food and Agriculture, Healthcare Management, Information Management, Project Management, Supply Chain Management, Sustainability, or Self-Designed Concentration). Students should declare their Concentration as they enter the program.

(9 required courses - 27 credit hours are required in all six concentrations)

BUS570 Global Business

This course introduces students to 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. **3**

BUS576 Sustainable Human Capital

Cultivate theoretical understanding and ethical and practical skills for managing human capital. Explore individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Analyze the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment. **3**

BUS577 Information Systems and Analytics

This course explores the strategic management of technology, information, and people from a Chief Information Officer's (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, analytics, and Big Data are critically examined through cases and hands-on projects. **3**

OR

ACT580 Accounting Information Systems

This course examines critical business processes and IT audits through theories of Accounting Information Systems (AIS) and using auditing tools and enterprise systems. Case analyses and project assignments nurture professional competence in communicating objectives and procedures through systems documentation techniques, systems analysis and design methodologies, and information processing. **3**

BUS618 Economics for Managers

This course teaches how economic tools and techniques can be used to solve business problems. Economics describes why firms do what they do and points to business strategies. The course focuses on economic applications. The course provides an understanding of how economics influences marketing, management, and other business-related decisions. **3**

BUS652 Managerial Accounting

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. **3**

OR

ACT625 Cost Analysis

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. **3**

BUS671 Marketing Management

This course takes the Chief Marketing Officer's (CMO) perspective to explore marketing as a core business practice. Discussions focus on theories and principles for interfacing with customers, competitors, partners, and the external environment. Concepts are applied to planning and executing the conception, pricing, promotion, and distribution of goods and services. **3**

BUS672 Corporate Finance

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. **3**

BUS698 Strategy and Entrepreneurship

"Develop strategies to gain and sustain competitive advantage. Examine the goals of an organization, the social, political, technological, economic, and global factors in the business environment, industry structure, market dynamics, and firm strengths and weaknesses. Develop and implement strategy across industries, and as an **3**

entrepreneur, through case analyses and simulations. "

BUS699 Business Consulting Capstone

This course is the culminating experience in the MBA program. Students apply professional-level business consulting skills learned in the MBA program. Business Consulting Capstone student teams solve business problems for businesses and entrepreneurs. **3**

Entrepreneurial Leadership and Strategy Concentration

9 credits

BUS550 Innovation and Commercialization

This course focuses on how to successfully commercialize an innovation. Understanding commercialization activities such as pre-product launch planning, market testing, actual product launch, and post-launch follow-up is a major part of the course. The course provides a run-through of the complete cycle from idea to market entry. **3**

BUS575 Leading Organizations and Projects

The course cultivates the student’s executive leadership potential for organizational development and transformation, with specific applications to the project management environment. Theoretical perspective and case analyses will explore topics of leading one’s self, motivating project teams, change management, and transforming the organization. **3**

BUS623 Strategic Performance for Executives

This course will cover issues specific to business leaders such as conflict management, negotiation and persuasion, mentoring structures, crisis communication, and organizational change. Other topics will include implicit and explicit attitude toward authority in the workplace; implicit social cognition; attitudes, self-esteem, and stereotypes, etc. **3**

Food and Agriculture Concentration

Food and agriculture are critical industries that present unique challenges and opportunities. Specialized expertise in food and agriculture prepares MBA students for leadership positions as well as entrepreneurial ventures in both public and private sectors. Food and agriculture organizations need MBA-educated professionals to help them make strategic decisions, innovate, and grow, while creating value for the wellbeing of people, animals, plants, in addition to shareholders. Chatham's MBA concentration on Food and Agriculture develops future professionals in the food and agriculture industries with a practical, application-focused education

in collaboration with Chatham's Food Studies Program of its world-renowned Falk School of Sustainability. Students in the Food and Agriculture concentration gain theoretical understanding and hands-on experience with food and agriculture systems, innovations, and regulations. Elective classes may take place at the Eden Hall Campus, Shadyside Campus, evening, online or during the day on weekdays.

Elective options (9 credits)

FST502 Essential Readings in Food and Agriculture

This class provides grounding in essential texts in the contemporary understanding of food and agriculture. Readings include key food histories, journalism, critical nutrition and food industry writers, and agriculture and environmental treatise. Class will meet monthly to analyze texts. Students will contribute to forum and blog discussions throughout the year. **1**

FST508 Food Systems

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 foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers. **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

FST520 Basic Agroecology

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST522 GIS: Food and Agriculture

This course provides students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and demonstrates its use in the public sectors related to food, agriculture, and resource use. Students will have the flexibility to focus on their particular area of interest through project work. **3**

FST531 Sustainable Fermentation

Through hands-on production, tastings, lectures, students learn basics of fermentation,winemaking principles and practices, sensory evaluation through tastings, viticulture history, wine regions and types, winemaking methods, chemistry and winery operations. Local production includes root beer, beer, sake, local mead and vinegar. Emphasis will be on sustainable viniculture practices and local/global links. **3**

FST624 Chocolate: Politics and Pleasure

This course will explore chocolate as a global product including history and culture, agriculture (growing trees, processing beans), direct/fair trade, labor and justice, health, chocolate production, sales, marketing, and sustainability. Experiential components include chocolate making, tempering; culinary practices, and site visits to chocolate manufacturers, culminating in the design and marketing of a sustainable chocolate product. **3**

FST532 Sustainable Meat Production

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. **3**

FST683 Special Topics **3**

Healthcare Management Concentration

9 credits online; offered jointly with the Chatham MSN program

BUS511 Health Policy & Advocacy

Analyze and synthesize innovative approaches to issues in health care delivery at all levels. Politics, policy, market forces, and advocacy are used to assess how system approaches affect health care delivery. Transformational leadership for political and policy activism are emphasized, while exploring regional, national, and global health issues and trends. **3**

BUS551 Informatics in Healthcare

This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. **3**

COM510 Health Communications

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. **3**

Information Management Concentration

4 Concentration Courses. 12 credits

ACT580 Accounting Information Systems

This course examines critical business processes and IT audits through theories of Accounting Information Systems (AIS) and using auditing tools and enterprise systems. Case analyses and project assignments nurture professional competence in communicating objectives and procedures through systems documentation techniques, systems analysis and design methodologies, and information processing. **3**

BUS551 Informatics in Healthcare

This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. **3**

BUS582 Foundations of Project Management

This course explores the knowledge areas and project stages from the Project Management Body of Knowledge (PMBOK). Students acquire concepts and skills in initiating, planning, executing, monitoring, controlling, and closing projects. The course examines the management of project integration, scope, time, cost, human resources, communications, risk, and procurement. **3**

PWR670 Principles of Information Architecture

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. We will build on these basics with practical and contemporary applications and tools. **3**

PWR673 Web Design and Development I

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. **3**

PWR674 Web Design and Development II

A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools. **3**

Project Management Concentration

9 credits

BUS575 Leading Organizations and Projects

The course cultivates the student's executive leadership potential for organizational development and transformation, with specific applications to the project management environment. Theoretical perspective and case analyses will explore topics of leading one's self, motivating project teams, change management, and transforming the organization. **3**

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BUS680 Complex Issues in Project Management

Case studies and simulations engage students in the examination of complex issues in project management, such as control, portfolio management, and rescuing failing projects. The Student will be able to analyze, evaluate, and optimize projects in specific environments and industries. **3**

Supply Chain Management Concentration

9 credits

BUS513 Logistics and Operations

This course introduces students to technical tools and skills essential for problem solving and decision-making in logistics and operations management. Topics may include inventory optimization, network planning, demand forecasting, transportation planning, and productions planning. Mastery of quantitative methods using spreadsheet modeling is required for all students. **3**

BUS562 Global Procurement

In this course, students examine success factors, ethical challenges, legal issues, and managerial implications of global procurement. Students also develop a deep understanding of the impact of procurement on quality, cost, and efficiency of supply chain management through use of procurement tools, techniques, and methodologies. **3**

BUS641 Sustainable Supply Chain Management

This course provides students with an understanding of how supply chain works, 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 include: packaging, transportation, energy use, and waste. **3**

Sustainability Concentration

9 credits

BUS639 Sustainability and Assessment Reporting

An in-depth study of how to measure, track, and report on sustainability issues in a business. Includes a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability. Teaches students how to monitor and measure sustainability issues from within a business. **3**

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SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. **3**

Self-Designed Concentration

Choose 9 credits

ACT540 Government and Non-Profit Accounting

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. **3**

ACT545 Accounting Theory

This course encourages students to take a conceptual view of accounting, urging them to get beyond the process and to grasp the reasoning behind the 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. **3**

ACT573 Business Law and Ethics

This course provides students with a broad-based understanding of legal issues that affect modern businesses. The course covers the following substantive law areas: Choice of Entity, Corporate Governance, Raising Money, Securities Regulation, Bankruptcy, Contracts, Intellectual Property and Employment Law. **3**

ACT580 Accounting Information Systems

This course examines critical business processes and IT audits through theories of Accounting Information Systems (AIS) and using auditing tools and enterprise systems. Case analyses and project assignments nurture professional competence in communicating objectives and procedures through systems documentation techniques, systems analysis and design methodologies, and information processing. **3**

ACT625 Cost Analysis

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. **3**

ACT620 Advanced Financial Accounting

This course introduces the student to many advanced financial accounting issues. Includes the application of GAAP rules for consolidation of inter-corporate acquisitions and investments in other entities, multi-national accounting issues involving foreign currency transactions and translation of foreign entity statements, accounting for partnerships, and segment and interim reporting requirements. **3**

ACT630 Advanced Tax Accounting

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 the strategic tax planning. Tax issues associated with new businesses, business operation, growth, expansion, termination, and liquidations and estate planning are examined. **3**

ACT699 Forensic Accounting

Focuses on preventing, detecting, and investigating common types of internal and external fraud. Designed to cultivate advanced understanding methods of analysis of financial crime allegations. Provides the culminating experience of Chatham University's MAcc program. Should be one of the last courses taken in the MAcc Program. **3**

BUS511 Health Policy & Advocacy

Analyze and synthesize innovative approaches to issues in health care delivery at all levels. Politics, policy, market forces, and advocacy are used to assess how system approaches affect health care delivery. Transformational leadership for political and policy activism are emphasized, while exploring regional, national, and global health issues and trends. **3**

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BUS551 Informatics in Healthcare

This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. **3**

BUS552 Managing Non-Profit Organizations

Through the use of case studies, assignments, and class projects, this course familiarizes students with the distinctiveness of nonprofit organizations and their management. Specific topics include marketing and fund raising, budgeting, personnel management and supervision, strategic planning and implementation, environmental and program evaluation, and managing interorganizational networks. **3**

BUS562 Global Procurement

In this course, students examine success factors, ethical challenges, legal issues, and managerial implications of global procurement. Students also develop a deep understanding of the impact of procurement on quality, cost, and efficiency of supply chain management through use of procurement tools, techniques, and methodologies. **3**

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course examines the management of project integration, scope, time, cost, human resources, communications, risk, and procurement.

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This course will cover issues specific to business leaders such as conflict management, negotiation and persuasion, mentoring structures, crisis communication, and organizational change. Other topics will include implicit and explicit attitude toward authority in the workplace; implicit social cognition; attitudes, self-esteem, and stereotypes, etc. **3**

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FST502 Essential Readings in Food and Agriculture

This class provides grounding in essential texts in the contemporary understanding of food and agriculture. Readings include key food histories, journalism, critical nutrition and food industry writers, and agriculture and environmental treatise. Class will meet monthly to analyze texts. Students will contribute to forum and blog **1**

discussions throughout the year.

FST508 Food Systems

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 foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers. **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

FST520 Basic Agroecology

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST522 GIS: Food and Agriculture

This course provides students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and demonstrates its use in the public sectors related to food, agriculture, and resource use. Students will have the flexibility to focus on their particular area of interest through project work. **3**

FST531 Sustainable Fermentation

Through hands-on production, tastings, lectures, students learn basics of fermentation,winemaking principles and practices, sensory evaluation through tastings, viticulture history, wine regions and types, winemaking methods, chemistry and winery operations. Local production includes root beer, beer, sake, local mead and vinegar. Emphasis will be on sustainable viniculture practices and local/global links. **3**

FST624 Chocolate: Politics and Pleasure

This course will explore chocolate as a global product including history and culture, agriculture (growing trees, processing beans), direct/fair trade, labor and justice, health, chocolate production, sales, marketing, and sustainability. Experiential components include chocolate making, tempering; culinary practices, and site visits to chocolate manufacturers, culminating in the design and marketing of a sustainable chocolate product. **3**

FST532 Sustainable Meat Production

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. **3**

FST683 Special Topics **3**

PWR670 Principles of Information Architecture

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. We will build on these basics with practical and contemporary applications and tools. **3**

PWR673 Web Design and Development I

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. **3**

PWR674 Web Design and Development II

A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools. **3**

SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors **3**

(PEB) in a specific context.

Master of Business Administration (MBA) Learning Outcomes

In master's level programs, knowledge of the key content areas of business is assumed. Students without previous business courses take the Prerequisite Courses. Graduates of master's level programs should acquire a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate. Graduates of the MBA program should be able to demonstrate that they possess business-specific content outcomes and business-related professional skills outcomes.

Graduates of the MBA program will be able to:

1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines
2. Analyze ethical implications of business practices using advanced levels of ethical reasoning
3. Perform strategic analysis effectively
4. Apply quantitative methods to business problem solving
5. Assess global opportunities and challenges for business growth
6. Collaborate effectively as a business leader
7. In-depth Knowledge for specific MBA concentrations:
    - Entrepreneurial Leadership and Strategy- Demonstrate knowledge, skills and techniques to lead entrepreneurial and strategic ventures
    - Healthcare Management- Demonstrate knowledge, skills and techniques to manage healthcare operations effectively and efficiently
    - Project Management- Demonstrate knowledge, skills and techniques to execute projects effectively and efficiently
    - Supply Chain Management- Demonstrate knowledge, skills and techniques to manage supply chain operations effectively and efficiently
    - Sustainability- Demonstrate knowledge, skills and techniques to lead sustainable businesses and organizations

Master of Business Administration (MBA) Admission Requirements

Admission Deadlines

- Fall Recommended Deadline - July 1*
- *Rolling admission for Fall entry until August 1
- Spring Recommended Deadline - November 1

Application Requirements

Applicants to the MBA program must submit the following information to the Office of Admissions for review:

- Completed online application
- Official transcripts from all colleges and universities attended
- Resume
- Two letters of recommendation
- Admissions essay - In approximately 500 words, please explain why you are interested in pursuing an MBA and the specific career specialization at this point in your career. Specifically, how will this degree impact your future personal and career goals? Why did you choose to apply the Chatham MBA program and what will you contribute to the classroom/team experience?

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

International Applicants

International Applicants to the MBA program must submit additional documentation to the Office of Admissions.

A list of these documents can be found on the Graduate Admissions Requirement for International Students page.

Pre-requisites

- A baccalaureate degree from an accredited college or university
- Minimum of a 3.0 GPA
- Business Statistics

- Financial Accounting
- Proficiency in MS Excel
- *If admitted, you can take these courses before the start or in conjunction with the start of the MBA program.

Admission Process

After verifying that the minimum academic requirements are met, the 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 admissions 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 achievement as well as their personal characteristics, attributes and experiences.

Applicants will be informed by the Office of Admissions about whether or not they have been accepted into the MBA program.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Master of Arts in Food Studies & Master of Business Administration (MAFS/MBA) Curriculum

Through this program, students earn both the Master of Arts in Food Studies and the Master of Business Administration. It includes core courses in both business and food studies, and courses that provide breadth and depth in food studies, business, and sustainable business. The degree requires 51 credits, and is designed to be completed by full time students in five semesters (includes fall, spring, and summer semesters). An optional first summer is offered for students who require prerequisites or simply want more time to take classes.

Students are expected to maintain full-time enrollment.

Each student also completes a thesis or project in Food Studies. The common preparatory courses provide all students with disciplinary training in natural and social sciences and business. Students gain a holistic understanding of food systems and traditional business skills. Internships and directed study in community settings are encouraged. Graduates will be uniquely prepared to work in various aspects of food systems in the real world.

Students meet all of the requirements for both the Master of Arts Food Studies and the Master of Business Administration. Please refer to those programs for details.

Program Requirements

Requirements

Students must meet all of the admission requirements for both the MAFS and MBA programs, and complete any prerequisite associated with either program. A total of 51 credits are required to earn the dual degree:

The MBA portion of the program consists of the following 24 credits

BUS576	**Sustainable Human Capital** Cultivate theoretical understanding and ethical and practical skills for managing human capital. Explore individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Analyze the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment.	**3**

BUS570 Global Business

This course introduces students to 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. **3**

BUS577 Information Systems and Analytics

This course explores the strategic management of technology, information, and people from a Chief Information Officer's (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, analytics, and Big Data are critically examined through cases and hands-on projects. **3**

BUS652 Managerial Accounting

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. **3**

BUS672 Corporate Finance

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. **3**

BUS671 Marketing Management

This course takes the Chief Marketing Officer's (CMO) perspective to explore marketing as a core business practice. Discussions focus on theories and principles for interfacing with customers, competitors, partners, and the external environment. Concepts are applied to planning and executing the conception, pricing, promotion, and distribution of goods and services. **3**

BUS698 Strategy and Entrepreneurship

"Develop strategies to gain and sustain competitive advantage. Examine the goals of an organization, the social, political, technological, economic, and global factors in the business environment, industry structure, market dynamics, and firm strengths and weaknesses. Develop and implement strategy across industries, and as an **3**

entrepreneur, through case analyses and simulations. "

BUS618 Economics for Managers

This course teaches how economic tools and techniques can be used to solve business problems. Economics describes why firms do what they do and points to business strategies. The course focuses on economic applications. The course provides an understanding of how economics influences marketing, management, and other business-related decisions. **3**

Required Core Total: 24

The FST portion of the program consists of the following 27 credits

FST502 Essential Readings in Food and Agriculture

This class provides grounding in essential texts in the contemporary understanding of food and agriculture. Readings include key food histories, journalism, critical nutrition and food industry writers, and agriculture and environmental treatise. Class will meet monthly to analyze texts. Students will contribute to forum and blog discussions throughout the year. **1**

FST508 Food Systems

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 foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers. **3**

FST509 Food Access

If food is a basic human right, how do societies create universal access to food? What is the moral ethical basis for making citizens food secure in an age of global inequality? To what extent does providing food access need to consider culturally appropriateness, nutrition, and sustainability, and justice? **3**

FST620 Research in Food and Agriculture

This course assists students developing a research, educational, public policy, or advocacy project in sustainable farming. Participants study a practical and current sustainable food and/or farming problem, review the literature related to the problem, develop management tactics and strategies to address the problem, and communicate their conclusions. Goal is to develop a research plan and project outcomes for a Masters thesis or project. **2**

FST510 Food, Culture, History

Provides an overview of food and diet in transnational history, emphasizing cultural impact of modernity of 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. **3**

FST520 Basic Agroecology

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST520L Growing Sustainably Lab

This course is a co-requisite to FST520, Growing Sustainably, and comprises the experiential lab component of the course. Students will engage in sustained research on sustainable agricultural projects, from biodynamic methods to soil or pest management comparatives. Course may be taken up to four times for credit. **1**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

SUS607 Applied Green and Social Innovation

The class helps students develop skills for managing innovation focusing on Food, Agriculture, Environmental and Social Product and Service innovations. Students will work with actual ideas and or start-ups from local incubators and entrepreneurs. The class focuses on helping students to develop skills to use innovations for solving major social and environmental problems. **3**

FST698 Thesis/Project

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. **1**

Required Core Total: 21

Electives (choose 6 credits)

FST607 Sustainable Consumption **3**

FST531 Sustainable Fermentation

Through hands-on production, tastings, lectures, students learn basics of fermentation,winemaking principles and practices, sensory evaluation through tastings, viticulture history, wine regions and types, winemaking methods, chemistry and winery operations. Local production includes root beer, beer, sake, local mead and vinegar. Emphasis will be on sustainable viniculture practices and local/global links. **3**

FST614 New Product Development

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. **3**

FST622 Advanced New Product Development

This course explores new product development process from ideation to market. Students study methodologies and practices of product development in a Consumer Packaged Goods firm. Focus for the advanced course includes consumer testing, packaging development, and production process to develop and bring to market a liqueur sold by Pittsburgh Distilling. **3**

FST603 Food Journeys **3**

FST625 U.S. Agricultural Policy

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 **3**

communities at local, national and global scales.

SUS581 Entrepreneurial Alternatives

The class examines alternative paths to entrepreneurship for students interested in owning and operating an existing business. There is an emphasis on food-related businesses (production/processing, distribution, retail). Students will learn about acquiring an existing business or franchise. Skills covered include selecting targets, evaluation, appropriate financial valuation, deal structuring, arranging financing and post-closing operations planning. **3**

FST608 Culture and Culinary Grains **3**

FST609 Dairy: From Pasture to Plate

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. **3**

FST624 Chocolate: Politics and Pleasure

This course will explore chocolate as a global product including history and culture, agriculture (growing trees, processing beans), direct/fair trade, labor and justice, health, chocolate production, sales, marketing, and sustainability. Experiential components include chocolate making, tempering; culinary practices, and site visits to chocolate manufacturers, culminating in the design and marketing of a sustainable chocolate product. **3**

FST532 Sustainable Meat Production

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. **3**

FST515 Writing About Food

Students will develop technique 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. **3**

FST683 Special Topics **3**

FST505 Food and Representations

Food is elemental to survival, culture, home, and subjectivity - to rituals of love, oloss, and celebration. Focusing on representations of food and eating in spiritual narratives, epic texts, myth, novels, and film, this class examines the cultural work food performs along with the varying meanings assigned to food and eating. **3**

FST615 Food, Labor, and Inequality

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. **3**

Master of Arts in Food Studies & Master of Business Administration (MAFS/MBA) Learning Outcomes

Food Studies

Interdisciplinary breadth: Graduates will have the ability to articulate and integrate knowledge and skills across and within a variety of disciplines, particularly as these skills relate to the historical and contemporary organization of food provision and consumption.

Systems knowledge: Graduates will have a command of food systems as a conceptual and practical tool for understanding the connections between agriculture and food production, social configurations, cultural meanings, and environmental conditions. This goal includes understanding and applying various research methods to real-world problems.

Experiential learning: Graduates will form a direct relationship with the subject matter – the production of food – by participating in a wide variety of practical and applied situations. Mastery of technique, while significant in its own right, will connected back to intellectual growth by evaluating its benefit to specific communities and by incorporating the experience into project outcomes.

Community building: Graduates will work as liaisons and collaborators in community-based projects, both in directed coursework and in internship and field experiences. Emphasis will be on task negotiation, network development, social interaction, and cultural acumen.

Communicative competence: Graduates will demonstrate ability to use history, ethics, culture, and empirical data to document and evaluate food systems through oral, written, and multi-modal means of representation.

Methodological depth: Graduates will design and carry out research projects after evaluating the effectiveness and applicability of various social scientific methods. By implementation, students will articulate research questions, assess the strengths and weaknesses of different research design and collection methods. Includes the ability to address cultural and ethical issues, evaluate existing studies and

Applied scientific literacy: Graduates will grasp basic scientific principles, empirical methods, and evaluative criteria in the biological and physical sciences. The goal is for students to analyze and evaluate empirical research for context-specific applications and communicate that data for a variety of audiences.

Technical competence in food production: Students will gain basic experience in growing, producing, and cooking food. From soil testing to knife skills, graduates will grasp the specific material competencies related to agriculture and cooking.

Comprehensive awareness of sustainability: Graduates will be versed in the complexities of defining and enacting sustainable practices related to food production and consumption. Using a systems analysis, they will be able to map the relationships between environment, social life, and sustenance.

Business Administration

In master's level programs, knowledge of the key content areas of business is assumed. Students without previous business courses take the Foundation Courses. Graduates of master's level programs acquire a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate. Graduates of the MBA program are able to demonstrate that they possess business–specific content outcomes and business–related professional skills outcomes.

Graduates of the MBA program will be able to:

- Recognize problems in business settings and propose solutions
- Use strategic analysis and integration
- Apply creativity and innovation in business practice
- Apply quantitative methods to real–world business situations
- Evaluate the impact on business of the global environment
- Identify and understand the ethical obligations and responsibilities of business
- Communicate effectively in written materials to relevant publics
- Communicate professionally in spoken words in one–on–one or business presentation situations
- Work with a team of colleagues on projects
- Demonstrate project management skills
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand a specific area of business practice in depth
    - Healthcare Management
    - Supply Chain Management
    - Project Management
    - Sustainability
    - Entrepreneurial Leadership and Strategy

Master of Arts in Food Studies & Master of Business Administration (MAFS/MBA) Admission Requirements

Priority Deadline for Fall - **February 1** (all application materials must be received by this date for first consideration of fellowships/assistantships)
Regular Application Deadline for Fall: **June 15**
Regular Application Deadline for Spring: **November 1**

Admission to the Dual Degree MAFS-MBA program will be based on:

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale (Applicants with less than a 3.0 who show extreme promise through other achievements may be granted conditional admission)
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Completed application form, including:
    - Official transcripts from all colleges and universities attended
    - Curriculum vitae, résumé and/or additional information concerning professional or volunteer activities
    - Nonrefundable application fee of $45 (unless application is completed online)
- Two letters of recommendation from faculty and direct work supervisors that describe the applicant's:
    - Capacity for independent thinking
    - Written and verbal communication skills
    - Ability to thrive in a collaborative, interdisciplinary academic setting
- One- to two-page letter that explains that your experiences and interests in food, sustainability and/or agriculture and your reasons for pursuing a graduate degree. *An additional writing sample is optional but encouraged.*
- Students must complete pre-requisite courses in Financial Accounting, Business Statistics and Introduction to Microsoft Excel prior to beginning the program

Sustainability & Business Administration (MSUS/MBA) Curriculum

The program gives students an understanding and skills from both sustainability and business. Through this program, students earn both the Master of Sustainability and the Master of Business Administration. It includes core courses in both business and sustainability, and courses that provide breadth and depth in sustainability, business, and sustainable business. The degree requires 57 credits, and is designed to be completed by full time students in two school years and one summer. An optional first summer is offered for students who require prerequisites or simply want more time to take classes.

Each student also engages in, a Business Consulting Capstone or (individual or group) Sustainability Final Project, and a summer-long professional placement. During the summer semester, students will engage in projects centering on real world challenges such as consultation with sustainable businesses, making business plans for sustainability businesses, or individual or group sustainability projects for businesses. Graduates will be uniquely prepared to champion sustainability in the business world.

Students meet all of the requirements for both the Master of Sustainability and the Master of Business Administration. Please refer to those programs for details.

Program Requirements

Major Requirements

Students must meet all of the admission requirements for both the MSUS and MBA programs, and complete any prerequisite associated with either program. A total of 57 credits are required to earn the dual degree:

SUS504 Foundations of Sustainability

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. **3**

SUS511 Project Design, Methods, and Evaluations **3**

BUS641 Sustainable Supply Chain Management

This course provides students with an understanding of how supply chain works, 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 include: packaging, transportation, energy use, and waste. **3**

SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. **3**

BUS570 Global Business

This course introduces students to 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. **3**

BUS577 Information Systems and Analytics

This course explores the strategic management of technology, information, and people from a Chief Information Officer's (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, analytics, and Big Data are critically examined through cases and hands-on projects. **3**

SUS516 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders. **3**

SUS602 The Political Economy of Sustainability

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, **3**

benefits, and sustainability of environmental governance.

BUS671 Marketing Management

This course takes the Chief Marketing Officer's (CMO) perspective to explore marketing as a core business practice. Discussions focus on theories and principles for interfacing with customers, competitors, partners, and the external environment. Concepts are applied to planning and executing the conception, pricing, promotion, and distribution of goods and services. **3**

BUS698 Strategy and Entrepreneurship

"Develop strategies to gain and sustain competitive advantage. Examine the goals of an organization, the social, political, technological, economic, and global factors in the business environment, industry structure, market dynamics, and firm strengths and weaknesses. Develop and implement strategy across industries, and as an entrepreneur, through case analyses and simulations. " **3**

BUS672 Corporate Finance

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. **3**

BUS576 Sustainable Human Capital

Cultivate theoretical understanding and ethical and practical skills for managing human capital. Explore individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Analyze the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment. **3**

SUS601 Applied Ecology

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). **3**

BUS699 Business Consulting Capstone

This course is the culminating experience in the MBA program. Students apply professional-level business consulting skills learned in the MBA program. Business Consulting Capstone student teams solve business problems for businesses and entrepreneurs. **3**

OR

SUS605 Leadership for Transitions to Sustainability

This class builds a foundation for sustainability management through exploration of Transition Management, a methodology for sustainable innovation. Students study innovation management, learn steps in managing a transition through analyzing systemic socio-technical problems, learn to develop potential solutions, and understand the organizational and societal structures necessary to support long-term change. **3**

SUS603 Sustainability: Ethics, Equity, Justice

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. **3**

SUS699 Advanced Seminar in Sustainability

In this course students in the final semester of the Master of Sustainability program revisit materials from the first semester of the program in the context of their projects, areas of focus, and summer placements. **3**

BUS652 Managerial Accounting

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. **3**

Summer Immersion Experience

Sustainability & Business Administration (MSUS/MBA) Learning Outcomes

Sustainability

The goal of the Master of Sustainability is to provide professionally oriented students the skills, knowledge, experiences, and networks necessary to meet their career goals. To that end, we produce graduates recognized for their:

- intellectual and experiential core of knowledge about sustainability;
- preparedness to champion and implement sustainability in a variety of settings;
- entrepreneurial spirit and capacity for transformative leadership; and
- commitment to ethical and informed citizenship
- To that end, our curriculum is designed to achieve a number of learning outcomes that include:

COMMUNICATION

Students will become effective communicators by evaluating and implementing appropriate communication strategies. They will develop written, oral, and visual tools and practices for communicating about sustainability to diverse audiences.

TEAMWORK AND TRANSFORMATIVE LEADERSHIP

Students will be prepared to take an active role in advancing sustainability, with the understanding that to do so will require behavioral, cultural, institutional, and other changes at multiple spatial and temporal scales.

CREATIVITY

Students will understand that facilitating sustainable attitudes and practices requires creativity in conceptualizing existing conditions and generating and implementing sustainable solutions to complex problems.

ETHICS

Students will understand ethical implications of decisions and actions across diverse cultural, political, and temporal perspectives and be prepared to choose and act with integrity in their careers.

CONCEPTUALIZING SUSTAINABILITY

Students will be able to explain the origins, meanings, and applications of sustainability, and by extension, explain the interrelationships among environmental, societal, and economic well-being. They will do this in a framework that recognizes the cultural dimensions of sustainability.

SYSTEMS THINKING

Students will develop tools to model complex systems, describe the impact of changes within systems, consider the impacts of decision-making on systems, and analyze a system's strengths and weaknesses.

TRANSDISCIPLINARITY AND COLLABORATION

Students will work across knowledge bases to better understand how different individuals and groups make decisions and work collaboratively with partners in the private sector, public sector, and academia. In these contexts, students will also learn how to apply the appropriate resources and methods to sustainability projects.

APPLICATION AND ASSESSMENT

Students will develop the necessary analytical skills for applying and assessing sustainability in a range of settings.

Business Administration

In master's level programs, knowledge of the key content areas of business is assumed. Students without previous business courses take the Foundation Courses. Graduates of master's level programs acquire a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate. Graduates of the MBA program are able to demonstrate that they possess business–specific content outcomes and business–related professional skills outcomes.

Graduates of the MBA program will be able to:

- Recognize problems in business settings and propose solutions
- Use strategic analysis and integration
- Apply creativity and innovation in business practice
- Apply quantitative methods to real–world business situations
- Evaluate the impact on business of the global environment
- Identify and understand the ethical obligations and responsibilities of business
- Communicate effectively in written materials to relevant publics
- Communicate professionally in spoken words in one–on–one or business presentation situations
- Work with a team of colleagues on projects
- Demonstrate project management skills
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand a specific area of business practice in depth
    - Healthcare Management
    - Supply Chain Management
    - Project Management

- Sustainability
- Entrepreneurial Leadership and Strategy

Sustainability & Business Administration (MSUS/MBA) Admission Requirements

Priority Deadline for Fall - **February 1** (all application materials must be received by this date for first consideration of fellowships/assistantships)
Regular Application Deadline for Fall: **July 1**
Regular Application Deadline for Spring: **November 1**

Admission to the Dual Degree MSUS-MBA program will be based on:

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Completed application form, including:
    - Official transcripts from all colleges and universities attended
    - Resume and/or additional information concerning professional or volunteer activities
    - Nonrefundable application fee of $45 (unless application is completed online)
- Two (2) letters of recommendation from faculty or direct work supervisors that describe the applicant's:
    - Capacity for independent thinking
    - Written and verbal communication skills
    - Ability to thrive in a collaborative, interdisciplinary academic setting
    - Commitment to a career advancing sustainability
- One- to two-page letter that explains the origins of their interest in sustainability and professional goals
- Students must complete pre-requisite courses in Financial Accounting, Business Statistics and Introduction to Microsoft Excel prior to beginning the program

SCHOOL OF HEALTH SCIENCES +

SCHOOL OF HEALTH SCIENCES CHATHAM UNIVERSITY

The highly-competitive School of Health Sciences (SHS) at Chatham University stands in stark contrast to the “lost in the crowd” medical, psychology, and nursing programs at many larger universities:

1. **Our approach to learning places students in a position of active responsibility for absorbing and mastering content. They learn new material by confronting and solving problems as applied to actual clinical cases.**
2. **Students learn from dedicated faculty members – many of whom are practicing clinicians themselves – in a close-knit atmosphere known for providing personal attention to every student.**
3. **The School's unique makeup allows for interprofessional education among students in nursing, psychology, physician assistant studies, occupational therapy, and physical therapy.**

SHS programs are highly selective, with an approximate 25% acceptance rate (400 accepted out of 1,700 applicants). We excel in training students through problem-based learning, fostering critical thinking skills, and encouraging students to serve local, national, and international communities through service-oriented programs for medically-underserved populations. Our graduates are highly skilled, ethically and culturally aware, and highly sought after, with students achieving near-100% licensure rates across our programs and 100% employment rates six months after graduation.

School of Health Sciences Fact Sheet

Academic Programs

UNDERGRADUATE MAJORS

RN-BSN PROGRAM	EXERCISE SCIENCE	ATHLETIC TRAINING (3+2 PROGRAM)

View all undergraduate majors & minors »

GRADUATE – MASTER'S DEGREE PROGRAMS

MASTER OF PHYSICIAN ASSISTANT STUDIES	MASTER OF OCCUPATIONAL THERAPY	MASTER OF ARTS IN PSYCHOLOGY	MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY	MASTER OF SCIENCE IN NURSING	MASTER OF HEALTHCARE INFORMATICS

GRADUATE – DOCTORAL DEGREE PROGRAMS

DOCTOR OF NURSING PRACTICE	PROFESSIONAL DOCTORATE OF OCCUPATIONAL THERAPY	DOCTOR OF PHYSICAL THERAPY	DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY

View all graduate programs »

Facts & Figures

FACULTY HIGHLIGHTS

-

Dr. Arlette Ngoubene-Atioky is an assistant professor in the counseling psychology program, and her areas of academic interest include the social determinants of immigrants and refugee health and cross-cultural psychology.

-

Dr. Ingrid Provident is an associate professor in the occupational therapy programs and serves as an overseas expert to the accreditation team for the OT program at the Polytechnic University in Hong Kong. She also works closely with the African OT Association, and will be presenting in both Tanzania and Kenya related to global OT partnerships.

-

  Dr. Debra Wolf is an associate professor in the nursing programs and is a known international speaker, having presented at health conferences in Finland, France, and China. Dr. Wolf was selected as a Nursing Ambassador to China, where she has collaborated with multiple healthcare organizations related to quality improvement.

-

  Dr. Joe Schreiber is program director for the Physical Therapy program. He is active member of the American Physical Therapy Association, serving as President of the Section on Pediatrics and honored with organizational service awards in 2016 and 2017. He is also the faculty liaison for **Chatham's GoBabyGo! club**.

-

  Susan Hawkins has been with the PA Program since its inception in 1995 and continues to tend and nurture problem-based learning (PBL) at Chatham. She is currently participating research on a scale for PBL readiness, facilitator experience, and PBL supervision, along with giving yearly workshops at the Pennsylvania Society of PAs Education Conference.

PERFECTING THE ART OF PATIENT CARE

“Chatham's problem-based learning approach trains their students to have not only an extensive knowledge base, but also the ability to quickly and creatively adapt to the tasks and challenges they encounter daily. After personally working with a Chatham Master of Physician Assistant Studies graduate for several years, I am grateful to have her on my healthcare team.”

– Freddie H. Fu, M.D., University of Pittsburgh Medical Center

CHATHAM EASTSIDE

The School of Health Sciences is located at Chatham Eastside, part of the Shadyside Campus. Chatham Eastside is in Pittsburgh's bustling East End district, near Bakery Square, a vibrant retail district that is home to Google's Pittsburgh office. The building was a LEED-Silver renovation project that uses sustainable design practices, recycled materials, and energy-efficient lighting to create academic and social space within a green environment. See more.

INTERNATIONAL COLLABORATION

- The School is known for its international collaboration with the CRECER organization in Ibarra, Ecuador where faculty and students participate in service learning experiences related to Occupational and Physical Therapy.
- Our most recent international collaboration has been with the Shanghai Institute of Health Sciences. Chinese nurses apply to this very competitive program in order to study at Chatham for a year and receive their Master's of Nursing Degree.
- Some of our programs include international travel opportunities to provide services in healthcare settings.

ACCREDITATION

Physical Therapy: Commission on Accreditation in Physical Therapy Education (CAPTE)

Physician Assistant Studies: Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

Nursing: Commission on Collegiate Nursing Education (CCNE)

Occupational Therapy: Accreditation Council for Occupational Therapy Education (ACOTE)

Counseling Psychology: American Psychological Association (APA)

M.S. in Counseling Psychology: Masters in Psychology and Counseling Accreditation Council

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Translate

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Program Director of Athletic Training and Exercise Science

Mary Jo Loughran Ph.D., M.S.
Associate Professor/Program Director

Kathleen M Morouse
Chatham Adjunct Faculty

Joyce Salls OTD, OTR/L
Professor and Program Director, Occupational Therapy Programs

Joseph Schreiber PT, PhD
Professor and Program Director

Judy Truscott MPAS, PA-C
Program Director, Assistant Professor

Ali Abdulsattar Abdulrahman
Assistant Professor of Human Anatomy

Alyssa Abebe MPAS, PA-C
Associate Program Director, Assistant Professor

Jessica Anderson MPAS, PA-C
Assistant Director of Clinical Education

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Ethan Block Ph.D.
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Nicole Brown MS, PA-C
Assistant Professor, Skills Coordinator

Janet Bucey OTD, OTR/L, SIPT
Assistant Professor

Andres Carrillo
Assistant Professor

Paige Cendroski MPAS, PA-C
Assistant Professor

Michelle Criss PT, DPT, Board-Certified Geriatric Clinical Specialist
Assistant Professor

Jill Cyranowski PhD
Associate Professor, PsyD Director of Training

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Academic Fieldwork Coordinator and Assistant Professor

Denise Devlin A.S., Accounting
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Michelle Doas EdD, MSN, BSN, RN
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Cathy Dolhi, OTD, OTR/L, FAOTA
Emeritus Faculty

Kelly Donkers MPA, PA-C
Associate Professor, Academic Coordinator

Kathleen Donnelly
Clinical Administrative Assistant

Patricia Downey PT, PhD, DPT
Professor, Dean for the School of Health Sciences

MaryDee Fisher , DNP, RN, CPN
Assistant Professor

David Fraser Ph.D.

Assistant Professor

Anthony Goreczny Ph.D.
Professor

Deanna Hamilton Ph.D.
Associate Professor

Susan Hawkins MSEd., PA-C
Associate Professor, PBL Coordinator

Emily Hopkins PhD, RN, WHNP, FNP-BC
Associate Professor

Diane Hunker Ph. D., MBA, RN
Professor

Anthony Isacco Ph.D.
Associate Professor and Masters Programs Coordinator

Sarah Jameson PT, DPT, MS Geriatric Clinical Specialist
Assistant Professor of Clinical Practice

Steve Karas PT, DSc,CMPT, ATC
Board-Certified Clinical Specialist in Orthopaedic Physical Therapy (OCS)
Associate Professor

Mark Kassel
Director, Chatham Online

John Laird, N.D.
Associate Professor, Admissions Coordinator

Jennifer Lape, OTD, OTR/L
Assistant Professor

Jennifer Morse Ph.D.
Associate Professor

Arlette Ngoubene-Atioky Ph.D.
Assistant Professor

Sharon Novalis PhD, OTR/L
Assistant Professor

Lea O'Keefe MPA, PA-C
Clinical Coordinator and Assistant Professor

Jill Paquin Ph.D.
Assistant Professor

Susan Perry PT, DPT, MS
Professor

Marilu Piotrowski, PhD, MSN, RN
Assistant Professor of Nursing

Ingrid Provident EdD, OTR/L FAOTA
AssociateProfessor

Chad Rittle DNP, MPH, RN, FAAOHN
Associate Professor

Meigan Robb, PhD, RN
Assistant Professor, Assistant Director of Nursing Programs, MSN Program Coordinator

Edward Ryan Jr.
Associate Professor

Natalie Schirato MPAS, PA-C
Assistant Professor

Jodi Schreiber OTD, OTR/L, C/NDT
Associate Professor

Wonjin Sim Ph.D.
Associate Professor

Julie Slade, DNP, RN
Assistant Professor, RN-BSN Program Coordinator

Kathleen Spadaro PhD, PMHCNS, RN
Associate Professor of Nursing, IRB Chair

Kasey Stepansky CScD, OTR/L, C/NDT
Academic Fieldwork Coordinator and Assistant Professor

Susan Sterrett EdD, MSN, MBA
Associate Professor

Lora Walter DNP, RNC-NIC
Assistant Professor of Nursing | Pathways to Nursing Coordinator

Jennifer J. Wasco, DNP, RN
Assistant Professor of Nursing, Practice Experience Coordinator

Jonathan Weinkle
Medical Director

Kathleen Weissberg
Chatham Faculty

Erin Marie Williams-Hatala Ph.D
Assistant Professor of Biology

Ann Williamson PT, DPT Board-Certified Clinical Specialist in Neurologic Physical Therapy
Assistant Professor and Director of Clinical Education

Debra M Wolf, PhD, MSN, BSN, RN
Director, Healthcare Informatics; Professor of Nursing and Healthcare Informatics,

Jason Woollard PhD, MPT
Associate Professor

Huixin Wu, DNP, MBA, RN, CCRN, CCNS
Assistant Professor

Victoria Yann, MS Ed.
Associate Director of Clinical Education

Gina Zanardelli Ph.D.
Associate Professor & Field Placement Coordinator

Maurice Abney

Andrea Christner

Kyle Cunningham
Adjunct Faculty

Ann Cutrell RPh, MS

Susan Evans

Adjunct Faculty

Donna Haid
Adjunct Faculty

Susan Heilman
Adjunct Faculty

Nancy Krusen
Adjunct Faculty

Kristin Lersch

Otto Salguero
Adjunct Faculty

Stephen Harding
Program Assistant - Nursing

Janet Kuzora
Program Assistant

Georgina McClellan
Program Assistant - Nursing

Cathy Natalia
Practice Experience Program Assistant

Sheila Rodgers MPW
Program Assistant, Counseling Psychology & Social Work

Tyson Schrader MA Ed.
Program Assistant

Mary Kay Selewitz
Program Assistant - Physical Therapy

Gabrielle Strong, MBA
Grant Manager

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School of Health Science

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

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Translate

Master of Science in Healthcare Informatics (MHI) Curriculum

Program Requirements

Degree Requirements

30 Credits

HCI502 Healthcare Delivery Systems

In this course, students will be engaged in dynamic content to gain an understanding of the role of information systems within healthcare delivery. The course provides an introduction to the use of information technology, information systems, data, and informatics in regards to health care delivery system entities and functions. **3**

HCI503 Informatics Foundation and Health Care Technology

This course will assist students to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various settings. Student will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction. **3**

HCI504 Project Management I

This course introduces basic project management principles needed when altering workflow processes to include technology in various health practice settings (outpatient, inpatient, community health). Change management, quality assurance, and system redesign is introduced. By end of course, students will begin identifying a topic for their final informatics immersion project. **3**

HCI505 Foundational Data Analytics

This course will explore how outcomes are dependent upon the integrity of data; the analysis of data; and the need for clearly defined report writing. Students will engage in manipulating data for analysis and interpretation. **3**

HCI506 Health Policy and Informatics

This course will explore health care policy and how it relates to informatics. Students will describe the history and development of health care policy while comparing U.S. health care policies to other countries. Legal, privacy, storage, and security issues will be discussed regarding healthcare and genomic data. **3**

HCI507 Informatics Immersion

This course leads students to combine management and technical skills to solve real problems regarding healthcare information systems and use of technology in a healthcare setting. The immersion project requires the application of principles in health systems, information technology, healthcare delivery and project management. Students must complete 80-100 internship hours. **3**

HCI582 Project Management II

This course emphasizes the concepts/theories/practices in handling the fiscal and leadership responsibilities of project management related to informatics. By the end of this course, students will have developed their Informatics Immersion Project proposal. Students must complete 40 internship hours under the supervision of a mentor in the field of informatics. **3**

HCI583 Virtual Engagement to Improve Health

This course introduces students to a virtual world where technology is driving change, impacting the way healthcare is delivered and managed through the use of the Internet, social media and mobile technologies. Students will engage in virtual activities that transform the traditional roles of interprofessional healthcare providers. **3**

HCI631 Integrating Technology into a Healthcare Environment

This course will introduce students to key factors to be considered when integrating new technology within a healthcare environment. Understanding how to successfully create change, define current process, design future processes and complete a gap analysis using the four stages of a systems life cycle to successfully integrate or change technology. **3**

HCI651 Database Management for Evidence-Based Decision Making

This course will assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. **3**

Master of Science in Healthcare Informatics (MHI) Learning Outcomes

Students completing this master's degree will be able to:

1. Demonstrate the skills necessary to integrate technology and use information systems to support evidence-based decision making.
2. Analyze current regulations and practices around healthcare and clinical data.
3. Perform data analysis and report-writing related to both patient and/or system outcomes.
4. Analyze workflow processes in various clinical settings in order to improve the healthcare delivery process.
5. Manage communications and relationships between system developer and interprofessional clinical users to support system and patient outcomes.

Master of Science in Healthcare Informatics (MHI) Admission Requirements

The following are required for admission to the MHI program:

1. A baccalaureate degree from an accredited college or university
2. Overall undergraduate grade point average (GPA) of 3.0 or above on a 4.0 scale
3. Previous undergraduate course in statistics recommended
4. Completed application for admission, including:
    - Completed application form. A free online application is available at apply.chatham.edu/graduate
    - Official transcripts from all colleges and universities attended
    - Copy of a current résumé and a 500-word essay describing the professional goals you hope to achieve and how this degree will help you achieve these goals
    - Two letters of recommendation
5. For international applicants:
    - If living outside of the USA, applicants must meet minimum English proficiency scores (pBT 550, iBT 80, IELTS score of 6.0) and participate in an interview via WeChat or Skype.
    - Official transcripts, graduation certificates and degree certificates must be in native language and be professionally translated in English.
    - **Please note:** All supporting documents must be copies of the official academic records issued in applicant's native language. If the institution of study issues academic records in English, please submit those as well. All documents must be submitted with literal word for word professional English translations for all documents issued.

Now accepting applications for Spring and Fall Start

Certificates of Completion

Healthcare Informatics and Healthcare Analytics

CHATHAM UNIVERSITY MASTER OF HEALTHCARE INFORMATICS

According to the Bureau of Labor Statistics, employment for health information managers is expected to grow by 23% from 2012-2022, with consumers, technology and legislation paving the way. And the integration of healthcare and technology is only increasing.

Be prepared - and stay ahead of the curve - with Certificates of Completion in **Healthcare Informatics** or **Healthcare Analytics**. Both are **12-credit, fully online graduate certificates** that prepares professionals to thrive in areas where business, technology, and healthcare meet.

The **Certificate of Completion in Healthcare Informatics** will support professionals who focus on the management and integration of technology. Related job titles include but are not limited to systems analyst, informaticist, informatics specialist, project manager, and various clinical health professionals who specialize in information technology.

The **Certificate of Completion in Healthcare Analytics** is for professionals whose positions are driven by data, reporting and use of health IT. Related job titles include but are not limited to analyst report writer, process improvement specialist, and clinical product analyst.
Certificates can be completed in two or three semesters. Chatham, a leader in health science graduate education for over 25 years, also offers a fully online, 30-credit Masters of Healthcare Informatics degree, which your certificate can help you earn.

Click here for course descriptions.

	Healthcare Informatics	Healthcare Analytics
Required:	• Project Management I • Integrating Technology into a Healthcare Environment • Database Management for Evidence-based Decision Making	• Project Management I • Integrating Technology into a Healthcare Environment • Foundational Data Analytics
One of:	• Healthcare Delivery Systems • Virtual Engagement to Improve Health • Health Policy and Informatics	• Healthcare Delivery System • Health Policy and Informatics • Virtual Engagement to Improve Health

		• Database Management for Evidence-Based Decision Making

Why earn a graduate certificate?

Most industries these days require that employees gain new skillsets, but it's not always the right time to pursue a graduate degree. Graduate certificates allow students to increase expertise (and value to their employer) a quantifiable way at what is often a lower cost and lower time commitment than a formal degree.

In addition to its immediate benefits, a graduate certificates can also be a stepping stone into a Master's degree. Students in the HICC can easily transfer their credits into the MSIH program, gaining familiarity with the instructors and general material that make for an exceptionally smooth graduate experience.

Tuition and Fees

$500 per credit, 12 credits

HEALTHCARE INFORMATICS LEARNING OUTCOMES

At the completion of the program, the student will be able to:

- Strengthen communication and collaboration skills when integrating technology into a health related setting
- Improve the healthcare delivery processes involving technology through workflow analysis and change management
- Apply data management and analytic skills in decisions-making
- Integrate project management concepts when changing current processes

HEALTHCARE ANALYTICS LEARNING OUTCOMES

At the completion of the program, the student will be able to:

- Enhance analytic skills and techniques to influence decision making
- Utilize key business strategies that impact cost and quality of healthcare delivery
- Apply change management techniques to improve the healthcare delivery process
- Integrate project management concepts when changing current processes

Admission Requirements

- Resumé
- Completed free online application
- A bachelor's degree with a minimum 3.0 GPA
- Official transcripts showing highest degree obtained

Admissions materials may be submitted to:

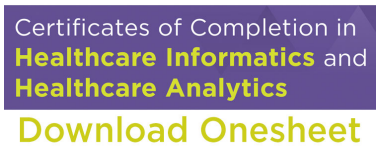
Chatham University
Berry Hall
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: GradAdmission@chatham.edu

CONTACT INFO

Graduate Admission
Chatham University
Woodland Road
Pittsburgh, PA 15232

Email: GradAdmission@chatham.edu
Phone: 412-365-1825
Toll free: 866-815-2050
Fax: 412-365-1609

You may also contact Debra M Wolf, PhD, MSN, BSN, RN, program coordinator
Email: dwolf@chatham.edu



Translate

Doctor of Physical Therapy (DPT) Curriculum

All physical therapy courses are limited to physical therapy students unless permission is obtained from the program director.

The Chatham University Physical Therapy Program educates Doctors of Physical Therapy who will advance the quality of human life through excellence in clinical practice. The Program prepares professionals to meet the challenges of a dynamic health care environment and supports faculty scholarship that bridges science and practice.

The Chatham University Physical Therapy Program offers an exceptionally innovative and student-centered curriculum that promotes critical analysis and produces professionals who are guided by integrity, committed to excellence, and oriented to service. The Program supports practitioners in achieving best practice through scholarly inquiry, dissemination, and outreach.

Designed to prepare graduates to serve as generalists, the curriculum stresses clinical decision making through the study of patient problems typically encountered in the clinical setting. Normal structure and function provide a basis for the study of disease processes and prevention, and the effect of pathology and impairments on function and quality of life. The modified problem-based learning (PBL) curriculum presents the clinical arts and science of physical therapy in an integrated manner organized around body systems.

Chatham University offers a DPT degree upon successful completion of seven terms of study. Candidates follow a sequence of courses that includes 36 weeks of clinical education.

Program Requirements

Degree Requirements

107 credits, including:

BIO502	**Human Gross Anatomy** 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.	**6**
BIO502L	**Lab: Human Gross Anatomy**	**0**
BIO504	**Human Physiology** 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	**3**

the normal heart.

BIO506 Principles of Neuroscience

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. **3**

BIO506L Lab: Principles of Neuroscience

Laboratory experience includes the human nervous system material, brain sections, and anatomical models. Two hours of Laboratory per week. **1**

PTH700 Introduction to Clinical Skills

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. **2**

PTH701 Foundations of Movement Science I

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. **7**

PTH702 Foundations of Movement Science II

This course includes the study and application of theories of motor control, motor learning, and motor development that are utilized to guide examination of children and adults with neuromuscular dysfunction. Movement analysis is expanded along a continuum from infancy to older age, incorporating age-related movement changes and theories of aging. **3**

PTH704 Fundamentals of Exercise Physiology

This course provides the basic principles of exercise physiology based upon how normal structure and physiological functioning in humans alters in response to bouts of physical activity. The importance of health promotion and wellness is emphasized. Laboratory sessions allow for participation in the components of a comprehensive fitness assessment. **3**

PTH707 Cardiovascular and Pulmonary Physical Therapy

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. **7**

PTH708 Pediatric Physical Therapy

This problem-based course will provide in-depth information on the examination, evaluation, and management of pediatric neuromusculoskeletal 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. **4**

PTH709 Neuromuscular Physical Therapy

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. **9**

PTH722 Research I

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. **3**

PTH730 Clinical Experience I-A

The first part of this ten-week, full-time experience is scheduled at the completion of musculoskeletal system coursework. Students will be placed in outpatient facilities or general hospitals with an expectation that students, under the supervision of a licensed physical therapist, will primarily evaluate and treat patients with musculoskeletal conditions. Satisfactory completion of all previous academic requirements is required. **4**

PTH731 Clinical Experience I-B

The second part of this ten-week, full-time experience is scheduled at the completion of musculoskeletal system coursework. Students will be placed in outpatient facilities or general hospitals with an expectation that students, under the supervision of a licensed physical therapist, will primarily evaluate and treat patients with **3**

musculoskeletal conditions. Satisfactory completion of all previous academic requirements is required.

PTH733 Clinical Experience II

A ten (10) week full-time experience scheduled at the completion of study of didactic and laboratory course work. Students will generally be placed in acute care, acute rehabilitation, skilled nursing, pediatric, sub-acute, outpatient, or home health settings. Students will, under the supervision of a licensed physical therapist, primarily evaluate and treat patients with cardio/pulmonary and neurological conditions. Satisfactory completion of all previous academic requirements is required. **7**

OR
AND

PTH747 Clinical Experience IV

An eight-week, full-time experience in combination with PTH 746 Clinical Experience IV completed at the conclusion of 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). Satisfactory completion of all previous academic requirements is required. **6**

PTH741 Principles of Practice I: Intro to PT Practice

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. **3**

PTH743 Principles of Practice III: Ethical Action and Social Responsibility

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. **1**

PTH744 Principles of Practice IV: Service Learning

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 **1**

serves, and will disseminate this to the Chatham physical therapy community through a group oral presentation.

PTH748 Research III: Evidence in Practice

In this course, students integrate previous curricular topics related to evidence based practice. Students develop and complete a presentation of the systematic review completed in PTH 724. Students also complete a Knowledge-to-Action project aimed at increasing the use of research evidence in clinical practice. **2**

Elective:

PTH633 Global Health Perspectives

This course provides an opportunity for physical therapy students to study and experience global health issues by participating in an international service experience. It is intended to give students the opportunity to understand the culture and health care issues of the visited country. **2**

Doctor of Physical Therapy (DPT) Learning Outcomes

Graduates will be able to:

- Practice in an ethical, legal, safe, professional, and effective manner
- Screen individuals to determine the need for habilitation, rehabilitation, referral, and/or care to promote fitness, health and wellness
- Effectively examine a patient/client.
- Formulate the physical therapy diagnosis.
- Design a comprehensive physical therapy plan of care.
- Manage a comprehensive plan of care
- Demonstrate effective written, oral, and nonverbal communication with patients/clients and their caregivers, colleagues, other health providers, payers, and the public
- Apply principles of management in the provision of physical therapy to individuals, organizations, and communities
- Apply concepts of teaching and learning theories in designing, implementing, and evaluating learning experiences used in the education of patients/clients, students, colleagues, and the community
- Apply the principles of evidence-based practice to collaborative clinical decision making
- Develop personal and professional self-assessment skills and formulate/implement a career development plan

Doctor of Physical Therapy (DPT) Admission Requirements

How to Apply

Applicants to Chatham University's DPT program must use the Physical Therapist Centralized Application Service (PTCAS). Beginning July 5th, applications may be submitted through PTCAS with all relevant materials: official transcripts, official GRE scores, PT volunteer/work experience, and references. Please note there is not a supplemental application requirement.

Important dates FOR FALL 2019 admission

Application Deadline: **Monday, October 1, 2018***
Admission Interview Date: **Saturday, November 3, 2018** *by invitation only*

In order to be eligible for invite to the admission interview date:

- Applicants need to have at least 60% (24 credits) of the ten prerequisites complete by August 31, 2018
- Applications must be e-submitted to PTCAS by October 1, 2018*
- Applications must be complete and include all other Chatham admission requirements (see below) by October 15, 2018

***It is highly recommended to e-submit your application to PTCAS on or before September 15, 2018.** PTCAS's verification process occurs once an applicant e-submits the application and all official transcripts have been received. Verification involves some processing time, so it is in your best interest to submit all materials as early as possible to ensure your complete, verified application is available for us to review.

ADMISSiON REQUIREMENTS

1. A completed baccalaureate degree from an accredited institution prior to the beginning of classes.
2. Official transcripts from all institutions attended sent directly to PTCAS.
3. Overall combined GPA of 3.0 or better on a scale of 4.0 as calculated by PTCAS.
4. Prerequisite courses:
    - Biology with lab - two terms
    - Chemistry with lab - two terms
    - Physics with lab - two terms
    - Physiology with lab (prefer human) - one term**
    - Human Anatomy with lab - one term**
    - Developmental Psychology or Lifespan Development – one term
        - A combination of developmental psychology courses that cover the lifespan

—birth to death— are also acceptable
- Statistics or Research Methods – one term

A prerequisite GPA of 3.0 or better on a 4.0 scale is required. Additionally, grades less than a “C” are not acceptable, and prerequisite courses must have been completed no more than 10 years prior to the anticipated start date of the program. Applicants need to have completed at least 60% (24 credits) of the ten prerequisites by August 31st of the application year.

**If taking anatomy with physiology, both Anatomy & Physiology I and II with labs are necessary to fulfill the anatomy and physiology requirements.

5. Official GRE scores sent directly to PTCAS using school code 0412.
    - GRE scores will only be accepted if taken within 3 years of the application date.
    - There is not a cutoff or minimum GRE score, however, a competitive score is considered a 300 combined with an analytical writing score of 4.0.
    - Chatham will use your highest section—quantitative, verbal, writing—scores across all GRE test dates.
6. Evidence of volunteer/work experience in a minimum of two different physical therapy locations OR two different physical therapy settings included in the PTCAS application. Please note verification of this experience is not required. Examples of different settings include -

    Inpatient
    - Acute Care/Hospital
    - Nursing Home/Skilled Nursing Facility/Extended Care Facility
    - Acute/Sub-acute Rehabilitation

    Outpatient
    - Free-standing PT Clinical/Hospital-based Clinic
    - Industrial/Occupational Health

    Home Health

    School/Pre-school
7. Three letters of reference included in the PTCAS application: two academic (faculty or advisor) and one licensed physical therapist OR one academic and two licensed physical therapists
8. Attendance at on-campus interview.

INTEGRATED DEGREE PROGRAM

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants

should work closely with their academic advisors to ensure all requirements are met according to the IDP course of study.

additional REQUIREMENTS for INTERNATIONAL APPLICANTS

Additional requirements for international applicants can be found here.

ADMISSION REVIEW PROCESS

After verifying that the minimum academic requirements are met, the Physical Therapy program reviews each candidate's entire application and invites the most talented and qualified students to interview before program faculty and alumni. As part of the admission review, Chatham reserves the right to request a background check prior to the offer of admission. The Physical Therapy Program strives for diversity and gender equity within each class.

Technical Standards

All candidates must meet technical standards for admission to and participation in the physical therapy educational program at Chatham University. The clinical doctorate degree denotes that the holder's educational program has prepared that individual for entry into practice. Thus, graduates must have the knowledge, abilities, and essential physical skills to function in a wide variety of clinical situations while providing a broad spectrum of patient care. More information on these five essential areas can be found here. 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, MJ Wrobleski, or the Director of the DPT program, Joe Schreiber, during the application process.

ARTICULATION AGREEMENTS

Chatham University has entered into "Articulation Agreements" with a select group of Colleges and Universities. These agreements provide for additional student pre-professional advisement and possible priority admission status for candidates with exceptional applications, demonstrating academic preparation above the minimal acceptable standards. Agreements exist with the following institutions for the 2018-2019 academic year: Allegheny College, Baldwin Wallace University, Grove City College, Saint Vincent College, Washington and Jefferson College, and Waynesburg University. Pre-existing agreements with Mount Aloysius College and Mount Vernon Nazarene University are only applicable to undergraduates who matriculated at these institutions prior to August 31, 2017. Applicants from these institutions are advised to discuss the articulation requirements with their advisor as well as the graduate admission counselor at Chatham University.

If you have any questions, please do not hesitate to contact our Admission Department:

Office of Admission
Chatham University
Woodland Road
Pittsburgh, PA 15232

(800) 837-1290
(412) 365-1394
(412) 365-1609 (fax)
gradadmission@chatham.edu

Master of Science in Athletic Training Curriculum

The curriculum for the M.S in Athletic Training adds to the foundational coursework from the undergraduate major in Exercise Science. This professional degree combines coursework in the clinical assessment and treatment of athletes with courses that emphasize the critical appraisal of the athletic training literature, healthcare delivery and management and sport psychology in addition to clinical education.

Program Requirements

Undergraduate

BIO143	**The Cell**	
	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 serves as the foundation for all upper-level biology courses. Three hours of class	**3**
BIO143L	**Lab: The Cell**	
	Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequiisite: BIO143. Additional Fee(s): Laboratory fee.	**1**
BIO144	**The Organism**	
	This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class.	**3**
BIO144L	**Lab: The Organism**	
	Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	**1**
CHM102	**Chemistry in Context**	
	One semester lecture course with selected topics in inorganic and organic chemistry. Emphasis is on relevance to biological and environmental issues. Topics include matter, energy, atomic and molecular structure, bonding, reaction chemistry, and radioactivity. Three hours of lecture per week. Not open to majors in biology or chemistry.	**3**

CHM102L Chemistry in Context Lab

One semester laboratory course to accompany CHM102 Chemistry in Context. Two hours of lab per week. Not open to majors in biology or chemistry. **1**

PSY101 General Psychology

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. **3**

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

BIO201 Anatomy

This course introduces students to the basic concepts of anatomy. 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 class per week. **3**

BIO201L Lab: Anatomy

Laboratory experiments emphasizing comparative anatomy between humans and other animals. Three hours of laboratory per week. Corequisite: BIO201. Additional Fee(s): Laboratory fees. **2**

BIO302 Physiology

This course introduces students to the basic concepts of physiology. The lectures will emphasize chemical principles, cellular biological principles, and a survey of the nervous, endocrine, immune, musculoskeletal, cardiovascular, excretory, respiratory, and digestive systems. The laboratory will emphasize comparative physiology between humans and other animals. Three hours of class per week. **3**

BIO302L Physiology Lab

Laboratory experiments emphasizing comparative physiology between human and other animals. Three hours of laboratory per week. Corequisite: BIO302. Additional Fee(s): Laboratory fees. **2**

EXS101 Introduction to Exercise Science

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. **1**

EXS252 Exercise and Nutrition

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, interaction 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. **3**

EXS302 Principles of Strength and Conditioning

Students learn to integrate anatomical and physiological function into a comprehensive strength and conditionng 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. **3**

EXS345 Kinesiology and Movement Science

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: BIO 201. Corequisite or Prerequisite: EXS 345L. **3**

EXS326 Applied Exercise Physiology I

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

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. CPR and first aid certifications are required. Corequisite: EXS 326L. **3**

EXS326L Lab: Applied Exercise Physiology I

Experiments to complement the material presented in EXS326. Two hours of laboratory per week. Corequisite: EXS 326. Additional fee(s): Laboratory fee. **1**

EXS426 Applied Exercise Physiology II

This course provides students with the knowledge of theoretical and applied aspects of exercise physiology and wellness. The emphasis of this course is on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, and obese). Three hours of lecture per week. **3**

AND

EXS426L Applied Exercise Physiology II Lab

The emphasis of this lab is on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, obese). Three hours of laboratory per week. Corequisite: EXS 426. Additional fee(s): Laboratory fee. **1**

OR

EXS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

INTEXS303 Internship - Exercise Science **3**

OR
ATH512 Clin AT I

Graduate Athletic Training

ATH500 Prevention and Care of Emergency Medical Conditions (3)
ATH501 Therapeutic Modalities (4)
ATH502 Introduction to Professional Practice (2)
ATH503 Orthopedic Assessment (4)
ATH504 Orthopedic & Neurologic Assessment (4)
ATH505 Medical Management of an Athletic Population (3)
ATH506 Therapeutic Intervention I (4)
ATH507 Therapeutic Intervention II (4)
ATH508 Introduction to Pharmacology (2)
ATH509 Research Seminar I (1)
ATH510 Research Seminar II (1)
ATH511 Research Seminar III (1)
ATH512 Clinical AT I (3)
ATH513 Clin AT II (3)
ATH514 Clin AT III (2)
ATH515 Clin AT IV (3)
ATH516 Clin AT V (4)
ATH517 Administration and Management (3)
ATH518 Optimizing Athletic Performance (3)
ATH519 Advanced Topics in AT (3)
ATH520 Certification Preparation Course (1)
ATH521 Advanced Sport Nutrition (3)
ATH522 Healthcare Delivery (3)

PSY530 Introduction to Sport and Exercise Psychology

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. **3**

Master of Science in Athletic Training Learning Outcomes

Goals

- To educate athletic trainers who are qualified to practice in an ethical, legal, safe and effective manor
- To educate athletic trainers who demonstrate critical thinking and clinical decision making skills based on the application of scientific evidence
- To educate athletic trainers who provide comprehensive care in the areas of prevention/screening, evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation
- To educate athletic trainers who demonstrate professionalism, altruism, advocacy and the ability to work as an effective Interprofessional member of a healthcare team

Outcomes

At the completion of the program the graduate will:

- Apply principles of evidence-based clinical decision making in the examination, diagnosis and treatment of athletes
- Practice in a collegial/interprofessional manner that demonstrates cultural sensitivity and competence with individual athletes
- Demonstrate proficiency in the acute and emergency care of athletes.
- Demonstrate proficiency in the screening, examination and therapeutic treatment of athletes
- Apply concepts of prevention and health promotion in the care of athletes
- Demonstrate effective written, oral and nonverbal communication skills with athletes, members of the healthcare team and relevant stakeholders
- Apply principles of healthcare administration and delivery in a manner that complies with the legal, ethical and regulatory systems
- Advocate for the profession, patient/clients and relevant communities in the public and legislative domains
- Develop professional self-assessment skills and formulate a career development plan

Master of Science in Athletic Training Admission Requirements

Admission requirements to the Master of Science in Athletic Training program are dependent on the program track that applies to you. To review admission requirements, please select if you are a current Chatham undergraduate student interested in the 3+2 degree option or if you already hold a bachelor's degree and are interested in the traditional master's program from the options below.

Guaranteed admission into the Master of Science in Athletic Training 3+2 program is dependent on enrollment in Chatham's accelerated Bachelor of Science in Exercise Science program. Please see undergraduate admission requirements and contact an undergraduate admissions counselor for more information.

+ CURRENT CHATHAM UNDERGRADUATE STUDENTS

INTEGRATED DEGREE PROGRAM (IDP)

Guaranteed Admission

Current Chatham undergraduate students who obtained guaranteed admission into the Master of Science in Athletic Training 3+2 program as incoming first year students are required to complete all of the coursework for the Exercise Science degree and a total of 105 undergraduate credits by the end of their junior year. In addition, they need to document and/or submit the following by December 1 of their junior year:

- Student must achieve a minimum high school GPA of 3.0 and a 1010 SAT (old scale) or 21 ACT

1. IDP Intention Form
2. An overall GPA of 3.0
3. 40 hours of clinical observation of a certified athletic trainer (Successful completion of HSC XXX will fulfill this requirement.)
4. Successful completion of an on-campus interview

*As a result of your guaranteed admission status, you are not required to submit GRE scores

Preferred Admission

Current Chatham undergraduate students who obtained preferred admission into the Master of Science of Athletic Training 3 + 2 program as incoming first year students are required to complete all of the coursework for the Exercise Science degree and a total of 105 undergraduate credits by the end of their junior year. In addition, they need to document and submit the following by December 1 of their junior year. Students are guaranteed an interview if they have a 3.0 or better overall GPA.

1. IDP Intention Form
2. Preference given for an overall GPA of 3.0
3. Documentation of 40 hours of clinical observation under the supervision of a certified athletic trainer (Successful completion of HSC XXX will fulfill this requirement.)
4. Three letters of recommendation
    a. One letter from a certified/licensed athletic trainer
    b. One letter from an academic advisor or instructor
    c. One letter from any health science professional (may be another certified/licensed athletic trainer)
5. GRE score
6. Successful completion of an on-campus interview

Visit MyChatham to learn more about Chatham's IDP program.

+ TRADITIONAL MASTER OF SCIENCE IN ATHLETIC TRAINING STUDENTS

Students from any undergraduate major or undergraduate institution may apply for admission to this graduate program. In order to be considered for admission, the following are required:

Chatham Graduate Application or online application through ATCAS (https://atcas.liaisoncas.com/applicant-ux/#/login)

1. A baccalaureate degree (or pending degree) from a regionally accredited four-year institution
    - Official Transcripts from all institutions where the student has taken courses Preference is given to students with an overall GPA of 3.00 or higher (Any student with a GPA below 3.0 may be considered for conditional admission)
2. Official Graduate Record Examination (GRE) scores
3. Documentation of 40 hours of clinical observation under the supervision of a certified athletic trainer
4. Three letters of recommendation
    - One letter from a certified/licensed athletic trainer
    - One letter from an academic advisor or instructor
    - One letter from any health science professional (may be another certified/licensed athletic trainer)
5. Completion of the following courses (or their equivalents) with grades of C or better:
    - Human Anatomy with lab*
    - Physiology*
    - Statistics
    - Biology I with lab
    - Chemistry I with lab
    - Physics I with lab
    - Developmental Psychology or Lifespan Development or a combination of developmental psychology courses to cover the lifespan – birth to death

    *Anatomy and Physiology I and II with labs can substitute for Human Anatomy with lab and Physiology
6. Successful completion of an interview
    - Applicants will be invited to complete an on-campus interview or a virtual interview via electronic medium.

Admission is determined based on the following criteria:

- Overall Grade Point Average (20%)
- Pre-Requisite Grade Point Average (20%)
- Official Graduate Record Examination (GRE) scores (10%)
- Observation Hours (10%) – must be completed with a certified/licensed athletic trainer
- Recommendations (10%)
- Essay (10%)
- Interview (20%)

+ ADMISSION APPLICATION DEADLINES AND CLEARANCES

Spring & Fall 2018 3+2 Start:
Current students can begin the 3+2 program in 2018.

Fall 2019 Professional Phase Start:
For Bachelor's degree holders beginning the Master's program:

- Applications will be accepted beginning July 1, 2018
- Early consideration application deadline is October 1, 2018
- Interviews will be conducted in October 2018, January 2019, and March 2019 by invitation only

All applicants must submit and hold no history of a record on the following clearances, as required by Commission on Accreditation of Athletic Training Education (CAATE) :

a. State Police Criminal History Record
b. Department of Human Services Child Abuse Report
c. Federal Criminal History Record Information (CHRI) – FBI Report

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290 | admission@chatham.edu

Exercise Science (BS) Curriculum

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 wellbeing. 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.

Program Requirements

Major Requirements

47 credits, including:

BIO143	**The Cell** 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 serves as the foundation for all upper-level biology courses. Three hours of class	**3**
BIO143L	**Lab: The Cell** Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequiisite: BIO143. Additional Fee(s): Laboratory fee.	**1**
BIO144	**The Organism** This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class.	**3**
BIO144L	**Lab: The Organism** Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	**1**

BIO201 Anatomy

This course introduces students to the basic concepts of anatomy. 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 class per week. **3**

BIO201L Lab: Anatomy

Laboratory experiments emphasizing comparative anatomy between humans and other animals. Three hours of laboratory per week. Corequisite: BIO201. Additional Fee(s): Laboratory fees. **2**

BIO302 Physiology

This course introduces students to the basic concepts of physiology. The lectures will emphasize chemical principles, cellular biological principles, and a survey of the nervous, endocrine, immune, musculoskeletal, cardiovascular, excretory, respiratory, and digestive systems. The laboratory will emphasize comparative physiology between humans and other animals. Three hours of class per week. **3**

BIO302L Physiology Lab

Laboratory experiments emphasizing comparative physiology between human and other animals. Three hours of laboratory per week. Corequisite: BIO302. Additional Fee(s): Laboratory fees. **2**

CHM107 Chemistry I

This class 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. Co-requisite: CHM 109 **3**

CHM108 Chemistry II

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. Corequisite: CHM 110. **3**

EXS101 Introduction to Exercise Science

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. **1**

EXS252 Exercise and Nutrition

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, interaction 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. **3**

EXS302 Principles of Strength and Conditioning

Students learn to integrate anatomical and physiological function into a comprehensive strength and conditionng 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. **3**

EXS326 Applied Exercise Physiology I

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. CPR and first aid certifications are required. Corequisite: EXS 326L. **3**

EXS326L Lab: Applied Exercise Physiology I

Experiments to complement the material presented in EXS326. Two hours of laboratory per week. Corequisite: EXS 326. Additional fee(s): Laboratory fee. **1**

EXS345 Kinesiology and Movement Science

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: BIO 201. Corequisite or Prerequisite: EXS 345L. **3**

EXS345L Lab: Kinesiology and Movement Science

Experiments to complement the material presented in EXS 345. Lab will include activites related to skill acquisition, performance and biomechanical analysis of functional motor patterns. Three hours of laboratory per week. Corequisite: EXS 345. Additional fee(s): Laboratory fee. **1**

EXS426 Applied Exercise Physiology II

This course provides students with the knowledge of theoretical and applied aspects of exercise physiology and wellness. The emphasis of this course is on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, and obese). Three hours of lecture per week. **3**

EXS426L Applied Exercise Physiology II Lab

The emphasis of this lab is on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, obese). Three hours of laboratory per week. Corequisite: EXS 426. Additional fee(s): Laboratory fee. **1**

EXS490 Integrative Capstone

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work **3**

in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

INTEXS303 Internship - Exercise Science **3**

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

PSY101 General Psychology

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. **3**

Physician Assistant Graduate School Applicants

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

BIO221 General Microbiology

The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three class meetings per week. **3**

PSY152 Human Growth and Development

Physical, cognitive, social, and emotional development are studied throughout the life span. Major theories of development are discussed. Applications and examples are presented from applied contexts. Special needs of individuals at various stages throughout the life span are addressed. This course is NOT a substitute for 200 and 300 level development courses that apply toward majors in psychology and social work and certification in education. Does not count towards the psych major. **3**

BIO119 Medical Terminology

This course is designed for students who need a broad coverage of medical terminology and who have little or no background. It includes studies of etymology and human anatomy. There is a special emphasis on clinical applications. Three hours of lecture including media presentations per week. **3**

Chem 205 organic chemistry/Chem 215 Organic Chemistry Lab

Physical Therapy Graduate School Applicants

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

PHY151 Fundamentals of Physics I

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. **3**

OR

PHY251 Principles of Physics I

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. **4**

PHY152 Fundamentals of Physics II

This is the second course in an algebra-based sequence. Topics include electricity and magnetism, circuits, sound, optics, and relativity. **3**

OR

PHY252 Principles of Physics II

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. **4**

PSY152 Human Growth and Development

Physical, cognitive, social, and emotional development are studied throughout the life span. Major theories of development are discussed. Applications and examples are presented from applied contexts. Special needs of individuals at various stages throughout the life span are addressed. This course is NOT a substitute for 200 and 300 level development courses that apply toward majors in psychology and social work and certification in education. Does not count towards the psych major. **3**

Occupational Therapy Graduate School Applicants

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

PSY152 Human Growth and Development

Physical, cognitive, social, and emotional development are studied throughout the life span. Major theories of development are discussed. Applications and examples are presented from applied contexts. Special needs of individuals at various stages throughout the life span are addressed. This course is NOT a substitute for 200 and 300 level development courses that apply toward majors in psychology and social work and certification in education. Does not count towards the psych major. **3**

PSY333 Abnormal Behavior

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. **3**

Exercise Science (BS) Learning Outcomes

Upon successful completion of the major, students will be able to:

- Write well on exams, short papers, and long papers.
- Make oral reports of varying lengths, either alone or as part of a team.
- Exhibit critical thinking when reading texts, lecture supplements, and other materials.
- Recognize and use connections of exercise science to biology, chemistry, mathematics and physics.
- Demonstrate knowledge about the broad core of exercise science.
- Use ethical scientific methods in obtaining and evaluating exercise science data.
- Exhibit skills in such areas as First Aid, CPR, Principles of Nutrition, Exercise Prescription and Safe Exercise Testing.

Learning Outcomes Matrix [PDF]

» Click here to view more detailed learning outcomes listings for each course.

Chatham University Exercise Science

Falk Hall • Woodland Road • Pittsburgh, PA 15232

Pathways to Nursing Curriculum

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, nursing courses are taught on the UPMC Shadyside School of Nursing campus. Students are required to maintain a 2.75 GPA to enter the UPMC Shadyside School of Nursing program. Clinical experiences will be scheduled utilizing a variety of UPMC 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 Chatham's Commission on Collegiate Nursing Education (CCNE) accredited on-line RN-BSN (Bachelor of Science in Nursing) program for the final year. Students may work as a Registered Nurse (RN) while completing the RN-BSN Program in their fourth (senior) year. Pathways to Nursing allows the student to complete a full four-year college experience at Chatham University while earning RN licensure, working as an RN, and finishing their BSN degree.

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

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

All undergraduate students must satisfy the General Education requirements.

Program Requirements

Major Requirements

N101 Professional Concepts of Nursing

This course introduces the student to the role of the professional nurse. The concepts of communication, clinical decision making, professionalism and patient education are explored. In addition, the holistic aspects of patient care such as culture, spirituality, legal and ethical issues will be discussed. Tanner's clinical judgment model will provide the framework for the student's development of clinical judgment and decision making. **3**

N102 Foundational Concepts of Nursing

This course introduces the student to the foundational concepts of nursing practice across the lifespan. Basic care and comfort is explored through the concepts of nutrition, elimination, safety, mobility and sensory perception. Physical assessment is a major component of this course. The promotion of health and wellness is an underlying theme carried throughout the course. The student is introduced to basic foundational skills of nursing practice, including medication administration, through both the clinical and lab settings. Students engage in clinical experiences in inpatient medical-surgical units. **9**

N201 Physiological Concepts of Nursing

This course introduces the student to the physiological concepts of nursing practice across the lifespan. The fundamental aspects of oxygenation, perfusion, acid-based balance, fluid and electrolytes infection, immunity, inflammation, digestion and metabolism are explored. Through the integration of the nursing concepts, along with Tanner's clinical judgment model, the student begins to respond to identified patient problems in the clinical setting. Students engage in clinical experiences in acute medical-surgical units. **10**

N301 Complex Individual and Family Nursing Concepts

This course introduces the student to complex individual and family concepts of nursing practice. The course explores dynamic concepts across the lifespan. Family dynamics, reproduction and growth and development alterations are a major focus of the course. Concepts of mental health nursing are explored as they relate to the individual and the overall impact on the family. Through the integration of nursing concepts, along with Tanner's clinical judgment model, the student focuses on assisting the individual and family to adjust to health alterations across the lifespan. Students engage in various clinical experiences in the areas of pediatric, obstetric, geriatric and behavioral health. **11**

NUR402 Health Policy and Finance

This course is designed to explore the role of Health and Public Policy, financial considerations, formulation and role of legislation and regulation, and ethical principles related to ANA Code of Ethics. Also addressed are topics including value-based purchasing, end-of-life care, living wills, advanced directives, social networking and Affordable Care Act. **3**

NUR403W Women's Health Nursing

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, physical fitness. **3**

NUR407 Scholarship for Evidence-Based Practice

This course will 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 protection of human subjects and other ethical accountabilities focusing on research utilization and evidence-based practice will be explored. **3**

NUR409 Clinical Prevention, Population and Environmental Health

This course provides a framework for the development of nursing interventions promoting population and environmental health for individuals and communities. Health promotion will be a significant focus of this course. **3**

NUR410 Global Cultural Diversity and Specialty Population Nursing

This course is focused on various cultural and specialty populations. Multiple aspects of culture, vulnerability, and needs of individual populations will be analyzed and discussed. Content includes issues of ethics, social justice, health literacy, and barriers to care. (35 practice experience hours required) **3**

NUR411 Geriatric Nursing

Multiple aspects of geriatric health and the aging population 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 the continuum of care. (35 practice experience hours required) **3**

NUR412 Nursing Communication and Quality Improvement

This course will prepare the student for effective communication and collaboration amongst the interprofessional team with the goal of practicing high quality, safe, patient-centered care. Topics of quality improvement and interprofessional communication will be emphasized. **3**

NUR499W Nursing Leadership and Professional Practicum

This culminating course encompasses various aspects of professionalism and leadership while shadowing multiple leaders in the clinical setting. Students will apply leadership concepts and decision making skills in the provision of high quality nursing care. (70 practical experience hours required) **4**

IND175 Introduction to Nursing Resources

This course will teach students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of resources. Over the course of five weeks, students will complete five assignments that are specific to each week's topic. This work is to be completed outside of class and is designed to help complete projects and papers in NUR402. **1**

BIO255 Biomedical Ethics

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. **3**

PSY251 Human Growth and Development

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. **3**

BIO115 Basic Microbiology with Lab

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 lecture and two hours of lab per week. Enrollment in a school of nursing is required. **4**

BIO116 Basic Anatomy and Physiology I with Lab

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 **4**

hours of lecture and two hours of lab per week. Enrollment in a school of nursing is required.

BIO117 Basic Anatomy and Physiology II with lab **4**

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 lecture and two hours of lab per week.

Pathways to Nursing Learning Outcomes

Upon completion of the Program, the student will:

1. Synthesize knowledge from nursing and other related disciplines in acquisition and application of nursing knowledge, competencies, and values for professional practice.
2. Demonstrate knowledge for nursing leadership, quality improvement, and patient safety in order to provide high quality care.
3. Integrate evidence-based findings into professional nursing practice.
4. Apply skills related to information management and patient care technology in order to deliver quality patient care Comprehend the influence of healthcare policies and finance on healthcare system operations.
5. Utilize interprofessional collaboration and communication with other health team members in planning, coordinating, providing, and evaluating care.
6. Apply concepts of clinical prevention and health promotion to individuals, families, and communities in a global society. Provide professional, culturally competent, and ethically congruent care that reflects dignity and uniqueness of individuals and groups in diverse global populations.
7. Utilize the nursing process and health care resources in the protection, promotion, and optimization of health in care of individuals, families, and communities across the lifespan.

Pathways to Nursing Admission Requirements

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

- The Chatham University online or paper application
- The supplemental UPMC Shadyside School of Nursing application
- An essay explaining what becoming a nurse means to you
- At least two (2) letters of recommendation
- High School transcripts showing graduation date and 2 years of science with related lab coursework
- Post-secondary Education: all transcripts must be submitted
- Completion of the following high school courses with a “C” or higher
    - 4 years of English
    - 2 years of Science (Biology or Chemistry) with a related Laboratory
    - 2 years of Mathematics (1 of which is Algebra)
    - 3 years of Social Studies
    - Recommended: Anatomy and Physiology
- TEAS test score of "proficient" or higher. Offered by ATI at https://atitesting.com/Home.aspx and required for admission to Shadyside School of Nursing
    - Chatham offers a Nursing Entrance Exam Preparation Course for students hoping to improve upon their math, science, reading and vocabulary skills prior to taking the TEAS test

If accepted for admission to UPMC Shadyside School of Nursing, the candidate will receive a written offer of acceptance. To reserve a space in the incoming class, the candidate must acknowledge acceptance in writing per the letter offering admission to the school.

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 UPMC Shadyside School of Nursing Information Session.

Students not meeting the requirements to enter or remain enrolled in the UPMC Shadyside School of Nursing Program will receive written notification from the School of Health Sciences Dean's office advising them to select an academic major other than Pathways to Nursing. Students are required to complete appropriate documentation to secure a different academic major and advisor. The University Registrar's Office will automatically change the student's major to "undeclared" if the appropriate documentation is not completed in a timely manner.

Post-Acceptance Information Session/New Student Orientation

Attendance at a post-acceptance information session/new student orientation is required once the offer of admission has been accepted. Topics covered at these sessions include: academic schedules, photo ID cards, and compliance requirements.

Bachelor of Science in Nursing for RNs (RN-BSN) Curriculum

Building upon a liberal arts foundation, the RN-BSN program expands the student's nursing knowledge, skills, and professional role. The program prepares the nursing graduate, based on the AACN (2008) Essentials, to provide holistic, evidence-based nursing care, in health and in illness, with diverse populations in the ever-changing and complex healthcare environment. The graduate will be able to function as an integral member of an interprofessional team promoting patient safety, cultural sensitivity, and quality outcomes. The BSN graduate will demonstrate clinical reasoning, care management and evaluation skills, use of informatics technology, and genetics/genomics knowledge through professional nursing practice with patients across the lifespan in various healthcare settings. These nurses are committed to ongoing professional education and scholarly work to remain current in the generalist nursing role.

The RN-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-BSN program is an accelerated online distance learning program that requires completion of a minimum total of 120 credit hours, including 140 practice experience hours, in college level courses. Practice experiences are completed at approved practice experience sites of the student's choosing with the guidance of an approved preceptor. Cohorts are admitted each session. Students can enroll in full-time, less-than full-time, part-time, or less-than-part-time studies. Students must maintain a cumulative 2.0 GPA or better to be awarded the Bachelor of Science in Nursing degree. All undergraduate students must satisfy the General Education requirements either through articulation agreement or completion of additional coursework.

Program Requirements

Degree Requirements

26 required core RN-BSN credits

IND175	**Introduction to Nursing Resources** This course will teach students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of resources. Over the course of five weeks, students will complete five assignments that are specific to each week's topic. This work is to be completed outside of class and is designed to help complete projects and papers in NUR402.	**1**
NUR402	**Health Policy and Finance** This course is designed to explore the role of Health and Public Policy, financial considerations, formulation and role of legislation and regulation, and ethical principles related to ANA Code of Ethics. Also addressed are topics including	**3**

value-based purchasing, end-of-life care, living wills, advanced directives, social networking and Affordable Care Act.

NUR403W Women's Health Nursing

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, physical fitness. **3**

NUR407 Scholarship for Evidence-Based Practice

This course will 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 protection of human subjects and other ethical accountabilities focusing on research utilization and evidence-based practice will be explored. **3**

NUR409 Clinical Prevention, Population and Environmental Health

This course provides a framework for the development of nursing interventions promoting population and environmental health for individuals and communities. Health promotion will be a significant focus of this course. **3**

NUR410 Global Cultural Diversity and Specialty Population Nursing

This course is focused on various cultural and specialty populations. Multiple aspects of culture, vulnerability, and needs of individual populations will be analyzed and discussed. Content includes issues of ethics, social justice, health literacy, and barriers to care. (35 practice experience hours required) **3**

NUR411 Geriatric Nursing

Multiple aspects of geriatric health and the aging population 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 the continuum of care. (35 practice experience hours required) **3**

NUR412 Nursing Communication and Quality Improvement

This course will prepare the student for effective communication and collaboration amongst the interprofessional team with the goal of practicing high quality, safe, patient-centered care. Topics of quality improvement and interprofessional communication will be emphasized. **3**

NUR499W Nursing Leadership and Professional Practicum

This culminating course encompasses various aspects of professionalism and leadership while shadowing multiple leaders in the clinical setting. Students will apply leadership concepts and decision making skills in the provision of high quality nursing care. (70 practical experience hours required) **4**

Liberal Arts courses

Liberal Arts courses to fulfill General Education requirements for RN-BSN students include the following. Other course options may be available to fulfill requirements. Students should consult with their Academic Advisor. (Note: Requirements may vary based on articulation agreements)

ART141 Media Literacy

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 141. Additional Fee(s): Course Computing Fee. **3**

BIO119 Medical Terminology

This course is designed for students who need a broad coverage of medical terminology and who have little or no background. It includes studies of etymology and human anatomy. There is a special emphasis on clinical applications. Three hours of lecture including media presentations per week. **3**

BUS101

ENG241 Business Writing

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. **3**

MUS266 World Music

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. **3**

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

PSY101 General Psychology

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. **3**

Practice Experience Requirements

RN-BSN students are required to complete a minimum of 140 self-directed practice experience hours during the program. The hours are completed at three different sites during three different courses: NUR 410 (35 hours), NUR 411 (35 hours) and NUR 499 (70 hours). The RN-BSN practice experiences enable students to meet the program outcomes and goals while empowering the student to address current challenges and initiatives in the areas of geriatrics, special populations, and leadership. For each practice experience, a qualified preceptor and practice experience site are identified and approved before the beginning of the course so that the experience can begin day one of the course. A signed affiliation agreement must be in place with the practice experience site before engaging in any practice 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 program experience agency. The Nursing Programs practice experience coordinator is available to assist students with each step of the practice experience process.

Transfer Credits

Students may transfer up to 90 credit hours of college level courses into the program. First degree students who graduated before December 2015 from select pre-licensure nursing schools that hold an articulation agreement with Chatham may be able to transfer up to 94 credits into the programthrough Summer 2019. Beginning Fall 2019 all first degree students may transfer in a maximum of 90 credits. Second degree students who have already earned a bachelor's degree from an accredited institution of higher education and an Associate or Diploma degree from a nursing program may complete the RN-BSN at Chatham University by completing only the 26 required core RN-BSN credits. All requests for transfer credit must be made prior to enrollment. A minimum of 30 credits, including the 26 required core RN-BSN credits, must be completed at Chatham University, unless students transferred in 94 credits.

RN-BSN Minor Options

While a minor is not required for the BSN degree, students who need more than the 26 core RN-BSN credits – or who are interested in business or psychology – might choose to pursue a minor (18 credits) in Business or Psychology through online courses. If a student is interested in pursuing a minor they should communicate this to their Nursing Academic Advisor upon admission in order to fit the needed courses into their schedule.

Bachelor of Science in Nursing for RNs (RN-BSN) Learning Outcomes

Upon completion of the RN-BSN Program, the student will:

1. Synthesize knowledge from nursing and other related disciplines in acquisition and application of nursing knowledge, competencies, and values for professional practice.
2. Demonstrate knowledge for nursing leadership, quality improvement, and patient safety in order to provide high quality care.
3. Integrate evidence-based findings into professional nursing practice.
4. Apply skills related to information management and patient care technology in order to deliver quality patient care
5. Comprehend the influence of healthcare policies and finance on healthcare system operations.
6. Utilize interprofessional collaboration and communication with other health team members in planning, coordinating, providing, and evaluating care.
7. Apply concepts of clinical prevention and health promotion to individuals, families, and communities in a global society.
8. Provide professional, culturally competent, and ethically congruent care that reflects dignity and uniqueness of individuals and groups in diverse global populations.
9. Utilize the nursing process and health care resources in the protection, promotion, and optimization of health in care of individuals, families, and communities across the lifespan.

Bachelor of Science in Nursing for RNs (RN-BSN) Admission Requirements

Admission Requirements

Applicant must:

- Complete the online application
- Submit proof of completion of an RN degree (Associate or Diploma) with a minimum 2.0 GPA
- Submit a copy of a current unencumbered RN license
- Submit a copy of official transcripts of all completed post-high school education from all schools attended

Admission Materials may be submitted to:

- Chatham University
  Berry Hall/SCPS Admission
  Woodland Road
  Pittsburgh, PA 15232
  Fax: (412) 365-1609
  Email: GradAdmission@chatham.edu

Additional Information

Transfer Credits

Students may transfer up to **90** credit hours of college level courses into the program. First degree students who graduated before December 2015 from select pre-licensure nursing schools that hold an articulation agreement with Chatham may be able to transfer up to 94 credits into the program through Summer 2019. Beginning Fall 2019 all first degree students may transfer in a maximum of 90 credits. All requests for transfer credit must be made prior to enrollment. A minimum of **30** credits, including the 26 required core RN-BSN credits, must be completed at Chatham University, unless students transferred in 94 credits.

Second Degree Students

Students who have already earned a bachelor's degree from an accredited institution of higher education and an Associate or Diploma degree from a nursing program may complete the RN-BSN at Chatham University by completing only the 26 required core RN-BSN credits. Second degree students are exempt from general education and core university requirements. All transcripts from prior degrees must be received prior to enrollment for consideration.

Articulation Agreements

Chatham University currently holds an articulation agreement with UPMC Schools of Nursing, Conemaugh School of Nursing, Community College of Allegheny County, Butler County Community College, and Westmoreland County Community College. Please see the Articulation Agreements link for further details.
Articulation Agreement

Scholarship Information

A limited number of nursing scholarships may be available. For information about potential scholarships contact the Chatham University Financial Aid department. A FAFSA form must be completed and on file to be considered for scholarships. To fill out the FAFSA, please visit www.fafsa.ed.gov (school code: 003244).

STATE RESTRICTIONS FOR ONLINE LEARNING

Chatham University requires state authorization to provide distance education in states other than their own. Please follow the link below to see if Chatham is authorized to deliver instruction in your state. Also, this program has a required practice experience component. Please check the information in the Practice Experience and Special requirements column to see if the state you plan on completing your practice experience hours is approved or has special restrictions.

State Authorization for Distance Education and Practical Experiences

Master of Science in Nursing (MSN) Curriculum

The Chatham University Nursing Program offers a 33 credit Master of Science Degree in Nursing (MSN). The program prepares students to become world ready nurse leaders, informatics specialists, or educators. The Chatham University MSN program requires 18 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. Practical experiences are completed at approved practice experience sites with the guidance of an approved preceptor. Full-time and part-time cohorts for each track are admitted each Fall. An International MSN track is delivered in an on ground format consisting of the 18 core credits and 15 specialty track credits for full-time fall cohorts.

Program Requirements

Core Courses

18 credits

NUR501 Scientific Underpinnings for Practice

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. Course elements include gaining knowledge of research design, statistical concepts and search strategies. **3**

NUR503 Informatics Foundation and Health Care Technology

This course will assist students within the graduate program to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various settings. Students will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction. **3**

NUR504 Introduction to Organizational Leadership in Nursing

Emphasizing leadership decision making, this course includes an overview of theories, research, and applications that focus on managing organizational behavior, quality improvement, and systems leadership across health care delivery systems. **3**

Students will learn how patient care systems are structured, processes developed, and outcomes affected by actions of leaders and employees.

NUR505 Health Assessment and Promotion Across the Lifespan

This course provides an exploration of key concepts in pathophysiology, physical assessment, and pharmacotherapy across the lifespan for the masters prepared nurse. The role of gender, genetics, and cultural influences in the context of health assessment and promotion will also be analyzed. **3**

NUR506 Professional Role: Communication & Collaboration for Improving Pt. Outcome

This course will assist nurses to develop, analyze and apply skills in collaboration and communication, including the Interprofessional Education Collaborative's core competencies, effective communication strategies based on complexity and transformational leadership theory, skills of presentation and publication to improve patient care and advance nursing practice. **3**

NUR507 Health Policy & Advocacy

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. **3**

Nursing LeadershipTrack

15 credits

NUR630 Health Care Economics and Financial Management

The Health Care Economics and Financial Management 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. Content focuses on concepts of budget and leadership management, infuencing policy makers, and linking patient care outcomes to resource management. **3**

NUR650 Leadership and Health Care Operations

This course provides an overview of three distinct and necessary areas of leadership knowledge with an emphasis on managerial decision-making including legal aspects of health care, human resource management, and health policy. Students will work through specific scenarios in each of these areas to identify legal, ethical, and political issues. **3**

NUR640 Leadership for Change

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, and managing human and financial resources. **3**

Nursing Informatics Track

15 credits

NUR631 Integrating Technology into a Health Care Environment

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. **3**

NUR651 Database Management for Evidence-based Decision making

This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. **3**

NUR661 Health Care Informatics Practicum

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 includes a formal preceptorship. **3**

NUR671 Healthcare Informatics Capstone

This capstone course focuses on the expanded role of the healthcare informatics professional in the healthcare environment. The student will facilitate the implementation of their capstone project developed in the practicum course. The student will work in a collaborative relationship with a preceptor and other identified healthcare professionals who are involved in their project. **3**

HCI583 Virtual Engagement to Improve Health

This course introduces students to a virtual world where technology is driving change, impacting the way healthcare is delivered and managed through the use of the Internet, social media and mobile technologies. Students will engage in virtual activities that transform the traditional roles of interprofessional healthcare providers. **3**

Nursing Education Track

15 credits

NUR632 Curriculum Design and Evaluation in Nursing Education

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. **3**

NUR642 Professional Role and Responsibility of the Nurse Educator

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 will be explored. **3**

NUR652 Teaching Strategies and Information Technology for the Nurse Educator

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. **3**

NUR662 Healthcare Education Practicum

The practicum focuses on the role of the professional nurse in the healthcare environment. Students will work closely with healthcare professionals who are directly or indirectly involved in improving care quality, organizational processes, or safety engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptorship. **3**

NUR672 Healthcare Education Capstone

This capstone focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of their capstone project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare **3**

professionals who are involved in their project.

Practice Experience Requirements

The culminating learning experience of the MSN program includes a practicum course (3 credits, including a minimum of 60 required practice experience hours) and capstone course (3 credits, including a minimum of 60 required practice experience hours) in which students complete a project specific to the specialty track. A signed affiliation agreement and an approved preceptor must be in place prior to engaging in any practice 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 agency.

For those MSN students wanting to pursue a DNP degree from Chatham University, they may choose to take NUR 697. This course is designed for those planning admission to Chatham University's DNP program and lack the total required practice experience hours. A 1, 2, and 3 credit version of this course is available.

Transfer Credits

Transfer Credits: Students may transfer up to 6 credit hours of graduate level nursing courses into the program. All requests for transfer credits must be made in writing prior to enrollment. The nursing program's Admissions and Progression Committee will review and determine if courses taken through another higher education institution can fulfill the requirements of any courses required for the MSN program. If transfer courses are accepted, a revised schedule planner will be developed and sent to the student outlining the courses still necessary to complete at Chatham University for degree completion.

Deferral of Admission and Leave of Absence

Occasionally, a student wishes to defer their entrance into the MSN or DNP nursing program following their initial admission. Deferrals for enrollment from term to term will be largely discouraged unless they are requested due to a University decision/errors, or hardship such as military sickness, sickness or death in the family. Deferrals can only be applied to the next term of admission for the program. Students are always encouraged to submit a new application for each term for which they wish to enroll. Applications are at no cost to the student, so there is not a financial burden for application fees.

The structure of the MSN program does not facilitate a leave of absence. This is due to the curriculum structure and course schedule. MSN courses are offered once per year. This means a student who takes a leave of absence may need to wait one full year in order to enroll in a required course. In the event that a medical leave of absence from the program is absolutely necessary, the student is required to speak with a representative of the Nursing Program regarding withdrawal from the program so they are made aware of the process for reapplying to the program.

Professional Nurse Educator Certificate

Professional Nurse Educator Certificate

RN-to-MSN Educator Track

RN-to-MSN Educator Track

Master of Science in Nursing (MSN) Learning Outcomes

Upon completion of the program the student will:

- Integrate scientific findings from nursing and other fields for continual improvement of nursing care.
- Synthesize organizational and systems leadership principles to promote high quality and safe patient care.
- Implement quality improvement principles to promote high quality and safe patient care.
- Critique evidence with an understanding of quantitative and qualitative research to guide decision-making.
- Analyze current and emerging trends & technologies to support quality health care.
- Construct effective communication strategies for working effectively in teams and collaboratively with other health care providers.
- Analyze and synthesize innovative approaches to complex issues in health care delivery at the local, state and national level based on understanding of health policy and principles of advocacy.
- Design evidence-based and culturally relevant clinical prevention interventions.
- Conduct a comprehensive and systematic physical assessment as a basis for decision-making.
- Advance nursing practice through education, informatics, or leadership utilizing didactic and experiential learning.

Master of Science in Nursing (MSN) Admission Requirements

Admission Requirements

- Complete free online application available at apply.chatham.edu/ccps
- 3.0 undergraduate grade point average (GPA) on a 4.0 scale
- Official academic transcripts from all colleges or universities previously attended verifying completion of BSN degree
- Copy of your current resume
- Copy of current valid RN license
- Admissions Essay:
    - Can be mailed or e-mailed as a Word document to GradAdmission@chatham.edu. Requirements for the essay:
    - "Describe the role of the master's prepared nurse in advancing nursing practice. Include a specific example of how your current nursing practice could change as a result of completing a master of science in nursing program." (500 word limit).

State Restrictions for Online Learning

State Restrictions for Online Learning Chatham University requires state authorization to provide distance education in states other than their own. Please follow the link below to see if Chatham is authorized to deliver instruction in your state. Also, this program has a required practice experience component. Please check the information in the Practice Experience and Special requirements column to see if the state you plan on completing your practice experience hours is approved or has special restrictions.

State Authorization for Distance Education and Practical Experiences

Admissions Materials may be submitted to:
Chatham University
Berry Hall/SCPS Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email:GradAdmission@chatham.edu

Doctor of Nursing Practice (DNP) Curriculum

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, 655 K Street, NW, Suite 750, Washington, DC 20001 (202) 463-6930.

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 practice experience 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. Practice experiences are completed at approved clinical sites with the guidance of an approved preceptor. Cohorts are admitted each Fall and Spring.

Approved DNP Practice Experience Categories by Course

Program Requirements

Degree Requirements

27 Credits

NUR700 Structure & App of Contemporary Nursing Knowledge

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. **3**

NUR702 Developing Evidence-Based Practice

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. **3**

NUR703 Ethics and Public Policy in Healthcare Delivery

This course focuses on ethical issues and public policy in healthcare. Students develp strategies to manage ethical dilemmas and analyze health policy to educate, advocate and provide leadership in shaping healthcare policy. **3**

NUR704 Quality Improvement in Health Care

This course focuses on quality improvement initiatives, including the protection of human subjects. The emphasis is on skills and competencies needed to provide leadership in quality and systems change. This course includes 125 clinical hours and is the foundation for the culminating Capstone project focusing on improved practice and outcomes. **3**

NUR705 Advancing Practice: Scholarship and Grant Writing

This course provides further investigation of evidence-based practice advancing nursing leadership and clinical outcomes. Students will develop skills for clinical scholarship including manuscript development and grant writing. **3**

NUR706 Communication and Collaboration for Health Care Leadership

This course focuses on strategies to improve professional communication with peers, subordinates, and patients in the health care environment. **3**

NUR707 Information Technology and Data-Driven Decision Making

This course provides students with an opportunity to examine the value of technology and information systems to support evidence-based practice, guidelines and policy across various health settings. Various methods for gathering, managing, and synthesizing data will be introduced in order to conduct analyses for quality improvement, financial and outcome evaluations. **3**

NUR799 Capstone Experience

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. **6**

Practice Experience Requirements

DNP students are required to complete 500 practice experience hours during the program in NUR 702 (125 hours), NUR 704 (125 hours) and NUR 799 (250 hours). The DNP practice experience is an advanced 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. A qualified preceptor and program experience site are identified and approved during the first semester of coursework. A signed affiliation agreement must be in place with the practice experience agency prior to engaging in any practice 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 program experience 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

Occasionally, a student wishes to defer their entrance into the MSN or DNP nursing program following their initial admission. Deferrals for enrollment from term to term will be largely discouraged unless they are requested due to a University decision/errors, or hardship such as military sickness, sickness or death in the family. Deferrals can only be applied to the next term of admission for the program. Students are always encouraged to submit a new application for each term for which they wish to enroll. Applications are at no cost to the student, so there is not a financial burden for application fees. 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.

BSN to DNP Executive Track

BSN to DNP Executive Track

Doctor of Nursing Practice (DNP) Learning Outcomes

The graduate:

- Applies interprofessional collaboration concepts for improving patient and population health outcomes.
- Synthesizes nursing research and integration of best practice for change in professional practice based on scientific underpinnings for practice.
- Integrates clinical scholarship and analytical methods for evidence-based practice.
- Impacts health care outcomes through clinical prevention and population health for improving the nation’s health.
- Integrates nursing science as the basis for the highest level of nursing practice.
- Develops and evaluates new practice approaches based on nursing theory and theories borrowed from other disciplines.
- Provides clinical nursing change through organizational and systems leadership for quality improvement and systems thing.
- Utilizes information systems/technology and patient care technology to improve and transform health care.
- Integrates health policy and ethics to improve health care outcomes through advocacy roles.

Doctor of Nursing Practice (DNP) Admission Requirements

We evaluate all DNP applications on a rolling basis, however we recommend that interested applicants apply as early as possible. A limited number of seats are available and the cohort typically fills each semester.

Submit your online application directly to Chatham University at https://apply.chatham.edu/ccps. Once your online application is complete, please submit all required application documents (listed below) to:

Chatham University
Berry Hall/SCPS Admission
Woodland Road
Pittsburgh, PA 15232

Requirements:

- Online application submitted directly to Chatham University at https://apply.chatham.edu/ccps.
- Official academic transcripts from all colleges or universities previously attended.
- Applicant must have completed Master of Science in Nursing degree - cumulative G.P.A. of 3.0 or greater
- Copy of Resume or Curriculum Vitae
- Copy of current RN license
- Two letters of professional recommendation addressing the candidate's strengths, and ability to succeed in the program. Click here to download the recommendation form
- Admissions essay:

  Describe the following in your essay:
  - your area of interest (e.g. advanced clinical practice, administration, education, etc.)
  - potential clinical problem that you plan to focus on as your identified topic in the Doctor of Nursing Practice program.
  - why you are interested in this clinical problem,
  - why it is relevant for the current society,
  - why it potentially warrants evidenced-based practice change,
  - how it is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

  *The essay should be around 500 words. A phone or skype interview may be requested. The topic/ problem you address in the essay is subject to faculty review and approval once enrolled in the DNP program.
- Documentation of Clinical Experience:

- As the DNP degree is a clinical doctorate, the 1000 post-baccalaureate practice experience hour requirement as stated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) must be strictly adhered to and the hours must be completed in a healthcare setting prior to degree conferral. Since Chatham's program is a post-masters DNP program, Chatham requires that each applicant provides sufficient and accurate evidence of the completion of 500 supervised hours achieved post-baccalaureate, and already completed upon entering into Chatham's DNP program. While enrolled in the DNP program, the remaining 500 supervised hours will be completed. Applicants that have earned an advanced practice certification (e.g. NP, CRNA*, CNS, and CNM) must provide a copy of their current national certification as evidence of having completed 500 supervised practice experience hours since completing a baccalaureate nursing education program. *NBCRNA certificate holders must submit a copy of their NBCRNA transcript as provided by NBCRNA. This transcript will specifically reference the number of practice hours in the applicant's program.
- Applicants who have not yet earned an advanced practice certification must provide a thorough description of the supervised practice experience hours completed while enrolled in an NP, CRNA, CNS, or CNM program as validated by an official transcript. Acceptable descriptions include:
    1. Course syllabi that demonstrate the number of practice experience hours required in each course,
    2. Official practice experience logs which record the practice experience hours in each course,
    3. An official letter from the Master's program director, and
    4. An official letter from the mentor who supervised the required practice experience hours.
- Students who have not completed a master's curriculum inclusive of 500 academically supervised practice experience hours may apply to Chatham as a Non-Degree Seeking student to pursue these hours. Chatham offers NUR697 Nursing Clinical Practicum, a 3 credit course which includes 250 supervised practice experience hours. Students may register for this course twice if needed, however the course may not be taken twice within the same semester. Students may begin the process of applying for formal DNP admission while enrolled in their final semester of NUR697. It is important to note that Non-Degree completion of NUR697 does not guarantee or imply automatic admission to the Chatham DNP program. If you have additional questions about registration in this course, please contact the Admission Office at (412) 365-1498.

State Restrictions for Online Learning

Chatham University requires state authorization to provide distance education in states other than their own. Please follow the link below to see if Chatham is authorized to deliver instruction in your state. Also, this program has a required practice experience component. Please check the information in the Practice Experience and Special requirements column to see if the state you plan on completing your practice experience hours is approved or has special restrictions.

State Authorization for Distance Education and Practical Experiences

Contact

If you have any questions please contact:

Graduate Admission

412-365-1825

GradAdmission@chatham.edu

BSN to DNP (BSN-DNP) Curriculum

The BSN to DNP Integrated Degree Executive Track allows the student to complete two graduate degrees in 53 credits. The MSN component prepares the student for nursing leadership roles and the DNP component has the student develop, complete and evaluate an executive level project to demonstrate the knowledge and skills of the terminal nursing degree. A total of 1000 practice experience hours will be completed.

Program Requirements

Major Requirements

53 credits

NUR501 Scientific Underpinnings for Practice

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. Course elements include gaining knowledge of research design, statistical concepts and search strategies. **3**

NUR504 Introduction to Organizational Leadership in Nursing

Emphasizing leadership decision making, this course includes an overview of theories, research, and applications that focus on managing organizational behavior, quality improvement, and systems leadership across health care delivery systems. Students will learn how patient care systems are structured, processes developed, and outcomes affected by actions of leaders and employees. **3**

NUR505 Health Assessment and Promotion Across the Lifespan

This course provides an exploration of key concepts in pathophysiology, physical assessment, and pharmacotherapy across the lifespan for the masters prepared nurse. The role of gender, genetics, and cultural influences in the context of health assessment and promotion will also be analyzed. **3**

NUR703 Ethics and Public Policy in Healthcare Delivery

This course focuses on ethical issues and public policy in healthcare. Students develp strategies to manage ethical dilemmas and analyze health policy to educate, advocate and provide leadership in shaping healthcare policy. **3**

NUR706 Communication and Collaboration for Health Care Leadership

This course focuses on strategies to improve professional communication with peers, subordinates, and patients in the health care environment. **3**

NUR707 Information Technology and Data-Driven Decision Making

This course provides students with an opportunity to examine the value of technology and information systems to support evidence-based practice, guidelines and policy across various health settings. Various methods for gathering, managing, and synthesizing data will be introduced in order to conduct analyses for quality improvement, financial and outcome evaluations. **3**

NUR630 Health Care Economics and Financial Management

The Health Care Economics and Financial Management 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. Content focuses on concepts of budget and leadership management, infuencing policy makers, and linking patient care outcomes to resource management. **3**

NUR640 Leadership for Change

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, and managing human and financial resources. **3**

NUR650 Leadership and Health Care Operations

This course provides an overview of three distinct and necessary areas of leadership knowledge with an emphasis on managerial decision-making including legal aspects of health care, human resource management, and health policy. Students will work through specific scenarios in each of these areas to identify legal, ethical, and political issues. **3**

NUR700 Structure & App of Contemporary Nursing Knowledge

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. **3**

NUR702 Developing Evidence-Based Practice

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. **3**

NUR704 Quality Improvement in Health Care

This course focuses on quality improvement initiatives, including the protection of human subjects. The emphasis is on skills and competencies needed to provide leadership in quality and systems change. This course includes 125 clinical hours and is the foundation for the culminating Capstone project focusing on improved practice and outcomes. **3**

NUR705 Advancing Practice: Scholarship and Grant Writing

This course provides further investigation of evidence-based practice advancing nursing leadership and clinical outcomes. Students will develop skills for clinical scholarship including manuscript development and grant writing. **3**

NUR799 Capstone Experience

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. **6**

BSN to DNP (BSN-DNP) Learning Outcomes

MSN Program Outcomes

1. Integrate scientific findings from nursing and other fields for continual improvement of nursing care.
2. Synthesize organizational and systems leadership principles to promote high quality and safe patient care.
3. Implement methods and tools of QI principles to promote high quality and safe patient care.
4. Critique EB literature with a basic understanding of quantitative and qualitative research to guide decision-making.
5. Analyze current and emerging trends and technologies to support quality health care.
6. Analyze and synthesize innovative approaches to complex issues in health care delivery at the local, state and national level based on understanding of health policy and principles of advocacy.
7. Construct effective communication strategies for working effectively in teams and collaboratively with other health care providers.
8. Design evidence-based and culturally relevant clinical prevention interventions.
9. Conduct a comprehensive and systematic assessment as a basis for decision-making.
10. Obtain expertise in the role of educator, informatics and leadership.

DNP Program Outcomes

1. Apply interprofessional collaboration concepts for improving patient and population health outcomes.
2. Synthesize nursing research and integration of best practice for change in professional practice based on scientific underpinnings for practice.
3. Integrates clinical scholarship and analytical methods for evidence-based practice.
4. Impact health care outcomes through clinical prevention and population health for improving the nation's health.
5. Integrate nursing science as the basis for the highest level of nursing practice.
6. Develop and evaluates new practice approaches based on nursing theory and theories borrowed from other disciplines.
7. Provide clinical nursing change through organizational and systems leadership for quality improvement and systems thinking.
8. Utilize information systems/technology and patient care technology to improve and transform health care.

9. Integrate health policy and ethics to improve health care outcomes through advocacy roles.

BSN to DNP (BSN-DNP) Admission Requirements

1. Completed free online application: apply.chatham.edu/ccps
2. Copy of official transcripts of all completed college level coursework from all schools attended with proof of completion of an BSN degree with a minimum 3.0 GPA
3. Proof of active, unencumbered RN license in your state
4. Current résumé/curriculum vitae
5. Admissions essay (to be mailed or e-mailed as a Word document to GradAdmission@chatham.edu):
    - Describe a potential clinical problem that you could impact as a nurse executive using evidence-based intervention(s). Include why you are interested in this problem, why it is relevant for the current society, and why it potentially warrants practice change. *(500 word limit)*
6. Interviews may be requested (to be held in person, over the phone, or via Skype)
7. Two professional letters of reference

Admissions Materials may be submitted to:
Chatham University
Berry Hall/SCPS Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email:GradAdmission@chatham.edu

RN to MSN (RN-MSN) Curriculum

The RN to MSN Integrated Degree Educator Track allows the student to complete two graduate degrees in 47 credits. The BSN component prepares the registered nurse to improve leadership and management skills in the role of the clinical nurse. The MSN educator track provides the student with the graduate level knowledge and skills to become leaders and educators to nurses and other healthcare professionals as well as patients in clinical, academic, medical device sales, pharmaceutical sales, continuing education, and healthcare insurance settings. A total of 260 practice experience hours will be completed.

Program Requirements

Major Requirements

47 credits including

RN-BSN Program (each course = 3 credits unless indicated)

IND175 Introduction to Nursing Resources

This course will teach students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of resources. Over the course of five weeks, students will complete five assignments that are specific to each week's topic. This work is to be completed outside of class and is designed to help complete projects and papers in NUR402. **1**

NUR402 Health Policy and Finance

This course is designed to explore the role of Health and Public Policy, financial considerations, formulation and role of legislation and regulation, and ethical principles related to ANA Code of Ethics. Also addressed are topics including value-based purchasing, end-of-life care, living wills, advanced directives, social networking and Affordable Care Act. **3**

Substitute:

NUR507 Health Policy & Advocacy

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. **3**

NUR403W Women's Health Nursing

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, physical fitness. **3**

Substitute:

NUR505 Health Assessment and Promotion Across the Lifespan

This course provides an exploration of key concepts in pathophysiology, physical assessment, and pharmacotherapy across the lifespan for the masters prepared nurse. The role of gender, genetics, and cultural influences in the context of health assessment and promotion will also be analyzed. **3**

NUR407 Scholarship for Evidence-Based Practice

This course will 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 protection of human subjects and other ethical accountabilities focusing on research utilization and evidence-based practice will be explored. **3**

Substitute:

NUR501 Scientific Underpinnings for Practice

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. Course elements include gaining knowledge of research design, statistical concepts and search strategies. **3**

NUR409 Clinical Prevention, Population and Environmental Health

This course provides a framework for the development of nursing interventions promoting population and environmental health for individuals and communities. Health promotion will be a significant focus of this course. **3**

NUR412 Nursing Communication and Quality Improvement

This course will prepare the student for effective communication and collaboration amongst the interprofessional team with the goal of practicing high quality, safe, patient-centered care. Topics of quality improvement and interprofessional communication will be emphasized. **3**

Substitute:

NUR506 Professional Role: Communication & Collaboration for Improving Pt. Outcome

This course will assist nurses to develop, analyze and apply skills in collaboration and communication, including the Interprofessional Education Collaborative's core competencies, effective communication strategies based on complexity and transformational leadership theory, skills of presentation and publication to improve patient care and advance nursing practice. **3**

NUR410 Global Cultural Diversity and Specialty Population Nursing

This course is focused on various cultural and specialty populations. Multiple aspects of culture, vulnerability, and needs of individual populations will be analyzed and discussed. Content includes issues of ethics, social justice, health literacy, and barriers to care. (35 practice experience hours required) **3**

NUR411 Geriatric Nursing

Multiple aspects of geriatric health and the aging population 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 the continuum of care. (35 practice experience hours required) **3**

NUR499W Nursing Leadership and Professional Practicum

This culminating course encompasses various aspects of professionalism and leadership while shadowing multiple leaders in the clinical setting. Students will apply leadership concepts and decision making skills in the provision of high quality nursing care. (70 practical experience hours required) **4**

Subtotal BSN course credits: 14 credits

Note: If a student has not completed a total of 120 college-level credit hours after completing these core courses they will need to complete additional courses. Contact your academic advisor for further information or questions.

MSN Program (each course 3 credits)

NUR501 Scientific Underpinnings for Practice

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. Course elements include gaining knowledge of research design, statistical concepts and search strategies. **3**

(count for both BSN and MSN)

NUR503 Informatics Foundation and Health Care Technology

This course will assist students within the graduate program to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various settings. Students will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction. **3**

NUR504 Introduction to Organizational Leadership in Nursing

Emphasizing leadership decision making, this course includes an overview of theories, research, and applications that focus on managing organizational behavior, quality improvement, and systems leadership across health care delivery systems. Students will learn how patient care systems are structured, processes developed, and outcomes affected by actions of leaders and employees. **3**

NUR505 Health Assessment and Promotion Across the Lifespan

This course provides an exploration of key concepts in pathophysiology, physical assessment, and pharmacotherapy across the lifespan for the masters prepared nurse. The role of gender, genetics, and cultural influences in the context of health assessment and promotion will also be analyzed. **3**

(count for both BSN and MSN)

NUR506 Professional Role: Communication & Collaboration for Improving Pt. Outcome

This course will assist nurses to develop, analyze and apply skills in collaboration and communication, including the Interprofessional Education Collaborative's core competencies, effective communication strategies based on complexity and transformational leadership theory, skills of presentation and publication to improve patient care and advance nursing practice. **3**

(count for both BSN and MSN)

NUR507 Health Policy & Advocacy

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. **3**

(count for both BSN and MSN)

NUR632 Curriculum Design and Evaluation in Nursing Education

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. **3**

NUR642 Professional Role and Responsibility of the Nurse Educator

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 will be explored. **3**

NUR652 Teaching Strategies and Information Technology for the Nurse Educator

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. **3**

NUR662 Healthcare Education Practicum

The practicum focuses on the role of the professional nurse in the healthcare environment. Students will work closely with healthcare professionals who are directly or indirectly involved in improving care quality, organizational processes, or safety engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptorship. **3**

NUR672 Healthcare Education Capstone

This capstone focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of their capstone project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare professionals who are involved in their project. **3**

Subtotal MSN additional courses to complete MSN degree: 33 credits

Total RN-BSN to MSN Dual Degree Program credits: 47 credits

Note: RN-BSN Program = 26 credits and MSN Nurse Educator Program = 33 credits Taken separately = 59 credits

RN to MSN (RN-MSN) Learning Outcomes

BSN Program Outcomes

1. Synthesize knowledge from nursing and other related disciplines in acquisition and application of nursing knowledge, competencies, and values for professional practice.
2. Demonstrate knowledge for nursing leadership, quality improvement, and patient safety in order to provide high quality care.
3. Integrate evidence-based findings into professional nursing practice.
4. Apply skills related to information management and patient care technology in order to deliver quality patient care.
5. Comprehend the influence of healthcare policies and finance on healthcare system operations.
6. Utilize interprofessional collaboration and communication with other health team members in planning, coordinating, providing, and evaluating care.
7. Apply concepts of clinical prevention and health promotion to individuals, families, and communities in a global society.
8. Provide professional, culturally competent, and ethically congruent care that reflects dignity and uniqueness of individuals and groups in diverse global populations.
9. Utilize the nursing process and health care resources in the protection, promotion, and optimization of health in care of individuals, families, and communities across the lifespan.

MSN Program Outcomes

1. Integrate scientific findings from nursing and other fields for continual improvement of nursing care.
2. Synthesize organizational and systems leadership principles to promote high quality and safe patient care.
3. Implement methods and tools of QI principles to promote high quality and safe patient care.
4. Critique EB literature with a basic understanding of quantitative and qualitative research to guide decision-making.
5. Analyze current and emerging trends and technologies to support quality health care.
6. Analyze and synthesize innovative approaches to complex issues in health care delivery at the local, state and national level based on understanding of health policy and principles of advocacy.
7. Construct effective communication strategies for working effectively in teams and collaboratively with other health care providers.
8. Design evidence-based and culturally relevant clinical prevention interventions.

9. Conduct a comprehensive and systematic assessment as a basis for decision-making.
10. Obtain expertise in the role of educator, informatics and leadership.

RN to MSN (RN-MSN) Admission Requirements

1. Completed free online application: apply.chatham.edu/ccps
2. Copy of official transcripts of all completed college level coursework from all schools attended with proof of completion of an RN degree (associate or diploma) with a minimum 3.0 GPA
3. Proof of active, unencumbered RN license in your state
4. Current résumé/curriculum vitae
5. Admissions essay (to be mailed or e-mailed as a Word document to GradAdmission@chatham.edu):
    - Describe the role of the master's prepared nurse in advancing nursing practice. Include a specific example of how your current nursing practice could change as a result of completing a master of science in nursing program. *(500 word limit)*

Admissions Materials may be submitted to:
Chatham University
Berry Hall/SCPS Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email:GradAdmission@chatham.edu

Master of Occupational Therapy (MOT) Curriculum

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. 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.

Program Requirements

Degree Requirements

88 credits, including:

BIO503 Human Anatomy **3**

This course provides a basic understanding of human anatomy, with an emphasis on the osteology and muscles of the upper and lower limbs, including the back. It uses a combination of systems-based and region-specific instruction. Lectures are complimented by laboratory exercises based upon the A.D.A.M. computer program. Three hours of class and two hours of laboratory per week.

BIO503L Laboratory: Human Anatomy **1**

BIO509 Fundamentals of Neuroscience

This course is designed toe xamine the fundamental aspects of nervous system function, emphasizing the bases of excitability, synaptic transmission and neurontarget interactions. BIO509 introduces students to the basics of integrative neural function, including sensory, motor, learning, memory, and limbic systems. Three hours of lecture per week. **3**

BIO509L Fundamentals of Neuroscience Lab

Laboratory exercises to compliment lectures in BIO509, including study of human nervous system material, brain sections, and anatomical models. Two hours of Laboratory per week. **1**

OTH601 Foundations of Occupation & Occupational Therapy

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. **3**

OTH603 Intro to OT Assessment & Intervention Skills

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. **4**

OTH605 Mental Health & Occupational Performance

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 will be explored. The social, economic, political, and demographic factors influencing mental health service provision will be addressed. **4**

OTH610 Advanced Topics in Occupational Therapy

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 **2**

achieved through visiting lecturers, case studies, class discussion, active participation, and dialogue.

OTH612 Evidence-based Practice I

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. **2**

OTH622 Occupational Performance in Children & Adolescents

Students explore occupational development of children and adolescents, and the interrelationship between the child, occupation, and the 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. **4**

OTH623 Occupational Performance in the Aging Population

This course examines the normal aging process with emphasis on occupational performance, activity limitation, and participation restrictions of individuals from adulthood through the life span. Students review the assessment and treatment of clients, including prevention, remediation, and maintenance of wellness. Various practice areas for the adult and aging populations are discussed. **4**

OTH624 Biomechanics & Occupational Performance

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. **4**

OTH626 Occupational Therapy Models of Practice

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 occupation therapy process using selected models. Students analyze and relate pertinent occupations therapy literature and case studies to models of practice. **2**

OTH628 Evidence-Based Practice II

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. **3**

OTH632 Environmental Interventions

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. **3**

OTH633 Global Health Perspectives: A Field Experience

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. Not everything that is germane to understanding global health can be covered in a single elective course; this experience is intended to give students the opportunity to 1) understand the culture and contemporary health care issues of the visiting 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. **2**

OTH635 Pediatric Fieldwork I-A & Seminar

This course provides students the opportunity to observe and engage with practitioners who provide occupational therapy services to infants, children and/or adolescents. This course uses guided assignments and small group discussions to bridge didactic classroom knowledge with the occupational therapy process and practices observed in pediatric settings. **1**

OTH636 Adult Fieldwork I-B & Seminar

This course provides students the opportunity to observe and engage with practitioners who provide occupational therapy services in adult/geriatric settings. Guided assignments and small group discussions are used to bridge didactic classroom knowledge with the occupational therapy process and practices observed in adult/geriatric settings. **1**

OTH637 Functional Neuroscience

This course applies content presented concurrently in BIO509 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. **4**

OTH641 Neurological Conditions & Occupational Performance

This course emphasizes preparatory, purposeful, and occupation-based interventions as well as exploration of current innovations commonly used in 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. **4**

OTH643 Evidence-Based Practice III

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. **2**

OTH644 Community Based Fieldwork I-C & Seminar

This community-based fieldwork experience emphasizes higher level management and leadership skills, including program development, advocacy and consultation. Students learn about community agencies, population and organizational needs, and the role of occupational therapy practitioners in community based settings. Students complete an organizational analysis, needs assessment, and a program plan which is implemented and evaluated. **2**

OTH645 Professional Leadership & Management

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. **3**

OTH646 Evidence-Based Practice Capstone Project

In this course, students prepare a critical appraisal of topic using evidence gathered and analyzed in OTH612, OTH628, and OTH643. Students develop a scholarly agenda and learn how to collect and analyze data in preparation for entry level based practice. Objectives are achieved through written and oral assignments. **3**

OTH660 Fieldwork II Seminar

This course provides students with resources and skills that will facilitate their success during Level II fieldwork. In addition, job search skills, resume writing, and interviewing techniques are integrated. Students become familiar with fieldwork II evaluation methods as well as the application requirements and processes for the certification examination and state licensure. **1**

OTH662 Fieldwork Level II-A

This 12-week, full time experience takes place in practice settings that provides occupational therapy services to individuals in order to enhance occupational performance. Students develop entry-level skills in evaluation, intervention planning and implementation, documentation, problem solving, and professionalism in facilities using a variety of service delivery models reflective of current occupational therapy practice. **12**

OTH665 Fieldwork Level II-B

This 12-week, full time experience takes place in practice settings that provides occupational therapy services to individuals in order to enhance occupational performance. Students develop entry-level skills in evaluation, intervention planning and implementation, documentation, problem solving, and professionalism in facilities using a variety of service delivery models reflective of current occupational therapy practice. **12**

Master of Occupational Therapy (MOT) Learning Outcomes

Program Goals and Student Learning Outcomes

The curriculum design consists of three threads and three levels. The learning experiences are designed to enable the graduate to demonstrate the three major program outcomes at a level consistent with candidacy for entry-level practice:

Outcome #1: Professional Reasoning

Professional Reasoningis defined as "the process that practitioners use to plan, direct, perform, and reflect on client care" (Schell, 2014). Professional reasoning begins with critical thinking which includes the process of evaluating and judging the accuracy of information through questioning and probing of ideas in order to make informed conclusions (Ruggiero, 2014).

Beginning Level: The student will:

- understand the dimensions of the professional reasoning process across the domains of occupational therapy.
- understand the importance and the impact of context and environment (cultural, personal, temporal, physical, virtual, and social) on occupational engagement.
- identify client centered occupational performance problems and ask appropriate questions.
- describe the value and relevance of evidence-based practice in the OT process.

Intermediate Level: The student will:

- generate possible solutions in response to client centered occupational performance problems.
- synthesize new concepts with previously learned information to make decisions regarding evaluation and intervention.
- begin to use evidence to support and guide decision making.

Advanced Level: The student/graduate will:

- recognize the role of experience and ongoing self-directed learning in professional reasoning.
- incorporate evidence-based practice skills in the OT process.
- examine and analyze the dynamic relationship between the person, environment and occupation in order to choose and/or modify an appropriate course of action.

Outcome #2:

Occupational Therapy Knowledge and Skills is defined as a dynamic understanding of the theoretical tenets, the domain and process of occupational therapy (AOTA, 2014), and the competent application of that knowledge to OT practice

Beginning Level: The student will:

- articulate the basic tenets and foundational history of the profession, including the power of occupation to support health and participation, the concept of client centeredness as a core principle of the profession.
- understand and use structured interviews, directed observations, and standardized/non-standardized assessment tools, and discuss and document results using professional terminology.
- identify and describe the domain and process of occupational therapy.
- define the importance of therapeutic use of self in the occupational therapy process.

Intermediate Level: The student will:

- select and administer appropriate evaluation methods/tools, including scoring, interpreting and documenting results.
- formulate and implement a client centered intervention plan, guided by the occupational profile, conceptual practice models of practice, and the best available evidence.
- demonstrate appropriate therapeutic use of self in a variety of contexts.

Advanced Level: The student/graduate will:

- modify therapeutic use of self in response to the needs of clients
- adapt evaluation, intervention, and service delivery methods to meet the dynamic needs of clients.
- apply knowledge and strategies related to the management of occupational therapy services, including program development, marketing, program evaluation, and reimbursement.

Outcome # 3:

Professional Growth and Development encompasses a myriad of experiences that promote sustainable professional growth including servant leadership, enculturation into the profession, ongoing self-assessment, and engagement in continuing education and scholarly endeavors.

Beginning Level: The student will:

- identify and articulate an understanding of behaviors that are consistent with the AOTA Code of Ethics, national, regional and local governing bodies and their implications for practice.
- understand the role and importance of professional organizations associated with occupational therapy practice.
- identify and demonstrate behaviors consistent with the role of a professional, including verbal

and nonverbal communication, servant leadership, and active engagement in the learning process.

Intermediate Level: The student will:

- demonstrate behaviors that are consistent with ethical and legal practice guidelines.
- identify and use resources and opportunities for professional and scholarly development.
- reflect upon their own professional development and identify areas of strength, areas for improvement, and goals for professional growth

Advanced Level: The student/graduate will:

- generate options for reconciling ethical and/or legal issues and articulate an understanding of the issues relevant to all parties.
- modify professional presentation and level of content to meet the needs of the person, group, and/or organization.
- integrate leadership skills and personal strengths to serve in the multifaceted roles of an occupational therapy advocate.
- develop a plan for continued scholarly and professional activities.
- engage in professional and scholarly endeavors.

Master of Occupational Therapy (MOT) Admission Requirements

IMPORTANT UPDATE

Chatham plans to transition our Master of Occupational Therapy (MOT) program to the entry-level Doctor of Occupational Therapy (OTD) program beginning in the fall of 2019. Our application process and all admission requirements have remained the same and can be found below.

How to Apply

Applicants to Chatham University's entry-level occupational program must use the Occupational Therapist Centralized Application Service (OTCAS). Beginning mid-July, applications may be submitted through OTCAS with all relevant materials: official transcripts, OT shadowing experience, and references. Please note official GRE scores are required, but there is not a supplemental application requirement.

Important dates FOR FALL 2019 admission

Application Deadline: **Thursday, November 1, 2018***
Admission Interview Date: **Saturday, December 8, 2018** *by invitation only*

In order to be eligible for invite to the admission interview date:

- Applicants must have 3 of the 5 prerequisite courses completed by August 31, 2018, and at least one of those courses must be human anatomy with lab or physiology (animal or human) with lab or anatomy & physiology I with lab.
- Applications must be e-submitted to OTCAS by November 1, 2018*
- Applications must be complete and include all other Chatham admission requirements (see below) by November 1, 2018

***It is highly recommended to e-submit your application to OTCAS on or before October 15, 2018.** OTCAS's verification process occurs once an applicant e-submits the application and all official transcripts have been received. Verification involves some processing time, so it is in your best interest to submit all materials as early as possible to ensure your complete, verified application is available for us to review.

ADMISSiON REQUIREMENTS

1. A completed baccalaureate degree from an accredited institution or completion of undergraduate requirements for the Integrated Degree Program (IDP) prior to the beginning of classes.
2. Official transcripts from all institutions attended sent directly to OTCAS.
3. Overall combined GPA of 3.0 or better on a scale of 4.0 as calculated by OTCAS.

4. Prerequisite courses:
    - Human Anatomy with lab - one term**
    - Physiology (human or animal) with lab - one term**
    - Developmental Psychology or Lifespan Development – one term
        - A combination of developmental psychology courses that cover the lifespan—birth to death—are also acceptable
    - Abnormal Psychology – one term
    - Statistics or Research Methods – one term

    A prerequisite GPA of 3.0 or better on a 4.0 scale is required. Additionally, grades less than a “C” are not acceptable, and prerequisite courses must have been completed no more than 10 years prior to the anticipated start date of the program. Applicants must have 3 of the 5 prerequisite courses completed by August 31st of the application year, and at least one of those courses must be human anatomy with lab or physiology (animal or human) with lab or anatomy & physiology I with lab.

    **If taking anatomy with physiology, both Anatomy & Physiology I and II with labs are necessary to fulfill the anatomy and physiology requirements.

5. Official GRE scores sent directly to OTCAS using Chatham University's OTCAS code: 4271.
    - GRE scores will only be accepted if taken within 3 years of the application date.
    - There is not a cutoff or minimum GRE score, however, a competitive score is considered a 295 combined with an analytical writing score of 4.0.
    - Chatham will use your highest section—quantitative, verbal, writing—scores across all GRE test dates.
6. A minimum of 10 hours of OT shadowing at two different occupational therapy sites (20 hours total) included in the OTCAS application. Please note that verification of this shadowing is not required.
7. Three letters of reference included in the OTCAS application: one academic (faculty or advisor), one OTR involved in shadowing experience, and one supervisor or staff from a non-OT volunteer or work experience.
8. Attendance at on-campus interview.

RECOMMENDED COURSE

1. Neuroscience – one term

Neuroscience is not required; therefore, students who have not taken this course will not be disadvantaged during the admission review process. Exposure to this course content is helpful for matriculated students.

INTEGRATED DEGREE PROGRAM

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisors to ensure all requirements are met according to the IDP course of study.

additional REQUIREMENTS for INTERNATIONAL APPLICANTS

Additional requirements for international applicants can be found here.

ADMISSION REVIEW PROCESS

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

ARTICULATION AGREEMENTS

Chatham University has entered into "Articulation Agreements" with a select group of Colleges and Universities. These agreements provide for additional student pre-professional advisement and possible priority admission status for candidates with exceptional applications, demonstrating academic preparation above the minimal acceptable standards. Agreements exist with the following institutions for the 2018-2019 academic year: Allegheny College, Baldwin Wallace University, Grove City College, Penn State Mont Alto, Washington and Jefferson College, and Waynesburg University. Pre-existing agreements with Mount Aloysius College and Mount Vernon Nazarene University are only applicable to undergraduates who matriculated at these institutions prior to August 31, 2017. Applicants from these institutions are advised to discuss the articulation requirements with their advisor as well as the graduate admission counselor at Chatham University.

If you have any questions, please do not hesitate to contact our Admission Department:

Office of Admission
Chatham University
Woodland Road
Pittsburgh, PA 15232
(800) 837-1290
(412) 365-1394
(412) 365-1609 (fax)
gradadmission@chatham.edu

Professional Doctorate of Occupational Therapy (OTD) Curriculum

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.

Program Requirements

Degree Requirements

30 credits

OTD740 Occupational Science		
	Professional students examine landmark occupational science literature and apply learned concepts of human nature and meaningful occupation to observation exercises within their practice focus.	**3**
OTD741 Evidence-Based Practice		
	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.	**3**

OTD742 Advanced Practice Concepts and Skills

Students apply The Occupational Therapy Practice Framework: Domain and Process (AJOT, 2014) 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. **3**

OTD750 Occupational Therapist as Entrepreneur

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. **3**

OTD751 Capstone Project Design

Students continue to develop their ability to critically evaluate scientific evidence within their practice focus. Through a critical review of the literature, the professional student generates an evidence-based plan of assessment or intervention. This is linked to the Capstone Rotation (faculty approval). **3**

OTD752 Education Theory and Technology

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. **3**

OTD760 Leadership and Professionalism

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. **3**

OTD761 Proposal Development

This course provides the experienced therapist with the skills and resources necessary for developing competitive proposals, including an IRB proposal, a proposal for a professional presentation, and a proposal for a professional publication. Students will explore and evaluate presentation and publication opportunities, **1**

participate in discussions to understand human subject protection, and refine their preliminary IRB proposal, created in OTD 751, to gain approval for their capstone project.

OTD766 Methods of Evaluation

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. **3**

OTD772 Capstone Implementation and Evaluation

The methods of evidence-based practice culminate in the professional student's design and implementation of an intervention within their clinical setting. Although an independent study, students network with faculty mentors, administrators, and other professionals to successfully engage in the evidence-based occupational therapy capstone project. Professional students apply concepts from previous courses as they evaluate the efficacy of their individual implemented programs and present their findings. Presentations are conducted on the Chatham University campus to the Master of occupational therapy Program's faculty, students, and area practitioners. **5**

Bridge Program

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:

OTH690 Introduction to Evidence-Based Practice for Occupational Therapists

Students acquire evidence based practice literature skills by learning to search data bases for peer reviewed occupational therapy literature and appraising the evidence in terms of a focused research question. Students acquire knowledge of principles needed to critically read peer reviewed evidence through instructor demonstration of evidence appraisal, online group discussions/critiques of research articles, and writing assignments that require the student to summarize and paraphrase salient information in professional language. **3**

OTH695 Models of Practice in Occupational Therapy

This course presents occupation based models that guide the practice of occupational therapy. Students will analyze and compare selected models via assigned readings and group discussions. Students will become familiar with elements and characteristics, assessment tools and techniques, treatment planning and intervention strategies, and documentation formats associated with the models presented, and **3**

apply selected models to their professional practice.

ENG528 Academic Writing

Students develop the writing skills necessary for success in graduate school, including proper citations, time management, and the content and format for two types of research proposals. Students become proficient in the APA style and have the opportunity to resolve grammar and structure problems with the professor. **3**

Professional Doctorate of Occupational Therapy (OTD) Learning Outcomes

Learning Outcomes

Upon completion of the OTD Program, graduates will have developed knowledge and skills to become evidence-based practitioners, advanced clinicians, and professional leaders. Specifically, graduates will:

1. Become self directed, evidence-based learners through the ability to access and critically evaluate the reliability of electronic databases and web resources.
2. Demonstrate the ability to access and critically evaluate literature related to occupational therapy.
3. Apply principles of evidence-based practice as a basis for clinical decision making in the student’s work setting.
4. Demonstrate advanced knowledge of occupational therapy practice through the study and application of occupational science literature and occupation-based intervention.
5. Design, implement, and evaluate the effectiveness of innovative occupation-based programs in the student’s chosen area of interest.
6. Develop the skills to become professional leaders in areas of public policy/ethics, professional advocacy, education, and business.

Professional Doctorate of Occupational Therapy (OTD) Admission Requirements

Now Accepting Applications for Spring 2019 and Fall 2019

We recommend that students submit their applications as soon as possible as space in our cohort program is limited.

Application Requirements for OTD and OTD Bridge Programs

- Free, online application
    - Please list former last or maiden names that may appear on transcripts
- Official transcripts from all colleges and universities attended sent directly from the institutions to Chatham University via email, gradadmission@chatham.edu, or postal mail:
    - Chatham University
      Graduate Admissions
      1 Woodland Road
      Pittsburgh, PA 15232
- Current resume emailed to gradadmission@chatham.edu
- Copy of OT license emailed to gradadmission@chatham.edu
- Essay of 500 words or less emailed to gradadmission@chatham.edu:
    - Explain your understanding of evidence based practice versus research, and then describe an area of interest and/or potential problem you plan to focus your evidence based capstone project. Include why you are interested in this area and why it is relevant for occupational therapy practice.

To be considered for admission review, please note that either a master's degree or undergraduate degree in occupational therapy is required as well as a cumulative undergraduate GPA of 3.0 or better on a scale of 4.0. ***The GRE is not required.***

Master of Physician Assistant Studies (MPAS) Curriculum

All physician assistant studies courses are limited to physician assistant studies students, unless permission is obtained from the program director.

The curriculum is a 24 month (85 semester credits) professional course of study leading to the MPAS degree. Basic medical sciences, research, clinical methods, and clinical experiences are integrated from the beginning of the program and continued throughout the course of study.

The program produces physician assistants capable of providing primary medical care in an ethical, legal, safe, and caring manner. To achieve this, students must acquire knowledge and the ability to use that knowledge in the practice of medicine. Students are expected to consistently retrieve and apply their knowledge appropriately in the area of their patients and reason effectively. Self-directed learning skills are necessary in order to keep their knowledge current. Self-knowledge, knowledge and understanding of others and continued professional development beyond the degree are necessary for success.

Chatham University utilizes hybrid model of Problem-Based Learning, lecture, and on-line activity that challenges students to be self-directed and prepares students for the evidence-based, problem-oriented world of clinical medicine. Through actual patient cases, students develop learning issues and research topics using the most up to date resources, work in teams and receive feedback on knowledge base as well as professionalism to prepare them for primary care, problem-focused clinical practice.

The MPAS program is competency-based, requiring all students to master the required material. The grading system is pass/fail. Individual course syllabi provides specific pass/fail criteria. Upon entrance to the PA Studies Department students agree to the electronic release of grades and academic information within departmental faculty and staff for academic standing and advising reviews.

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. Upon completion of all required courses, students must also meet the requirements of a summative evaluation which includes: medical knowledge, interpersonal skills, patient care skills, and professionalism.

Program Requirements

Degree Requirements

Completion of 85 credits in physician assistant studies courses. All courses are pass/fail grading only.

PAS600 Essentials for the Physician Assistant I

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; **9**

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, Units 1, 2, and 3.

PAS601 Essentials for the Physician Assistant II

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. **9**

PAS602 Clinical Application of Basic Sciences I

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. **4**

PAS603 Clinical Application of Basic Sciences II

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. **4**

PAS604 Critical Reading of the Literature I

Students critically evaluate medical literature and resources used in the Essentials for the Physician Assistant courses, including research design, data collection, and statistical analysis. **1**

PAS605 Critical Reading of the Literature II

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. **1**

PAS606 Clinical Pharmacology I

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 **2**

Essentials for the Physician Assistant courses.

PAS607 Clinical Pharmacology II

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. **2**

PAS610 Introduction to Clinical Experiences I

This course will introduce the student to various types of medical documentation and medical terminology. It will address HIPAA and OSHA regulations, as well as Universal Precautions. Professional comportment while on rotations will also be introduced. **2**

PAS611 Introduction to Clinical Experiences II

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. **2**

PAS612 Introduction to the PA Profession

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. **1**

PAS614 Medical Ethics

Contemporary professional medical ethics issues are discussed and debated. Instruction is provided through classroom discussions, guest lectures, and small group discussions/presentations. **1**

PAS617 Clinical Procedures

Laboratory course covering theory and application of common clinical procedures that a physician assistant will encounter during practice. Students demonstrate competence through practical evaluations. **2**

PAS625 Clinical Decision Making I

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. **1**

PAS626 Clinical Decision Making II

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. **1**

PAS627I Clinical Decision Making III Part One

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. **1**

PAS627II Clinical Decision Making III Part Two

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. **1**

PAS628 Clinical Decision Making IV

Drawing on skills acquired in PAS 625, 626 & 627, as well as knowledge that has been acquired throughout the curriculum, students develop case presentations which include history, physical examination, diagnostics, treatment, and patient education, based on specific disease entities. Additionally, students complete summative program evaluations related to medical knowledge base and clinical assessment skills. **1**

PAS630 Topics in Clinical Medicine

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. **3**

PAS635 Healthcare Policy

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. **1**

PAS636 Program to Practice

This course assists students with the transition of becoming a clinically practicing physician assistant. The course will provide information on how to prepare for the new career, including obtaining certification, licensure, malpractice insurance, and other essential items needed before they begin practicing. **1**

PAS637 Clinical Skills for the Physician Assistant I

This skills-based course will cover history, physical examination, documentation of patient data and diagnostic aspects of the head and neck, integumentary, lymphatic, musculoskeletal, pulmonary and cardiac systems. History taking will also be introduced. Course format will include lectures, demonstrations, online simulation modules, and high-fidelity simulation. **4**

PAS638 Clinical Skills for the Physician Assistant II

This skills-based course will cover history, physical examination, and documentation of patient data and diagnostic aspects of the abdominal, genitourinary, and neurologic examinations. The comprehensive patient examination will also be covered. Course format will include lectures, demonstrations, online simulation modules, and high-fidelity simulation. **4**

PAS640 Clinical Experiences I

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

PAS641 Clinical Experiences II

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

PAS642 Clinical Experiences III

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

PAS643 Clinical Experiences IV

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

PAS644 Clinical Experiences V

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

PAS645 Clinical Experiences VI

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

PAS646 Clinical Experience VII

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

PAS647 Clinical Experience VIII

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

PAS648 Clinical Experiences IX

These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice. **3**

Master of Physician Assistant Studies (MPAS) Learning Outcomes

Medical Knowledge

1. Understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions.
2. Identify signs and symptoms of medical conditions.
3. Select and interpret appropriate diagnostic or lab studies used in primary care.
4. Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities.
5. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission.
6. Identify appropriate interventions for prevention of conditions.
7. Identify the appropriate methods to detect conditions in an asymptomatic individual.
8. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data.
9. Appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis.
10. Provide appropriate care to patients with chronic conditions.

Interpersonal and Communication Skills

1. Create and sustain a therapeutic and ethically sound relationship with patients.
2. Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.
3. Appropriately adapt communication style and messages to the context of the individual patient interaction.
4. Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group.
5. Apply an understanding of human behavior.
6. Demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety.
7. Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.

Patient Care

1. Work effectively with physicians and other health care professionals to provide patient-centered care.
2. Demonstrate caring and respectful behaviors when interacting with patients and their families.
3. Gather essential and accurate information about their patients.
4. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
5. Develop and carry out patient management plans.
6. Counsel and educate patients and their families.
7. Competently perform medical and surgical procedures considered essential in the area of practice.
8. Provide health care services and education aimed at preventing health problems or maintaining health.

Professionalism

1. Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant.
2. Professional relationships with physician supervisors and other health care providers.
3. Respect, compassion, and integrity.
4. Responsiveness to the needs of patients and society.
5. Accountability to patients, society, and the profession.
6. Commitment to excellence and on-going professional development.
7. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
8. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities.
9. Self-reflection, critical curiosity, and initiative.

Practice-based Learning and Improvement

1. Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team.
2. Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems.
3. Obtain and apply information about their population of patients and the larger population from which their patients are drawn.
4. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.
5. Apply information technology to manage information, access on-line medical information, and support their education.
6. Facilitate the learning of students and/or other health care professionals.

7. Recognize and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others.

System-based Practice

1. Use information technology to support patient care decisions and patient education.
2. Effectively interact with different types of medical practice and delivery systems.
3. Understand the funding sources and payment systems that provide coverage for patient care.
4. Practice cost-effective health care and resource allocation that does not compromise quality of care.
5. Advocate for quality patient care and assist patients in dealing with system complexities.
6. Partner with supervising physicians, health care managers and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes.
7. Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care.
8. Apply medical information and clinical data systems to provide more effective, efficient patient care.
9. Use the systems responsible for the appropriate payment of services.

Master of Physician Assistant Studies (MPAS) Admission Requirements

Application deadline is October 1st

The application will be considered on time if it is e-submitted to CASPA by the October 1st deadline. Supporting documents may be submitted to CASPA after the deadline, but candidates are strongly encouraged to complete their application by the October 1st deadline. Candidates must have their PA Shadowing Hours and GRE completed by October 1st..

Applying to the Master of Physician Assistant Studies (MPAS) Program

Chatham University's Physician Assistant Studies program is a member of the Centralized Application Service for Physician Assistants (CASPA). All applications must be submitted through CASPA with all relevant materials (transcripts, PA shadowing information and recommendations) at https://caspa.liaisoncas.com.

Applicants must document their physician assistant shadowing experience by completing the "Shadowing" section of the CASPA application.

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.

Master of Physician Assistant Studies Admission Requirements

1. A baccalaureate degree from an accredited institution or completion of the undergraduate requirements for the Integrated Graduate Degree Program.
2. Cumulative GPA of 3.25 or better on a scale of 4.0, as calculated by CASPA.
3. Cumulative science GPA of 3.25 or better with a minimum of 20 semester credits, as calculated by CASPA.
4. Prerequisite Courses. A grade of "B-" or better is required for each prerequisite course:
    - 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) *
    - Organic Chemistry 1 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 2 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.
- All courses must be completed by June 1st prior to the August matriculation.

5. Prerequisite courses must have been completed no more than 10 years prior to the anticipated start date of the PA program. Applicants requesting an exception to the 10-year limit due to healthcare work experience will be evaluated on a case-by-case basis.
6. Completed CASPA application, including all pertinent supporting documentation such as recommendations, PA shadowing, GRE scores and transcripts.
7. 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.
8. PA Shadowing Experience Requirement – PA shadowing experience of at least 32 hours is required for admission to the program. The shadowing experience must be documented in the "Shadowing" section of the CASPA application. Shadowing a physician or nurse practitioner *will not* satisfy this requirement.
9. On Campus Interview – Applicants are required to receive a passing score on the on-campus interview to meet the criteria for admission. Interviews are by invitation only.
   Interview dates for the Fall 2019 entering class:
   Saturday, September 29, 2018 and
   Saturday, November 10, 2018

Recommended Courses

We recommend, but do not require, the following courses:

- Genetics
- Statistics
- Nutrition
- Developmental Psychology

GRE

Official GRE scores are required. These scores must be sent directly to CASPA. Chatham's MPAS GRE ID number is **3879**. We do not use a cutoff or minimum GRE score, however we do consider a combined score of 305 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.

International Applicants

- Official TOEFL or IELTS scores are required for international students whose native language is not English
- Minimum TOEFL scores required: 600 or above on the paper-based test; 100 or above on the internet-based test. Minimum IELTS score: 7.0 or above.
- International applicants must complete the International Graduate Student Application Supplement and provide the proper documentation [see University Catalog].
- A course-by-course credential evaluation of university transcripts.
- Additional requirements for international applicants can be found at http://www.chatham.edu/admission/international/gradprocess.cfm

TOEFL or IELTS

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 scores required: 600 or above on the paper-based test; 100 or above on the internet-based test. Minimum IELTS score: 7.0 or above.

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 posses any disability that would potentially interfere with the attainment of such competencies are encouraged to contact the Assistant Director of Graduate Admission, Carrie Rote, or the Director of the MPAS program, Judy Truscott, 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.

Admissions Process Guidelines

After verifying that the minimum academic 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 admissions 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 achievement as well as their personal characteristics, attributes and experiences. In order to receive credit for these factors, applicants are required to provide additional information in the personal statement section of the CASPA application. Further corroborating documentation may be requested before credit is awarded. As part of the holistic review, Chatham reserves the right to request a background check prior to offer of admission.

- In addition to the minimum academic requirements stated above we take into consideration the following academic achievements:
    - Overall GPA or science GPA of 3.5 and above
    - Advanced degrees, certifications or training
    - Performance on the GRE
- We also consider personal characteristics of the applicant including:
    - 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 or government service
- Voluntary service, especially with underserved populations
- Significant PA shadowing experience

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Articulation Agreements

Chatham University has entered into "Articulation Agreements" with a select group of Colleges and Universities. These agreements provide for additional student pre-professional advisement and possible priority admission status for candidates with exceptional applications, demonstrating academic preparation above the minimal acceptable standards. Agreements exist with the following institutions for the 2018-2019 academic year: Allegheny College, Grove City College, Saint Vincent College, Washington and Jefferson College, and Waynesburg University. Pre-existing agreements with Mount Aloysius College, Mount Vernon Nazarene University, Slippery Rock University, and Thiel College are only applicable to undergraduates who matriculated at these institutions prior to August 31, 2017. Applicants from these institutions are advised to discuss the articulation requirements with their advisor as well as the graduate admission counselor at Chatham University.

Please review the Frequently Asked Questions, FAQs, for more information on our program.

Master of Science in Counseling Psychology (MS) Curriculum

The program focuses on both the professional, intellectual, and personal growth of students, emphasizing human-centered values as well as evidence - informed treatment approaches. The program aims to prepare students to become competent providers of counseling psychology services in the context of a diverse community and the ever-changing healthcare environment.

Successful completion of the counseling psychology courses prepares students for master's level positions in professions promoting the optimal development of individuals, families, groups, and organizations. Graduates of the program will be ready for employment in agencies providing mental and physical health services, social services and other educational, professional, and business organizations. The psychology-based curriculum integrates theoretical foundations, experiential perspectives, and research methodologies with practice. In addition, students learn to assess persons in their familial and social contexts, design strategies for change, and evaluate the effectiveness of those interventions. Students are further encouraged to be mindful of the socio-cultural diversity of individuals, families, and groups.

Program Requirements

Degree Requirements

Program of Study (39 credits + 9 credits of field placement = 48 credit hours for MSCP degree)

PSY501 Foundations of Counseling Psychology

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. **3**

PSY503 Applied Biological Psychology

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. **3**

PSY555 Statistics and Research Methods

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 **3**

counseling literature

PSY617 Psychology of Culture and Identity

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. **3**

PSY627 Vocational/Career Counseling

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. **3**

PSY629 Human Development across the Life Span

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. **3**

PSY642 Assessment

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, psycho-physiological strategies, psychological tests related to various diagnostic groupings, and program evaluation. **3**

PSY657 Psychopathology & Resilience

The course provides an overview of psychopathology. Students learn to recognize the complex biological, cultural, and environmental contributors to mental illness, and to diagnose mental disorders using standarized criteria. Students will also study the concept of resilience and its role in contributing to health and well-being. **3**

PSY658 Evidence-Based Practice

This course provides an introduction to evidence-based practice in applied psychology, emphasizing a counseling psychology perspective to understanding human problems. The course focuses on the methodological issues in developing an empirical basis for psychological treatments, and understanding the evidence base for **3**

treatment, therapist, client, and therapeutic relationship effects.

PSY662 Theories and Techniques of Counseling

This course explored a variety of counseling theories and techniques to provide a foundation for the practice of professional counseling from a culturally sensitive perspective. The course emphasizes current professional research and practice related to counseling theories and techniques, and provides opportunities for skill practice. **3**

PSY672 Group Counseling

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. **3**

PSY674 Foundations of Family Therapy

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. **3**

PSY681 Professional Integration Seminar

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. **3**

Field Placements

PSY682 Practicum

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. **3**

PSY685 Supervised Internship I

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. **3**

PSY686 Supervised Internship II

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. **3**

PSY683 - Special Topics (3)

Licensed Professional Counselor

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. Each elective below is 3 credit hours:

PSY530 Introduction to Sport and Exercise Psychology

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. **3**

PSY602 Sport and Exercise Psychology Interventions

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. **3**

PSY621 Advanced Seminar in Diversity Issues

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. **3**

PSY632 Positive Psychology

Positive Psychology is the study of how humans do well and flourish. This course is an introduction to positive psychology theories and techniques. Didactic, experiential, and interactive elements will be used to explore concepts, research, interventions, and exercises that positive psychology has contributed to the larger field of psychology. **3**

PSY645 Environmental Psychology

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. **3**

PSY663 Foundations of Health Psychology

Students will explore how psychological processes influence physical health. Further, the psychological sequellae 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. **3**

PSY665 Addictions Counseling

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. **3**

PSY668 Crisis, Trauma and Recovery

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. **3**

PSY671 Mindfulness Counseling

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. **3**

PSY673 Couples Counseling

This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories. **3**

PSY676 Counseling Children and Adolescents

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. **3**

PSY677 Grief Counseling

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 **3**

aspects of grief and loss. Other topics included are interventions, community resources, and diverse religious and cultural practices.

PSY678 Risk and Resilience in Childhood

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. **3**

PSY693 Independent Study **3**

Master of Science in Counseling Psychology (MS) Learning Outcomes

Masters of Counseling and Psychology Accreditation Council 2017 Standards

A. **Professional identity, and ethical and professional standards**

1. *Ethical/Legal Standards and Policy:* Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations
    a. Knowledge of ethical, legal and professional standards and guidelines: Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations
    b. Awareness and application of ethical decision making: Recognizes situations that challenge adherence to professional values and applies an ethical decision-making model to ethical dilemmas
    c. Ethical Conduct: Integrates ethical values into professional conduct

2. *Professional Values and Attitudes:* Exhibits behavior and comportment that reflect the values and attitudes of counseling and psychology
    a. Evidences adherence to professional values throughout professional work
    b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science
    c. Maintains professionally appropriate communication and conduct across different settings
    d. Assesses personal accountability and accepts responsibility for own actions
    e. Demonstrates concern for the welfare of others
    f. Displays an appropriately defined professional identity

B. **Evidence-based theories and practice of counseling and psychotherapy**

1. . *Knowledge:* Demonstrates knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals

2. *Relationships:* Relates effectively with individuals, groups, and communities
    a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines

b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science
c. Negotiates differences and handles conflict satisfactorily
d. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately
e. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

3. *Intervention:* Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions)
    a. Formulates and conceptualizes cases; plans and implements interventions utilizing at least one consistent theoretical orientation
    b. Displays skills in developing the therapeutic alliance
    c. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback

C. **Multiculturalism and diversity**

Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics

1. *Knowledge and Self-Awareness:*
    a. Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.
    b. Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.

2. *Skills:* Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.

D. **Theories of psychopathology and relevant classification systems**

1. *Knowledge:*
    a. Demonstrates knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories
    b. Demonstrates knowledge of classification systems of behavior and evaluates limitations of those systems

2. *Skills:* Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity

E. **Tests, measurements, and other assessments of behavior**

1. *Knowledge:*
    a. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners.
    b. Evaluates strengths and limitations (including cultural limitations) of administration, scoring, and interpretation of assessment measures.

2. *Skills:* Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups.

F. **Research methods and program evaluation**

1. *Knowledge:*
    a. Demonstrates knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work
    b. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology
    c. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs

2. *Skills:* Critiques published research effectively

G. **Career development and/or the role of work in peoples' lives**

1. Demonstrates knowledge of the role of work in peoples' lives

2. Demonstrates understanding of the development of work and career choices across the life span

H. **Biological basis of behavior**

1. Demonstrates knowledge and understanding of the relationship between biological factors and human functioning

I. **Developmental basis of behavior**

1. Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

J. **Social/organizational/community basis of behavior**

1. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning. Demonstrates understanding of the use of systems changes (whether by prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

K. **Understanding and use of supervision during applied experiences**

1. *Knowledge:* Demonstrates understanding of the role and practice of supervision.

2. *Skills*
    a. Responds appropriately to supervision
    b. Engages in reflective practices by synthesizing supervisor feedback and experience in applied work
    c. Engages in appropriate self-care strategies

Master of Science in Counseling Psychology (MS) Admission Requirements

Application Deadline

Fall Recommended Deadline - July 1*
*Rolling admission for Fall entry until August 1
Spring Recommended Deadline - November 1

Application Requirements

Applicants to the MS in Counseling Psychology program must submit the following information to the Office of Admissions for review:

- Completed online application
- Official transcripts from all colleges and universities attended
- Curriculum Vitae or Resume
- Minimum of two (2) letters of recommendation from previous faculty or employers
- Admissions essay (500 words) - Why do you want to get a MSCP degree from Chatham University? Please provide a specific rationale for both the degree and the University.

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

International Applicants

International Applicants to the MS in Counseling Psychology program must submit additional documentation to the Office of Admissions.

A list of these documents can be found on the Graduate Admissions Requirement for International Students page.

Pre-requisites

- Minimum GPA of a 3.0
- Successful completion of an undergraduate psychology course with at least a B grade

Admission Process

After verifying that the minimum academic requirements are met, the 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 admissions 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 achievement as well as their personal characteristics, attributes and experiences. As part of the holistic review, **Chatham reserves the right to request a background check prior to offer of admission.**

A phone interview will be required of all applicants. This process will take place after your application has been completed and has been given to the faculty admission committee for evaluation.

Applicants will be informed by the Office of Admissions about whether or not they have been accepted into the MSCP program.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Master of Arts in Psychology (MA) Curriculum

The Chatham University Master of Arts in Psychology degree is a 36 credit hour degree that provides graduate level education and training in psychology. The mission of the MA in Psychology degree is to provide women and men a foundation in the study of human behavior and skills for working with people. Graduates of the MA in Psychology program are able to use their understanding of psychological science and theories to further their professional careers in many ways, including work in research settings, in human service, health, or educational organizations, and in doctoral programs in psychology. Students also benefit from the rich and stimulating environment of Chatham University.

Chatham's MA in Psychology program offers small classes with individualized attention, knowledgeable and experienced faculty, opportunities to conduct research, and activities fostering leadership skill. The program emphasizes critical thinking and problem-solving skills, self-awareness, attention to socio-cultural diversity, application of knowledge, and both collaborative and independent work. The degree does not provide the education needed for licensure as a psychologist or counselor.

Program Requirements

Core Courses for MA in Psychology Degree

Required for both concentrations

PSY501 Foundations of Counseling Psychology

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. **3**

PSY503 Applied Biological Psychology

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. **3**

PSY555 Statistics and Research Methods

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 **3**

counseling literature

PSY617 Psychology of Culture and Identity

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. **3**

PSY629 Human Development across the Life Span

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. **3**

PSY642 Assessment

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, psycho-physiological strategies, psychological tests related to various diagnostic groupings, and program evaluation. **3**

PSY657 Psychopathology & Resilience

The course provides an overview of psychopathology. Students learn to recognize the complex biological, cultural, and environmental contributors to mental illness, and to diagnose mental disorders using standarized criteria. Students will also study the concept of resilience and its role in contributing to health and well-being. **3**

PSY658 Evidence-Based Practice

This course provides an introduction to evidence-based practice in applied psychology, emphasizing a counseling psychology perspective to understanding human problems. The course focuses on the methodological issues in developing an empirical basis for psychological treatments, and understanding the evidence base for treatment, therapist, client, and therapeutic relationship effects. **3**

PSY662 Theories and Techniques of Counseling

This course explored a variety of counseling theories and techniques to provide a foundation for the practice of professional counseling from a culturally sensitive perspective. The course emphasizes current professional research and practice **3**

related to counseling theories and techniques, and provides opportunities for skill practice.

PSY672 Group Counseling

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. **3**

Master of Arts in Psychology (MA) Learning Outcomes

Masters of Counseling and Psychology Accreditation Council 2017 Standards

A. **Professional identity, and ethical and professional standards**

1. *Ethical/Legal Standards and Policy:* Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations
    a. Knowledge of ethical, legal and professional standards and guidelines: Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations
    b. Awareness and application of ethical decision making: Recognizes situations that challenge adherence to professional values and applies an ethical decision-making model to ethical dilemmas
    c. Ethical Conduct: Integrates ethical values into professional conduct

2. *Professional Values and Attitudes:* Exhibits behavior and comportment that reflect the values and attitudes of counseling and psychology
    a. Evidences adherence to professional values throughout professional work
    b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science
    c. Maintains professionally appropriate communication and conduct across different settings
    d. Assesses personal accountability and accepts responsibility for own actions
    e. Demonstrates concern for the welfare of others
    f. Displays an appropriately defined professional identity

B. **Evidence-based theories and practice of counseling and psychotherapy**

1. . *Knowledge:* Demonstrates knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals

2. *Relationships:* Relates effectively with individuals, groups, and communities
    a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines
    b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science

c. Negotiates differences and handles conflict satisfactorily
d. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately
e. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

3. *Intervention:* Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions)
   a. Formulates and conceptualizes cases; plans and implements interventions utilizing at least one consistent theoretical orientation
   b. Displays skills in developing the therapeutic alliance
   c. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback

C. **Multiculturalism and diversity**

Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics

1. *Knowledge and Self-Awareness:*
   a. Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.
   b. Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.

2. *Skills:* Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.

D. **Theories of psychopathology and relevant classification systems**

1. *Knowledge:*
   a. Demonstrates knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories
   b. Demonstrates knowledge of classification systems of behavior and evaluates limitations of those systems

2. *Skills:* Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity

E. **Tests, measurements, and other assessments of behavior**

1. *Knowledge:*
    a. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners.
    b. Evaluates strengths and limitations (including cultural limitations) of administration, scoring, and interpretation of assessment measures.

2. *Skills:* Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups.

F. **Research methods and program evaluation**

1. *Knowledge:*
    a. Demonstrates knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work
    b. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology
    c. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs

2. *Skills:* Critiques published research effectively

G. **Career development and/or the role of work in peoples' lives**

1. Demonstrates knowledge of the role of work in peoples' lives

2. Demonstrates understanding of the development of work and career choices across the life span

H. **Biological basis of behavior**

1. Demonstrates knowledge and understanding of the relationship between biological factors and human functioning

I. **Developmental basis of behavior**

1. Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

J. **Social/organizational/community basis of behavior**

1. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects

functioning. Demonstrates understanding of the use of systems changes (whether by prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

K. **Understanding and use of supervision during applied experiences**

1. *Knowledge:* Demonstrates understanding of the role and practice of supervision.

2. *Skills*
    a. Responds appropriately to supervision
    b. Engages in reflective practices by synthesizing supervisor feedback and experience in applied work
    c. Engages in appropriate self-care strategies

Master of Arts in Psychology (MA) Admission Requirements

Application Deadline

Fall Recommended Deadline - July 1*
*Rolling admission for Fall entry until August 1
Spring Recommended Deadline - November 1

Application Requirements

Applicants to the MA in Psychology program must submit the following information to the Office of Admissions for review:

- Completed online application
- Official transcripts from all colleges and universities attended
- Curriculum Vitae or Resume
- Minimum of two (2) letters of recommendation from previous faculty or employers
- Admissions essay (500 words) - Why do you want to get a MAP degree from Chatham University? Please provide a specific rationale for both the degree and the University.

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

International Applicants

International Applicants to the MA in Psychology program must submit additional documentation to the Office of Admissions.

A list of these documents can be found on the Graduate Admissions Requirement for International Students page.

Pre-requisites

- Minimum GPA of a 3.0
- Successful completion of an undergraduate psychology course with at least a B grade

Admission Process

After verifying that the minimum academic requirements are met, the 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 admissions 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 achievement as well as their personal characteristics, attributes and experiences.

A phone interview will be required of all applicants. This process will take place after your application has been completed and has been given to the faculty admission committee for evaluation.

Applicants will be informed by the Office of Admissions about whether or not they have been accepted into the MAP program.

Integrated Degree Program

Chatham University undergraduates applying through the Integrated Degree Program (IDP) must complete all requirements outlined on their respective admission or track tab on the IDP Portal Site. All IDP applicants should work closely with their academic advisor to ensure they are meeting all requirements according to their IDP course of study.

Doctor of Psychology (PsyD) Curriculum

Chatham University's Doctor of Psychology in Counseling Psychology (PsyD) is accredited by the American Psychological Association (APA). The PsyD in Counseling Psychology program prepares future psychologists to be globally-conscious and environmentally-aware agents of change with individuals and systems, promoting sustainable health and well-being of individuals, families, and communities. The Chatham PsyD is distinctive for its focus on promoting sustainable health and well-being, focusing on individuals, families, and communities, informed by the science of psychology. A hallmark of the Chatham PsyD program is its recognition of the complex relationship between the well-being of individuals and the diverse environments touching their lives – families, schools, workplaces, communities, the natural world, and even national and global conditions.

The PsyD program requires a minimum of 106 total semester hours, including 85 semester hours of coursework, 12 semester hours of practicum, 6 semester hours of dissertation credit, and 3 semester hours of pre-doctoral internship. All students must complete a minimum of 76 credits at Chatham. Chatham no longer requires 6 specific prerequisite courses for admission into the PsyD program. There are now certain pre-requisite courses attached to specific advanced doctoral courses. Students can take electives in place of coursework that has been waived at admissions or just as supplemental courses that they wish to include in their academic studies.

*Course sequencing may change to be in compliance with changing accreditation requirements. Students in the program will be notified promptly of any changes.

Program Requirements

Required Courses

PSY501 Foundations of Counseling Psychology

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. **3**

PSY503 Applied Biological Psychology

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. **3**

PSY555 Statistics and Research Methods

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 **3**

PSY617 Psychology of Culture and Identity

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. **3**

PSY627 Vocational/Career Counseling

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. **3**

PSY629 Human Development across the Life Span

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. **3**

PSY642 Assessment

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, psycho-physiological strategies, psychological tests related to various diagnostic groupings, and program evaluation. **3**

PSY657 Psychopathology & Resilience

The course provides an overview of psychopathology. Students learn to recognize the complex biological, cultural, and environmental contributors to mental illness, and to diagnose mental disorders using standarized criteria. Students will also **3**

study the concept of resilience and its role in contributing to health and well-being.

PSY658 Evidence-Based Practice

This course provides an introduction to evidence-based practice in applied psychology, emphasizing a counseling psychology perspective to understanding human problems. The course focuses on the methodological issues in developing an empirical basis for psychological treatments, and understanding the evidence base for treatment, therapist, client, and therapeutic relationship effects. **3**

PSY662 Theories and Techniques of Counseling

This course explored a variety of counseling theories and techniques to provide a foundation for the practice of professional counseling from a culturally sensitive perspective. The course emphasizes current professional research and practice related to counseling theories and techniques, and provides opportunities for skill practice. **3**

PSY672 Group Counseling

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. **3**

PSY674 Foundations of Family Therapy

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. **3**

PSY681 Professional Integration Seminar

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. **3**

PSY706 History of Psychology

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 **3**

individuals, families, and communities.

PSY707 Social Psychology

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. **3**

PSY708 Cognitive & Affective Bases of Behavior

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 inhuman activities will be examined. Affect will be examined through review of early attachment relationships, emotional regulation, and social-emotional processes. **3**

PSY709 Intellectual Assessment

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. **3**

PSY711 Multicultural & Diversity Issues in Counseling Psych

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. **3**

PSY712 Advanced Research Design

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. **4**

PSY714 Personality Theory and Assessment

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 **3**

interviewing techniques, personality inventories, projective tests.

PSY715 Ethical Issues in Counseling Psychology

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. **3**

PSY716 Psychometrics

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. **2**

PSY780 Professional Seminar in Counseling Psychology

This seminar explores the history of counseling psychology, professional identity, professional organizations, diverse populations, research and publishing, training issues, and professional ethics. Students will explore the scientific foundations of the counseling psychology profession and application of that foundational knowledge in counseling interviews. **3**

PSY806 Supervision and Leadership

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. **3**

PSY807 Biopsychology

This course focuses on the development of the brain and nervous system, interconnections between the human body's biological systems, and types and mechanisms of psychopharmacological interventions for psychological disorders. **3**

PSY810 Advanced Data Analysis

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 **4**

PSY815 Organizations, Communities, and Consultation

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. **3**

PSY816 Health Psychology Practice

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. **3**

Coursework Credits = 85

Additional Degree Requirements

Practicum

PSY746 Practicum I

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. **3**

PSY750 Practicum II

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. **1**

PSY840 Practicum III

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. **1**

Note: Field placements completed at the Masters level cannot be used to meet the requirement for doctoral field placement.

Practicum Credits Total = 12

Dissertation

PSY862 Dissertation I

These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology. **3**

PSY683 Dissertation II

These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology. **1 - 3**

Required Dissertation = 6 Credits
Required Internship = 3 Credits
Total Credits = 103

Elective Courses

PSY530 Introduction to Sport and Exercise Psychology

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. **3**

PSY602 Sport and Exercise Psychology Interventions

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. **3**

PSY621 Advanced Seminar in Diversity Issues

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. **3**

PSY632 Positive Psychology

Positive Psychology is the study of how humans do well and flourish. This course is an introduction to positive psychology theories and techniques. Didactic, experiential, and interactive elements will be used to explore concepts, research, interventions, and exercises that positive psychology has contributed to the larger field of psychology. **3**

PSY662 Theories and Techniques of Counseling

This course explored a variety of counseling theories and techniques to provide a foundation for the practice of professional counseling from a culturally sensitive perspective. The course emphasizes current professional research and practice **3**

related to counseling theories and techniques, and provides opportunities for skill practice.

PSY665 Addictions Counseling

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. **3**

PSY668 Crisis, Trauma and Recovery

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. **3**

PSY671 Mindfulness Counseling

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. **3**

PSY673 Couples Counseling

This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories. **3**

PSY676 Counseling Children and Adolescents

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. **3**

PSY677 Grief Counseling

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. **3**

PSY678 Risk and Resilience in Childhood

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. **3**

PSY693 Independent Study

3

Doctor of Psychology (PsyD) Learning Outcomes

Chatham University's Psy.D. in Counseling Psychology program is committed to the following goals and objectives:

1. **Goal 1: To develop entry level counseling psychologists who are capable of practicing ethically and capably within the bounds of their competence. Thus, we seek to develop the professional skills of our students such that each is able to...**
    1. **Objective A**: demonstrate understanding of basic areas of professional psychology
    2. **Objective B**: apply psychological principles to effective assessment, intervention, and evaluation activities
    3. **Objective C**: function in a professional and ethical manner in all professional activities
2. **Goal 2: To develop scholars who have a working knowledge of the science of psychology. Thus, we seek to develop the professional skills of our students such that each is able to...**
    1. **Objective D**: demonstrate the ability to engage in scholarly inquiry activities and to disseminate the results of the inquiry
    2. **Objective E**: demonstrate the ability to apply the results of scholarly inquiry to practice
3. **Goal 3: To produce graduates with a well-developed professional identity as counseling psychologists, including awareness and appreciation of context, development, and strength-based interventions. Thus, we seek to develop the professional skills of our students such that each is able to…**
    1. **Objective F**: demonstrate understanding of the impact of multiple contexts on human behavior
    2. **Objective G**: demonstrate understanding of theories and techniques of developmentally-based health promotion and intervention for individuals, systems, and communities
    3. **Objective H**: appreciate the role of individual and cultural differences and diversity in human development and behavior

Please see the Goals, Objectives, and Competencies for detailed information about Competencies.

Doctor of Psychology (PsyD) Admission Requirements

Application Requirement

Applicants to the PsyD program must submit the following information to the Office of Admissions for review:

- Completed online application
- Official transcripts from all colleges and universities attended
- Official GRE test scores (General test only) - Chatham Code 2081
- Curriculum vitae or resume
- Minimum of three (3) letters of recommendation from previous faculty or employers
- Admissions essay - Provide three to five double spaced pages or 750-1,250 words on what has led you to pursue doctoral study in psychology and how do you hope this study will shape your future, and describe your thoughts about how change occurs in people and what the change process involves.

Admissions Materials may be submitted to:
Chatham University
Office of Graduate Admission
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: graduate@chatham.edu

International Applicants

International Applicants to the Doctor of Psychology program must submit additional documentation to the Office of Admissions.

A list of these documents can be found on the Graduate Admissions Requirement for International Students page.

Pre-requisites

- Master's degree in counseling, psychology, or related field (36 credit hours minimum) ***or*** an undergraduate degree with a minimum of 15 undergraduate psychology credit hours
- 3.5 minimum undergraduate GPA (with Bs or above in psychology coursework), and;
- 3.2 minimum graduate GPA (if applicable)
- Interview - by invitation only

Important Dates

Applicants who wish to be considered for Fall 2019 entry should have all pieces of their applications

submitted by **December 15, 2018**. Applicants will be notified by mid-January regarding selection to participate in full-day program interviews, which are scheduled for Saturday, February 2nd and Friday, February 8th.

Admission Process

After verifying that the minimum academic requirements are met, the 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 admissions 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 achievement as well as their personal characteristics, attributes and experiences. As part of the holistic review, **Chatham reserves the right to request a background check prior to offer of admission.**

Applicants will be informed by the Office of Admissions about whether or not they have been accepted into the PsyD program.

The Falk School of Sustainability & Environment at Chatham University was founded in 2010 after the tremendous gift of the 388-acre Eden Hall Campus from the Eden Hall Foundation. One of the earliest schools of its kind in the country, the Falk School is a wellspring for leadership and education to overcome current and future sustainability challenges.

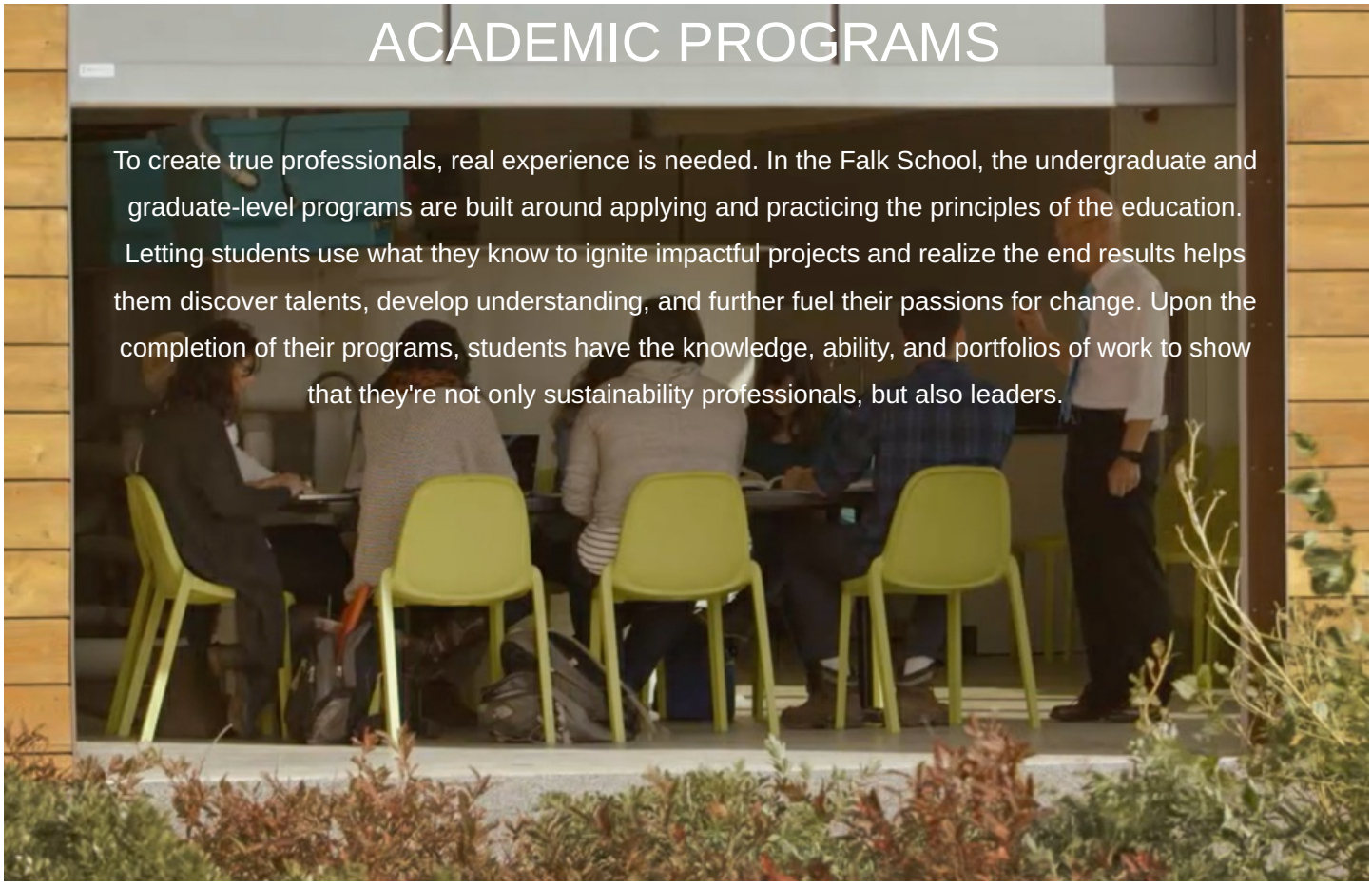
The development of the Falk School of Sustainability & Environment was inspired by the work of Chatham alumna **Rachel Carson '29**, whose knowledge about the environment and passion to preserve it are traits that drive the mission of the school. The academic programs in the Falk School are dedicated to producing professional sustainability leaders, and are currently admitting students at the bachelor's and master's levels with the: Master of Arts in Food Studies (MAFS), Master of Sustainability (MSUS), Bachelor of Sustainability (BSUS), the dual-degree Master of Sustainability-Master of Business Administration (MSUS-MBA), and the dual-degree Master of Arts in Food Studies-Master of Business Administration (MAFS-MBA).

From these programs, our students graduate with track records of applying the principles of sustainability to real-world

problems in a variety of areas to create positive results. All of our students, faculty, and staff engage in courses, projects, and careers that promote the professionalization of the fields and afford students experiences that evidence and translate to real-world progress.

UPCOMING EVENTS

Peace Corps | COVERDELL FELLOWS



BACHELOR OF SUSTAINABILITY (BSUS)

The Falk School has responded to challenging ecological and economic times with an innovative program: the **Bachelor of Sustainability**. As a graduate of our program, you can do more than tell employers what you're capable of doing; you'll be able to show them what you've done. **Read more »**

MASTER OF SUSTAINABILITY (MSUS)

The **Master of Sustainability** program in the Falk School prepares students with full-scale thinking to act upon our important local and large-scale global problems and be the agents of change that corporations, governments, and other organizations need to lead their sustainability initiatives. **Read more »**

MASTER OF ARTS IN FOOD STUDIES (MAFS)

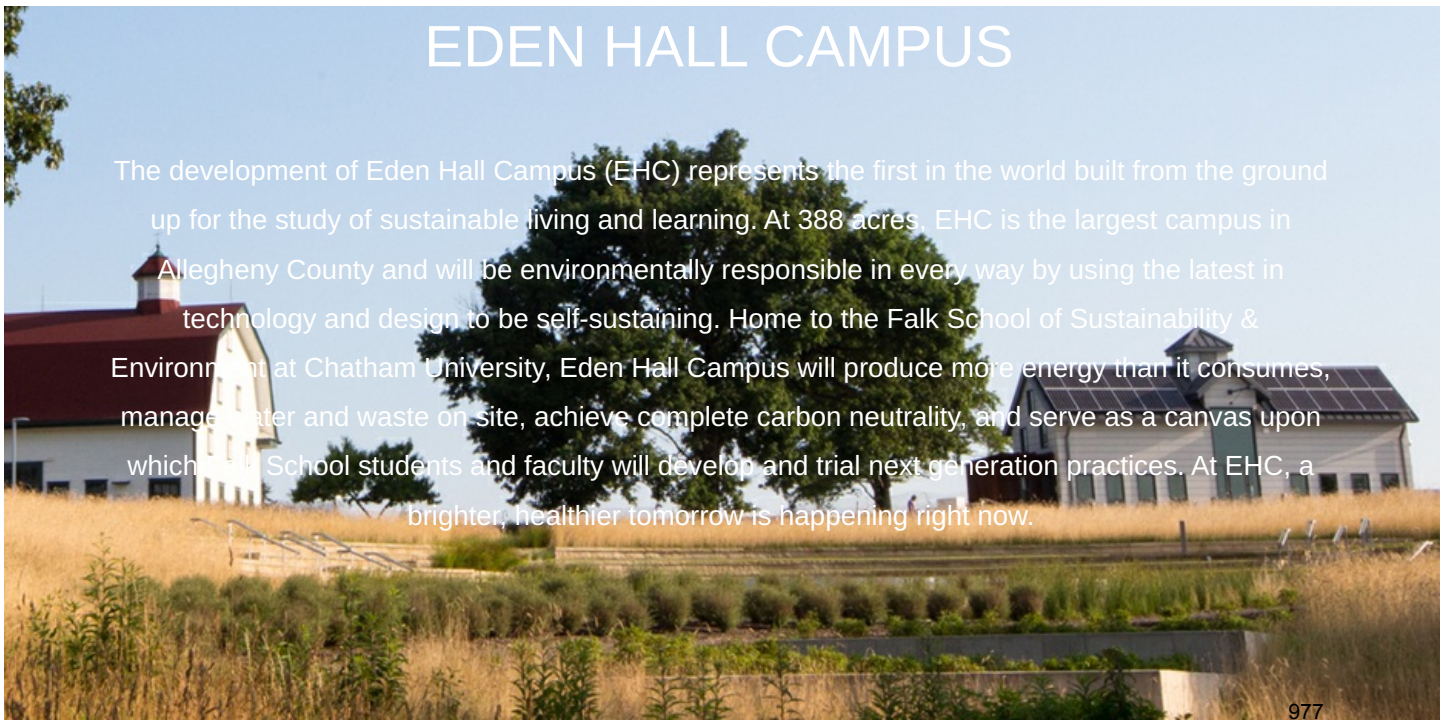
The **Masters of Arts in Food Studies** emphasizes a holistic approach to food systems, from agriculture and food production to cuisines and consumption, providing practical experience from field to table. One of the greatest attributes our food studies education supplies is deep understanding. **Read more »**

DUAL DEGREE MSUS-MBA

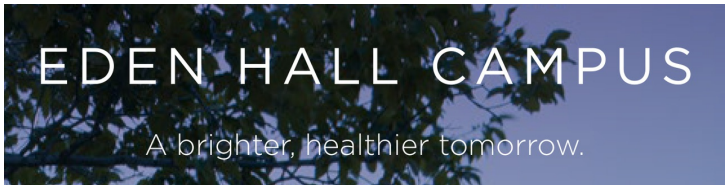
The Master of Sustainability program, in partnership with Chatham's MBA program, has developed a dual degree program that positions graduates for sustainability management and leadership in sustainable business sectors.
Read more »

DUAL DEGREE MAFS-MBA

The Food Studies - MBA program provide breadth and depth in food studies, business, and sustainable business, equipping all students with a holistic understanding of food systems and business skills.
Read more »



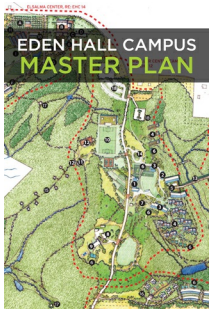
A BRIGHTER, HEALTHIER TOMORROW



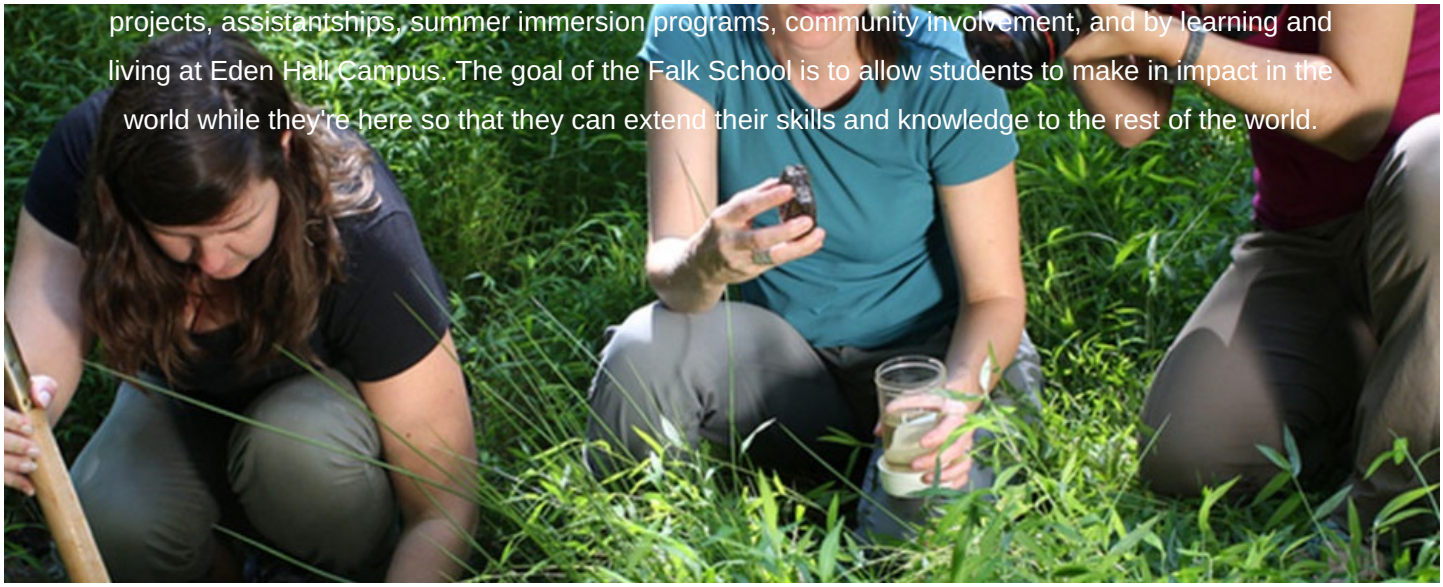
There's a lot ongoing and planned for Eden Hall, and it all starts with Chatham's work in sustainability. Learn more about Chatham's history of sustainability leadership that has driven plans for our ultra-green campus. **Download Booklet »**

EDEN HALL CAMPUS MASTER PLAN

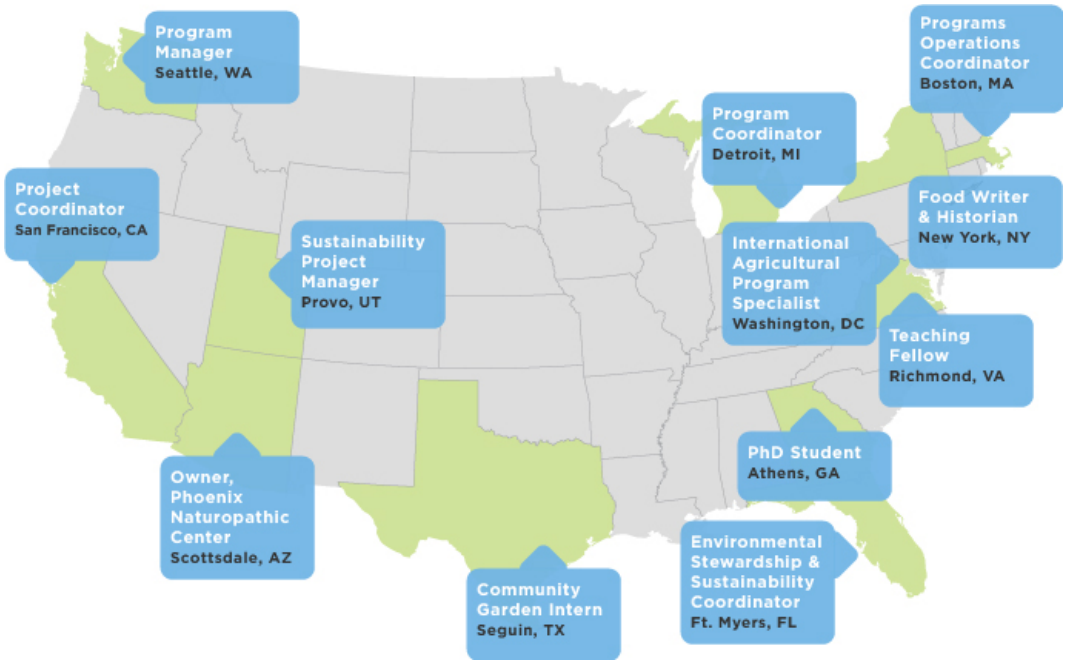
From the very beginning, the design of Eden Hall Campus was meant to be revolutionary. Each classroom building, venue, residential space, and outdoor area ensures full campus sustainability and functions so that students don't just learn about sustainability, but live it every day. Review that full plans for Chatham's sustainable campus in the North Hills of Pittsburgh. **Download Master Plan »**



EDEN HALL CAMPUS PHOTOS



FALK SCHOOL ALUMNI



Whether in Pittsburgh or beyond, the opportunities for careers in sustainability fields are growing for the types of leaders the Falk School is educating. Graduates from Falk School programs are finding this out as they make impactful careers in a variety of industries. Learn more »

EDEN HALL FELLOWS SCHOLARSHIP PROGRAM

The Eden Hall Fellows program is open to all graduate students in the Falk School of Sustainability & Environment who can show they are committed to carrying on the legacy of Sebastian Mueller's achievements in business, social entrepreneurship, and commitment to improving the quality of life in our region.

Five new and five returning Falk School students are eligible for the scholarships on a yearly basis. **Learn more »**

ASSISTANTSHIPS AND WORK-STUDY

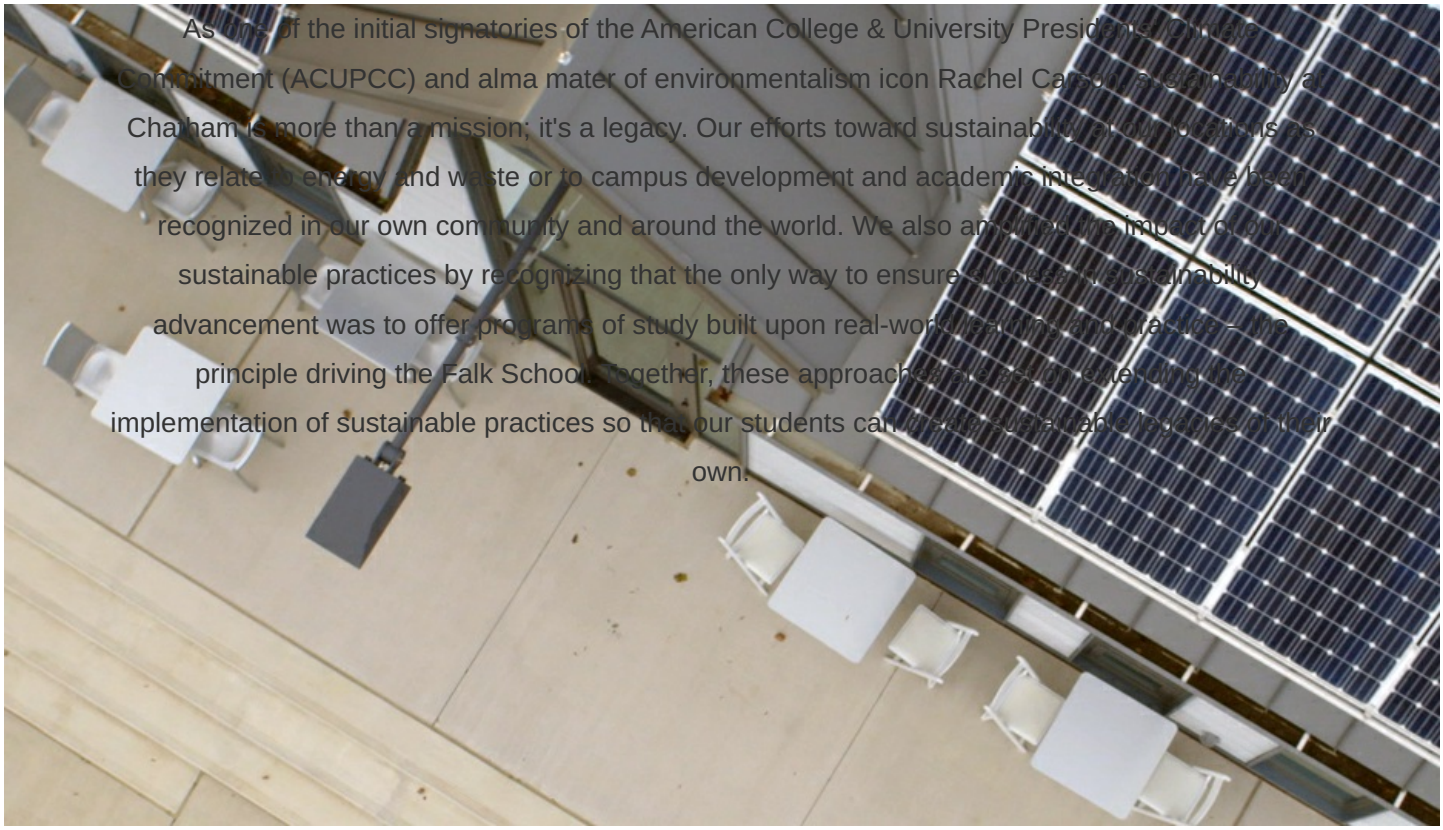
Students can save money off their educations, earn money, and gain valuable experiences with Assistantships and Work-Study opportunities through the Falk School and Chatham University. **See examples of these opportunities »**

SUMMER FELLOWSHIP PROGRAMS

As a Summer Sustainability Fellow, select MSUS students will be guaranteed $5,000 income for their summer placements. These opportunities may be either student acquired or come from one of the Falk School's developed placements with organizations working on various sustainable projects. The Falk Summer Fellowship program is competitive, with priority given to applicants who express a preference in international and/or community development contexts. **Learn more »**

SUSTAINABILITY UNDERGRADUATE RESEARCH

FOOD STUDIES STUDENT PROFILE



"The capacity of society to meet its current needs without compromising the ecological, social, and economic systems on which society will rely for meeting future needs."

– Definition of sustainability *adopted by Chatham's Board of Trustees, October 2008*

SUSTAINABILITY AWARDS

- **THE PRINCETON REVIEW GREEN HONOR ROLL**

  Chatham was twice consecutively named to *The Princeton Review*'s "GuideGreen Honor Rolls (2012, 2013) for receiving the highest possible Green Rating score and is annually featured as a top school in its "Guide to 322 Green Colleges."

- **SECOND NATURE CLIMATE LEADERSHIP AWARD**

  The prestigious Climate Leadership Award (2013) from Second Nature given for demonstrating innovative and advanced leadership in education for sustainability and climate mitigation and adaptation.

- **STARS (Sustainability Tracking and Rating System) Gold Rating** (2015) from the Association for the Advancement of Sustainability in Higher Education (AASHE) in recognition of sustainability achievements.

- **International Sustainable Campus Network (ISCN) Sustainable Campus Excellence Award** (2013) in recognition of Chatham's efforts to integrate sustainability into and across curriculum and practice in innovative and effective ways.

- **U.S. EPA Green Power Conference Champion** (2012-2013) for using more green power than any other school in the President's Athletic Conference.

- **Tree Campus USA** (2012, 2013, 2014, 2015) from the Arbor Day Foundation for its commitment to effective urban forest management and engaging staff and students in conservation goals.

- **"Cool School"** from the Sierra Club/*Sierra* Magazine in recognition of weaving sustainability into Chatham's culture and upholding high environmental standards. Chatham has been named a Top 25 "Cool School" for three consecutive years (2013, 2014, 2015).

OFFICE OF SUSTAINABILITY

Chatham's Office of Sustainability is the administrative home of all campus sustainability projects, working to move the

University to full carbon neutrality. We coordinate with our departments, faculty, and student groups to take steps toward a more sustainable living, learning, and working campus community. **Learn more.**

CAMPUSES

SHADYSIDE

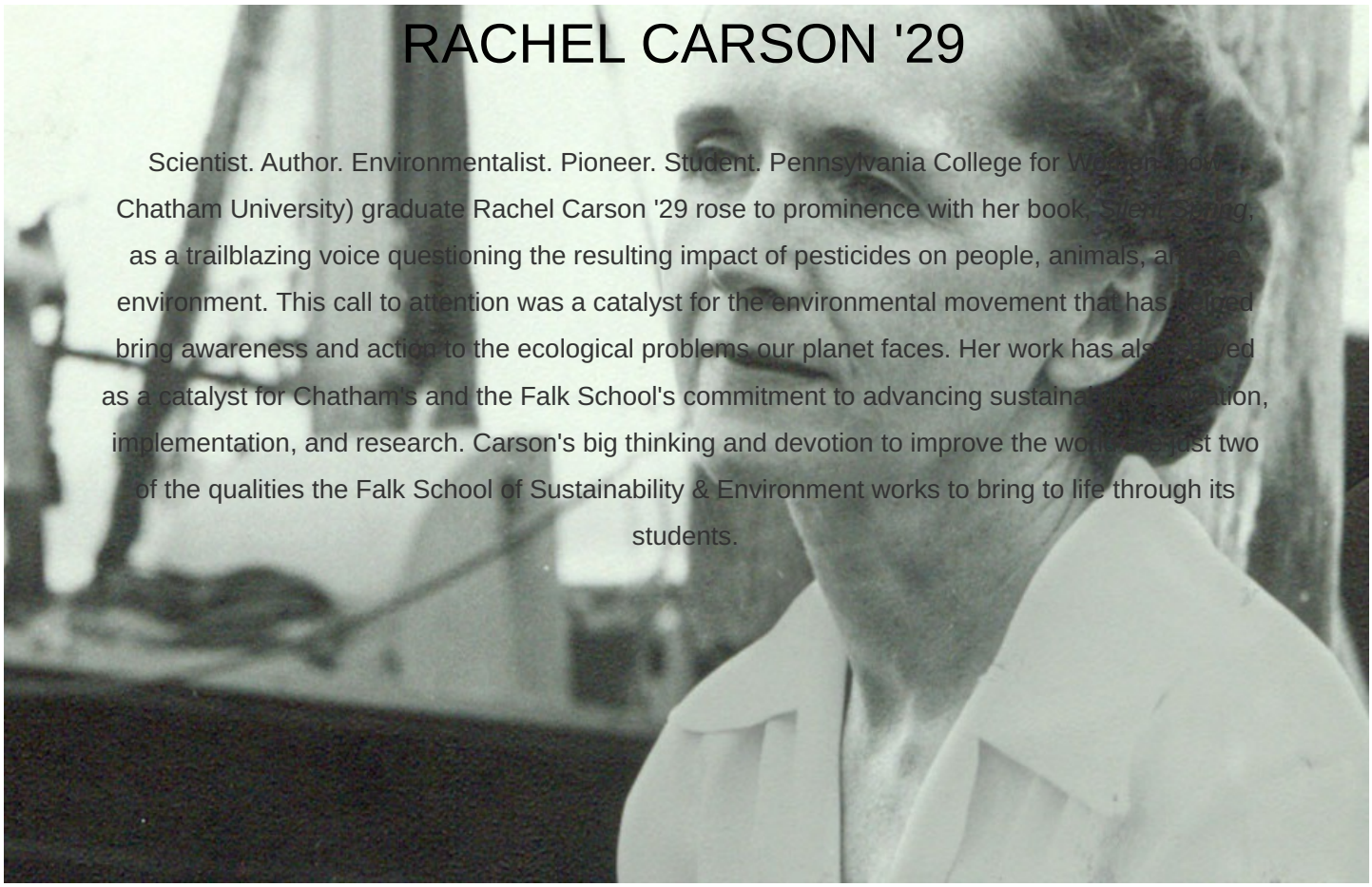
Chatham's urban Shadyside Campus is located minutes from downtown Pittsburgh and is nestled in the Chatham Arboretum, a 39-acre woodland recognized as a Tree Campus USA by the Arbor Day Foundation. **Learn more.**

EASTSIDE

Chatham Eastside is a LEED-Silver facility home to some of our expanding graduate programs. It's located in developing East Liberty, one of Pittsburgh's fastest-growing and most historic neighborhoods. **Learn more.**

EDEN HALL CAMPUS

Eden Hall is our newest campus built from the ground up on the principles of sustainability. The campus harnesses energy from the sun and heat from the ground, and manages a portion of water and waste on site. **Learn more.**



RACHEL CARSON '29

Scientist. Author. Environmentalist. Pioneer. Student. Pennsylvania College for Women (now Chatham University) graduate Rachel Carson '29 rose to prominence with her book, *Silent Spring*, as a trailblazing voice questioning the resulting impact of pesticides on people, animals, and the environment. This call to attention was a catalyst for the environmental movement that has worked to bring awareness and action to the ecological problems our planet faces. Her work has also served as a catalyst for Chatham's and the Falk School's commitment to advancing sustainability education, implementation, and research. Carson's big thinking and devotion to improve the world are just two of the qualities the Falk School of Sustainability & Environment works to bring to life through its students.

RACHEL CARSON'S LEGACY

The legacy of Chatham graduate Rachel Carson '29 is something we hold very dear. We strive to uphold her ideals every day, from conservation efforts across all of our campuses to the advancement of sustainability in academics with the Falk School of Sustainability & Environment and development of Eden Hall Campus. The passion with which we advance these measures reflects the passion she exhibited through her lifelong work in science, sustainability, and social justice. And as her alma mater, we consider the pursuit of our esteemed alumna's vision for the world a proud part of the Chatham legacy.

RACHEL CARSON INSTITUTE

Founded in 1987, the Rachel Carson Institute at Chatham University was founded to honor the legacy of our distinguished alumna. RCI is an internationally focused center for outreach, education, and research around the principles of systems thinking and multidisciplinary investigation that marked Carson's work.

Woodland Road | Pittsburgh, PA 15232 | Main: 412-365-1100 | Admission: 800-837-1290

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Associate Professor, Food Studies Director, Center for Regional Agriculture Food and Transformation (CRAFT)

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Associate Professor of Business Coordinator of Data Analytics & MIS

Katie Cruger Ph.D.
Assistant Professor, Communication and Program Director, Communication & Professional Writing

Deborah DeLong Ph.D.
Associate Professor of Marketing

Sherie Edenborn MT (ASCP), Ph.D.
Associate Professor of Biology

Sally Frey MA, Ph.D.
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Sherrie Flick MFA
Lecturer

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Aquatic Laboratory Director

Mary Whitney Ph.D.
Director, University Sustainability

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Falk School School of Sustainability & Environment

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Master of Arts in Food Studies (MA) Curriculum

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.

Program Requirements

Core Courses

15 credits

FST508 Food Systems

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 foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers. **3**

FST509 Food Access

If food is a basic human right, how do societies create universal access to food? What is the moral ethical basis for making citizens food secure in an age of global inequality? To what extent does providing food access need to consider culturally appropriateness, nutrition, and sustainability, and justice? **3**

FST510 Food, Culture, History

Provides an overview of food and diet in transnational history, emphasizing cultural impact of modernity of 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. **3**

FST520 Basic Agroecology

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST698 Thesis/Project

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. **1**

FST620 Research in Food and Agriculture

This course assists students developing a research, educational, public policy, or advocacy project in sustainable farming. Participants study a practical and current sustainable food and/or farming problem, review the literature related to the problem, develop management tactics and strategies to address the problem, and communicate their conclusions. Goal is to develop a research plan and project outcomes for a Masters thesis or project. **2**

FST502 Essential Readings in Food and Agriculture

This class provides grounding in essential texts in the contemporary understanding of food and agriculture. Readings include key food histories, journalism, critical nutrition and food industry writers, and agriculture and environmental treatise. Class will meet monthly to analyze texts. Students will contribute to forum and blog discussions throughout the year. **1**

At least 1 credit of methods including

FST522 GIS: Food and Agriculture

This course provides students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and demonstrates its use in the public sectors related to food, agriculture, and resource use. Students will have the flexibility to focus on their particular area of interest through project work. **3**

FST600 Oral History Intensive

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. **1**

FST613 Community Research: Food and Health

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. **1**

FST621 Applied Methods

This course provides an introduction to Q methodology, a quantitative/qualitative technique used for understanding diverse perspectives on issues. Students will learn about Q and conduct an independent research project that allows them to practice the technique from conceptualization through analysis. **1**

Applied Electives

10 credits

FST520L Growing Sustainably Lab

This course is a co-requisite to FST520, Growing Sustainably, and comprises the experiential lab component of the course. Students will engage in sustained research on sustainable agricultural projects, from biodynamic methods to soil or pest management comparatives. Course may be taken up to four times for credit. **1**

FST524 Greenhouse Production

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. **3**

FST527 Permaculture

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. **3**

FST528 Tree Care

This course provides an introduction to arboriculture, tree climbing and pruning. The class will teach proper tree pruning and the basics of climbing, as well as basic equipment safety, applicable to tree work in urban or agricultural settings, and an introduction to work as an arborist. **3**

FST531 Sustainable Fermentation

Through hands-on production, tastings, lectures, students learn basics of fermentation,winemaking principles and practices, sensory evaluation through tastings, viticulture history, wine regions and types, winemaking methods, chemistry and winery operations. Local production includes root beer, beer, sake, local mead and vinegar. Emphasis will be on sustainable viniculture practices and local/global links. **3**

FST532 Sustainable Meat Production

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. **3**

FST608 Culture and Culinary Grains **3**

FST609 Dairy: From Pasture to Plate

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. **3**

FST614 New Product Development

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. **3**

FST 619 - Cultivating the Midwest: Corn and Soybeans (3)

FST622 Advanced New Product Development

This course explores new product development process from ideation to market. Students study methodologies and practices of product development in a Consumer Packaged Goods firm. Focus for the advanced course includes consumer testing, packaging development, and production process to develop and bring to market a liqueur sold by Pittsburgh Distilling. **3**

FST624 Chocolate: Politics and Pleasure

This course will explore chocolate as a global product including history and culture, agriculture (growing trees, processing beans), direct/fair trade, labor and justice, health, chocolate production, sales, marketing, and sustainability. Experiential components include chocolate making, tempering; culinary practices, and site visits to chocolate manufacturers, culminating in the design and marketing of a sustainable chocolate product. **3**

FST683 Special Topics **3**

FST691 Internship

Internship placement will focus on local nonprofits, advocacy group, 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). **1**

FST692 Internship

Internship placement will focus on local nonprofits, advocacy group, 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). **2**

FST693 Field Work Practicum

Students engage in semester long field work and internships. Class meetings address ethical, logistical, and intellectual issues of community-based work in Food Studies. Site-based project development and implementation occurs in supervised and collaborative settings. Individual meetings with professor provide career development and advance research proposal skills. **3**

Students must complete a total of at least 3 internship credits

Science Electives

3 credits

FST512 Practical Nutrition

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. **3**

FST504 Food Science Principals

We will study scientific literature on nutrient availability before and after cooking, learn about chemical and physical and visual changes to food through various storage and cooking methods and investigate our sensory responses to certain foods in various types of physical and cultural settings. **3**

LAR534 Soil Science

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. **3**

FST607 Sustainable Consumption **3**

Concentration Electives

12 credits, chosen from the following:

FST505 Food and Representations

Food is elemental to survival, culture, home, and subjectivity - to rituals of love, oloss, and celebration. Focusing on representations of food and eating in spiritual narratives, epic texts, myth, novels, and film, this class examines the cultural work food performs along with the varying meanings assigned to food and eating. **3**

FST515 Writing About Food

Students will develop technique 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. **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

FST522 GIS: Food and Agriculture

This course provides students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and demonstrates its use in the public sectors related to food, agriculture, and resource use. Students will have the flexibility to focus on their particular area of interest through project work. **3**

FST526 Agriculture: Systems of Practice

Students explore alternative agriculture practices used in farm management and compare local alternatives such as "Certified Organic", "Certified Naturally Grown', "Permaculture" and "Biodnamic" 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. **3**

FST603 Food Journeys **3**

FST605 Food and Climate Change

This course considers the relationship between Earth's changing climate and the human production and consupmtion of food. With attention to current theories and case studies, students will develp a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice. **3**

FST611 Religion, Community, and Food

This course explains the waqys 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. **3**

FST612 Food, Commerce, and Culture in Japan

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. **3**

FST615 Food, Labor, and Inequality

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. **3**

FST620 Research in Food and Agriculture

This course assists students developing a research, educational, public policy, or advocacy project in sustainable farming. Participants study a practical and current sustainable food and/or farming problem, review the literature related to the problem, develop management tactics and strategies to address the problem, and communicate their conclusions. Goal is to develop a research plan and project outcomes for a Masters thesis or project. **2**

FST625 U.S. Agricultural Policy

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. **3**

FST640 Sustainable Community Development

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. **3**

FST683 Special Topics **3**

Electives not listed must be in area of student's primary concentration area, and should be selected in consultation with the Advisor and/or Program Director. if additional classes are taken from the "Applied Electives" and "Science Electives" categories, they can count towards your general electives if approved by your Advisor and/or Program Director.

Master of Arts in Food Studies (MA) Learning Outcomes

Interdisciplinary breadth: Graduates will have the ability to articulate and integrate knowledge and skills across and within a variety of disciplines, particularly as these skills relate to the historical and contemporary organization of food provision and consumption.

Systems knowledge: Graduates will have a command of food systems as a conceptual and practical tool for understanding the connections between agriculture and food production, social configurations, cultural meanings, and environmental conditions. This goal includes understanding and applying various research methods to real-world problems.

Experiential learning: Graduates will form a direct relationship with the subject matter – the production of food – by participating in a wide variety of practical and applied situations. Mastery of technique, while significant in its own right, will connected back to intellectual growth by evaluating its benefit to specific communities and by incorporating the experience into project outcomes.

Community building: Graduates will work as liaisons and collaborators in community-based projects, both in directed coursework and in internship and field experiences. Emphasis will be on task negotiation, network development, social interaction, and cultural acumen.

Communicative competence: Graduates will demonstrate ability to use history, ethics, culture, and empirical data to document and evaluate food systems through oral, written, and multi-modal means of representation.

Methodological depth: Graduates will design and carry out research projects after evaluating the effectiveness and applicability of various social scientific methods. By implementation, students will articulate research questions, assess the strengths and weaknesses of different research design and collection methods. Includes the ability to address cultural and ethical issues, evaluate existing studies and

Applied scientific literacy: Graduates will grasp basic scientific principles, empirical methods, and evaluative criteria in the biological and physical sciences. The goal is for students to analyze and evaluate empirical research for context-specific applications and communicate that data for a variety of audiences.

Technical competence in food production: Students will gain basic experience in growing, producing, and cooking food. From soil testing to knife skills, graduates will grasp the specific material competencies related to agriculture and cooking.

Comprehensive awareness of sustainability: Graduates will be versed in the complexities of defining and enacting sustainable practices related to food production and consumption. Using a systems analysis, they will be able to map the relationships between environment, social life, and sustenance.

Master of Arts in Food Studies (MA) Admission Requirements

The following are requirements of admission to the Master of Food Studies program:

- 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
- 2 letters of recommendation preferably from an academic source
- Curriculum vitae or resume
- Personal statement -- both stating your experiences and interests in food, sustainability and/or agriculture and your reasons for pursuing a graduate degree
- Additional writing sample submission encouraged but optional
- Completed Application Form, which can be found at http://apply.chatham.edu/graduate.

Admission Deadlines

- Priority Deadline for Fall - **February 1** (all application materials must be received by this date for first consideration of fellowships/assistantships)
- Regular Application Deadline for Fall - **June 15**
- Regular Application Deadline for Spring - **November 1**

Accelerated Master of Food Studies EARTH (MA) Curriculum

This program is designed for students who have taken sufficient relevant credits at a high enough level, in their bachelors and previous education, to complete a masters of Food Studies in one year with the minimum requirement of 31 credits. The program includes core course requirements (10 credits) in food systems, food access and research methods. Each student will complete a minimum of six classes (18 credits) demonstrating knowledge and experience in food studies in a focused area of expertise. Area of expertise include but is not limited to: food politics, food market and marketing, sustainable agriculture, and food writing and communication. Finally each student will undertake a summer internship (3 credits) working with a US-based organization, including businesses, not-for-profit organizations, and government. Most opportunities will be in the Southwestern Pennsylvania area. Students in the program will obtain an understanding of how food is grown, treated, harvested, sold, purchased, consumed, shared, and disposed of. As well as an understanding of the impact it has on its suppliers, consumers, and environment.

Program Requirements

Major Requirements

10 credits including tutorial

FST508 Food Systems

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 foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers. **3**

FST509 Food Access

If food is a basic human right, how do societies create universal access to food? What is the moral ethical basis for making citizens food secure in an age of global inequality? To what extent does providing food access need to consider culturally appropriateness, nutrition, and sustainability, and justice? **3**

FST620 Research in Food and Agriculture

This course assists students developing a research, educational, public policy, or advocacy project in sustainable farming. Participants study a practical and current sustainable food and/or farming problem, review the literature related to the problem, **2**

develop management tactics and strategies to address the problem, and communicate their conclusions. Goal is to develop a research plan and project outcomes for a Masters thesis or project.

FST510 Food, Culture, History

Provides an overview of food and diet in transnational history, emphasizing cultural impact of modernity of 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. **3**

Electives

Six electives (18 credits)

FST513 Integrated Seminar in Applied and Environmental Microbiology

This course will provide a forum for interdisciplinary learning and discussion in the core areas of applied and environmental microbiology. Students will analyze case studies based on real-world issues, use evidence-based practice to devise solutions to applied problems, and develop communication skills to convey disciplinary knowledge to different audiences. **3**

FST605 Food and Climate Change

This course considers the relationship between Earth's changing climate and the human production and consupmtion of food. With attention to current theories and case studies, students will develp a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice. **3**

SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. **3**

SUS605 Leadership for Transitions to Sustainability

This class builds a foundation for sustainability management through exploration of Transition Management, a methodology for sustainable innovation. Students study innovation management, learn steps in managing a transition through analyzing systemic socio-technical problems, learn to develop potential solutions, and **3**

understand the organizational and societal structures necessary to support long-term change.

SUS516 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders. **3**

SUS521 Ecotoxicology and Environmental Health

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. **3**

SUS640 Sustainable Community Development

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. **3**

SUS622 Engaging Animals

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. **3**

FST520 Basic Agroecology

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST575 Field Ecology

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. **3**

FST505 Food and Representations

Food is elemental to survival, culture, home, and subjectivity - to rituals of love, oloss, and celebration. Focusing on representations of food and eating in spiritual narratives, epic texts, myth, novels, and film, this class examines the cultural work food performs along with the varying meanings assigned to food and eating. **3**

FST512 Practical Nutrition

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. **3**

FST513 Integrated Seminar in Applied and Environmental Microbiology

This course will provide a forum for interdisciplinary learning and discussion in the core areas of applied and environmental microbiology. Students will analyze case studies based on real-world issues, use evidence-based practice to devise solutions to applied problems, and develop communication skills to convey disciplinary knowledge to different audiences. **3**

FST605 Food and Climate Change

This course considers the relationship between Earth's changing climate and the human production and consupmtion of food. With attention to current theories and case studies, students will develp a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice. **3**

FST609 Dairy: From Pasture to Plate

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. **3**

FST615 Food, Labor, and Inequality

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. **3**

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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. **3**

FST524 Greenhouse Production

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. **3**

FST608 Culture and Culinary Grains **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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 **3**

target markets, niche marketing, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. 3

FST532 Sustainable Meat Production

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. 3

FST603 Food Journeys 3

FST607 Sustainable Consumption 3

FST611 Religion, Community, and Food

This course explains the waqys 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. 3

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This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. 3

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This class builds a foundation for sustainability management through exploration of Transition Management, a methodology for sustainable innovation. Students study innovation management, learn steps in managing a transition through analyzing systemic socio-technical problems, learn to develop potential solutions, and understand the organizational and societal structures necessary to support long-term change. 3

SUS516 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR 3

(Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders.

BUS570 Global Business

This course introduces students to 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. **3**

BUS641 Sustainable Supply Chain Management

This course provides students with an understanding of how supply chain works, 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 include: packaging, transportation, energy use, and waste. **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

SUS562 Economics of the Environment

This course is designed to introduce you to how economists think about the environment. The theory of externalities and market failure provide the basis for applying microeconomic concepts to the study of environmental issues. Analytical tools, particularly cost-benefit analysis, are explained and applied to problems with environmental dimensions. **3**

Internship

3 credits

Each student is expected to complete a three credit internship, in the region, in the summer after their two semesters of course work.

Accelerated Master of Food Studies EARTH (MA) Learning Outcomes

Interdisciplinary breadth: Graduates will have the ability to articulate and integrate knowledge and skills across and within a variety of disciplines, particularly as these skills relate to the historical and contemporary organization of food provision and consumption.

Systems knowledge: Graduates will have a command of food systems as a conceptual and practical tool for understanding the connections between agriculture and food production, social configurations, cultural meanings, and environmental conditions. This goal includes understanding and applying various research methods to real-world problems.

Experiential learning: Graduates will form a direct relationship with the subject matter – the production of food – by participating in a wide variety of practical and applied situations. Mastery of technique, while significant in its own right, will connected back to intellectual growth by evaluating its benefit to specific communities and by incorporating the experience into project outcomes.

Community building: Graduates will work as liaisons and collaborators in community-based projects, both in directed coursework and in internship and field experiences. Emphasis will be on task negotiation, network development, social interaction, and cultural acumen.

Communicative competence: Graduates will demonstrate ability to use history, ethics, culture, and empirical data to document and evaluate food systems through oral, written, and multi-modal means of representation.

Methodological depth: Graduates will design and carry out research projects after evaluating the effectiveness and applicability of various social scientific methods. By implementation, students will articulate research questions, assess the strengths and weaknesses of different research design and collection methods. Includes the ability to address cultural and ethical issues, evaluate existing studies and

Applied scientific literacy: Graduates will grasp basic scientific principles, empirical methods, and evaluative criteria in the biological and physical sciences. The goal is for students to analyze and evaluate empirical research for context-specific applications and communicate that data for a variety of audiences.

Technical competence in food production: Students will gain basic experience in growing, producing, and cooking food. From soil testing to knife skills, graduates will grasp the specific material competencies related to agriculture and cooking.

Comprehensive awareness of sustainability: Graduates will be versed in the complexities of defining and enacting sustainable practices related to food production and consumption. Using a systems analysis, they will be able to map the relationships between environment, social life, and sustenance.

Accelerated Master of Food Studies EARTH (MA) Admission Requirements

The following are requirements of admission to the Master of Food Studies program:

- 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
- 2 letters of recommendation preferably from an academic source
- Curriculum vitae or resume
- Personal statement -- both stating your experiences and interests in food, sustainability and/or agriculture and your reasons for pursuing a graduate degree
- Additional writing sample submission encouraged but optional
- Completed Application Form, which can be found at http://apply.chatham.edu/graduate.

Admission Deadlines

- Priority Deadline for Fall - **February 1** (all application materials must be received by this date for first consideration of fellowships/assistantships)
- Regular Application Deadline for Fall - **June 15**
- Regular Application Deadline for Spring - **November 1**

Master of Arts in Food Studies & Master of Business Administration (MAFS/MBA) Curriculum

Through this program, students earn both the Master of Arts in Food Studies and the Master of Business Administration. It includes core courses in both business and food studies, and courses that provide breadth and depth in food studies, business, and sustainable business. The degree requires 51 credits, and is designed to be completed by full time students in five semesters (includes fall, spring, and summer semesters). An optional first summer is offered for students who require prerequisites or simply want more time to take classes.

Students are expected to maintain full-time enrollment.

Each student also completes a thesis or project in Food Studies. The common preparatory courses provide all students with disciplinary training in natural and social sciences and business. Students gain a holistic understanding of food systems and traditional business skills. Internships and directed study in community settings are encouraged. Graduates will be uniquely prepared to work in various aspects of food systems in the real world.

Students meet all of the requirements for both the Master of Arts Food Studies and the Master of Business Administration. Please refer to those programs for details.

Program Requirements

Requirements

Students must meet all of the admission requirements for both the MAFS and MBA programs, and complete any prerequisite associated with either program. A total of 51 credits are required to earn the dual degree:

The MBA portion of the program consists of the following 24 credits

BUS576	**Sustainable Human Capital** Cultivate theoretical understanding and ethical and practical skills for managing human capital. Explore individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Analyze the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment.	**3**

BUS570 Global Business

This course introduces students to 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. **3**

BUS577 Information Systems and Analytics

This course explores the strategic management of technology, information, and people from a Chief Information Officer's (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, analytics, and Big Data are critically examined through cases and hands-on projects. **3**

BUS652 Managerial Accounting

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. **3**

BUS672 Corporate Finance

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. **3**

BUS671 Marketing Management

This course takes the Chief Marketing Officer's (CMO) perspective to explore marketing as a core business practice. Discussions focus on theories and principles for interfacing with customers, competitors, partners, and the external environment. Concepts are applied to planning and executing the conception, pricing, promotion, and distribution of goods and services. **3**

BUS698 Strategy and Entrepreneurship

"Develop strategies to gain and sustain competitive advantage. Examine the goals of an organization, the social, political, technological, economic, and global factors in the business environment, industry structure, market dynamics, and firm strengths and weaknesses. Develop and implement strategy across industries, and as an **3**

entrepreneur, through case analyses and simulations. "

BUS618 Economics for Managers

This course teaches how economic tools and techniques can be used to solve business problems. Economics describes why firms do what they do and points to business strategies. The course focuses on economic applications. The course provides an understanding of how economics influences marketing, management, and other business-related decisions. **3**

Required Core Total: 24

The FST portion of the program consists of the following 27 credits

FST502 Essential Readings in Food and Agriculture

This class provides grounding in essential texts in the contemporary understanding of food and agriculture. Readings include key food histories, journalism, critical nutrition and food industry writers, and agriculture and environmental treatise. Class will meet monthly to analyze texts. Students will contribute to forum and blog discussions throughout the year. **1**

FST508 Food Systems

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 foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers. **3**

FST509 Food Access

If food is a basic human right, how do societies create universal access to food? What is the moral ethical basis for making citizens food secure in an age of global inequality? To what extent does providing food access need to consider culturally appropriateness, nutrition, and sustainability, and justice? **3**

FST620 Research in Food and Agriculture

This course assists students developing a research, educational, public policy, or advocacy project in sustainable farming. Participants study a practical and current sustainable food and/or farming problem, review the literature related to the problem, develop management tactics and strategies to address the problem, and communicate their conclusions. Goal is to develop a research plan and project outcomes for a Masters thesis or project. **2**

FST510 Food, Culture, History

Provides an overview of food and diet in transnational history, emphasizing cultural impact of modernity of 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. **3**

FST520 Basic Agroecology

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST520L Growing Sustainably Lab

This course is a co-requisite to FST520, Growing Sustainably, and comprises the experiential lab component of the course. Students will engage in sustained research on sustainable agricultural projects, from biodynamic methods to soil or pest management comparatives. Course may be taken up to four times for credit. **1**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

SUS607 Applied Green and Social Innovation

The class helps students develop skills for managing innovation focusing on Food, Agriculture, Environmental and Social Product and Service innovations. Students will work with actual ideas and or start-ups from local incubators and entrepreneurs. The class focuses on helping students to develop skills to use innovations for solving major social and environmental problems. **3**

FST698 Thesis/Project

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. **1**

Required Core Total: 21

Electives (choose 6 credits)

FST607 Sustainable Consumption **3**

FST531 Sustainable Fermentation

Through hands-on production, tastings, lectures, students learn basics of fermentation,winemaking principles and practices, sensory evaluation through tastings, viticulture history, wine regions and types, winemaking methods, chemistry and winery operations. Local production includes root beer, beer, sake, local mead and vinegar. Emphasis will be on sustainable viniculture practices and local/global links. **3**

FST614 New Product Development

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. **3**

FST622 Advanced New Product Development

This course explores new product development process from ideation to market. Students study methodologies and practices of product development in a Consumer Packaged Goods firm. Focus for the advanced course includes consumer testing, packaging development, and production process to develop and bring to market a liqueur sold by Pittsburgh Distilling. **3**

FST603 Food Journeys **3**

FST625 U.S. Agricultural Policy

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 **3**

communities at local, national and global scales.

SUS581 Entrepreneurial Alternatives

The class examines alternative paths to entrepreneurship for students interested in owning and operating an existing business. There is an emphasis on food-related businesses (production/processing, distribution, retail). Students will learn about acquiring an existing business or franchise. Skills covered include selecting targets, evaluation, appropriate financial valuation, deal structuring, arranging financing and post-closing operations planning. **3**

FST608 Culture and Culinary Grains **3**

FST609 Dairy: From Pasture to Plate

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. **3**

FST624 Chocolate: Politics and Pleasure

This course will explore chocolate as a global product including history and culture, agriculture (growing trees, processing beans), direct/fair trade, labor and justice, health, chocolate production, sales, marketing, and sustainability. Experiential components include chocolate making, tempering; culinary practices, and site visits to chocolate manufacturers, culminating in the design and marketing of a sustainable chocolate product. **3**

FST532 Sustainable Meat Production

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. **3**

FST515 Writing About Food

Students will develop technique 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. **3**

FST683 Special Topics **3**

FST505 Food and Representations

Food is elemental to survival, culture, home, and subjectivity - to rituals of love, oloss, and celebration. Focusing on representations of food and eating in spiritual narratives, epic texts, myth, novels, and film, this class examines the cultural work food performs along with the varying meanings assigned to food and eating. **3**

FST615 Food, Labor, and Inequality

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. **3**

Master of Arts in Food Studies & Master of Business Administration (MAFS/MBA) Learning Outcomes

Food Studies

Interdisciplinary breadth: Graduates will have the ability to articulate and integrate knowledge and skills across and within a variety of disciplines, particularly as these skills relate to the historical and contemporary organization of food provision and consumption.

Systems knowledge: Graduates will have a command of food systems as a conceptual and practical tool for understanding the connections between agriculture and food production, social configurations, cultural meanings, and environmental conditions. This goal includes understanding and applying various research methods to real-world problems.

Experiential learning: Graduates will form a direct relationship with the subject matter – the production of food – by participating in a wide variety of practical and applied situations. Mastery of technique, while significant in its own right, will connected back to intellectual growth by evaluating its benefit to specific communities and by incorporating the experience into project outcomes.

Community building: Graduates will work as liaisons and collaborators in community-based projects, both in directed coursework and in internship and field experiences. Emphasis will be on task negotiation, network development, social interaction, and cultural acumen.

Communicative competence: Graduates will demonstrate ability to use history, ethics, culture, and empirical data to document and evaluate food systems through oral, written, and multi-modal means of representation.

Methodological depth: Graduates will design and carry out research projects after evaluating the effectiveness and applicability of various social scientific methods. By implementation, students will articulate research questions, assess the strengths and weaknesses of different research design and collection methods. Includes the ability to address cultural and ethical issues, evaluate existing studies and

Applied scientific literacy: Graduates will grasp basic scientific principles, empirical methods, and evaluative criteria in the biological and physical sciences. The goal is for students to analyze and evaluate empirical research for context-specific applications and communicate that data for a variety of audiences.

Technical competence in food production: Students will gain basic experience in growing, producing, and cooking food. From soil testing to knife skills, graduates will grasp the specific material competencies related to agriculture and cooking.

Comprehensive awareness of sustainability: Graduates will be versed in the complexities of defining and enacting sustainable practices related to food production and consumption. Using a systems analysis, they will be able to map the relationships between environment, social life, and sustenance.

Business Administration

In master's level programs, knowledge of the key content areas of business is assumed. Students without previous business courses take the Foundation Courses. Graduates of master's level programs acquire a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate. Graduates of the MBA program are able to demonstrate that they possess business–specific content outcomes and business–related professional skills outcomes.

Graduates of the MBA program will be able to:

- Recognize problems in business settings and propose solutions
- Use strategic analysis and integration
- Apply creativity and innovation in business practice
- Apply quantitative methods to real–world business situations
- Evaluate the impact on business of the global environment
- Identify and understand the ethical obligations and responsibilities of business
- Communicate effectively in written materials to relevant publics
- Communicate professionally in spoken words in one–on–one or business presentation situations
- Work with a team of colleagues on projects
- Demonstrate project management skills
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand a specific area of business practice in depth
    - Healthcare Management
    - Supply Chain Management
    - Project Management
    - Sustainability
    - Entrepreneurial Leadership and Strategy

Master of Arts in Food Studies & Master of Business Administration (MAFS/MBA) Admission Requirements

Priority Deadline for Fall - **February 1** (all application materials must be received by this date for first consideration of fellowships/assistantships)
Regular Application Deadline for Fall: **June 15**
Regular Application Deadline for Spring: **November 1**

Admission to the Dual Degree MAFS-MBA program will be based on:

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale (Applicants with less than a 3.0 who show extreme promise through other achievements may be granted conditional admission)
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Completed application form, including:
    - Official transcripts from all colleges and universities attended
    - Curriculum vitae, résumé and/or additional information concerning professional or volunteer activities
    - Nonrefundable application fee of $45 (unless application is completed online)
- Two letters of recommendation from faculty and direct work supervisors that describe the applicant's:
    - Capacity for independent thinking
    - Written and verbal communication skills
    - Ability to thrive in a collaborative, interdisciplinary academic setting
- One- to two-page letter that explains that your experiences and interests in food, sustainability and/or agriculture and your reasons for pursuing a graduate degree. *An additional writing sample is optional but encouraged.*
- Students must complete pre-requisite courses in Financial Accounting, Business Statistics and Introduction to Microsoft Excel prior to beginning the program

Sustainability (BA/BS) Curriculum

The Bachelor of Sustainability major provides an intellectual and experiential core in sustainability and the ability to specialize in one of three tracks of study.

Program Requirements

BA/BS in Sustainability

Required Core Courses for all tracks BA/ BS 27 credits

SUS100 Sustainability Science

Through the lens of the natural and cultural history of Eden Hall and its surroundings, students learn about cultural, social, economic, natural and other systems. The course will focus on land use over time, the economic and social drivers and impacts of those land uses, and the implications for environmental wellbeing. **3**

SUS102 Sustainability and Society

Students examine core concepts of sustainability, and explore its origins, history, and achievements across the globe at multiple scales. Students gain a foundation for more in-depth study of sustainability. Students also focus on their personal conception of sustainability and engage in a sustainability group project linked to community partners. **3**

SUS201 Integrative Biology

This course will introduce traditional biological concepts from molecules to organisms within an integrative and applied framework. Students will learn the interdisciplinary nature and common approaches of biology through applied topics relevant to sustainability such as human and ecological health, freshwater and marine fisheries, energy sources, and climate dynamics. **3**

SUS201L Integrative Biology Lab

Laboratory exercises including data collection, small-scale experimentation, data modeling, and simulation will be experienced to complement the material covered in SUS 201. Two hours of laboratory will be held per week at the Eden Hall Campus aquatic science lab. Corequisite: SUS 201. Additional Fee(s): Laboratory fees = S50. **1**

SUS202 Dynamic Earth Systems

The earth is a dynamic, evolving system. This course provides an introduction to earth's formation, its materials composition and distribution, and the processes of the lithosphere, atmosphere, hydrosphere, and biosphere that interact to shape surface and subsurface features and conditions. The complex adaptive systems framework will be applied. **3**

SUS210 Sustainability and Technology

This course discusses opportunities and challenges for using technology for sustainability. We will discuss innovation for sustainability and societal adoption, and will explore ways to use renewable energy and other technologies for homes and workplaces, the internet of Things, closed loops and new materials, sustainable transportation, and smart water systems. **3**

SUS327W Writing about Environmental Science

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. Cross-listed as ENV327W. **3**

SUS350 Sustainability Career Prep 2

SUS352 GIS 3

SUS380 Economics in a Changing World

An interdisciplinary approach to economics including concepts from sociology, politics, behavioral and evolutionary economics. It explores the limits of conventional economics in explaining and predicting economic phenomena. It situates economics as a behavioral science and looks at economic sustainability at the local, to global scale, incorporating social and political issues. **3**

SUS401 - Sustainability Policy and Decision Making (3)

SUS416 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) **3**

Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders.

FST420 Basic Agroecology

Through working on Chatham's Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST420L Growing Sustainably Lab

Through working with Chatham's Eden Hall Farm as well as visiting neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in classes. Topics will include basic principles of soil fertilitiy, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **1**

SUS490 Integrative Capstone

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. **3**

INTSUS303 Internship - Sustainability **3**

MTH110 Elementary Statistics

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. Three hours of class per week. **3**

OR

BUS110 Business Statistics

This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. **3**

Natural Resource Management Track

17 credits

The natural resources management track provides students with a broad-based understanding of the interconnectedness of ecological, economic, social and political, systems. The track introduces students to a wide range of renewable natural resources, their use and management. It combines professional competency in management skills with a strong foundation in the biophysical, social and economic fields. For this track there are three required courses (including the labs) and two electives.

Track Requirements - 11 Credits

SUS322 Natural Resource Management Policy and Law

Contemporary natural resource management policy issues are addressed emphasizing deomestic policy solutions. Major initiatives and implementation toward sustainable resource use and healthy environments are discussed and analyzed to determine implementation strategy success levels, to assess adequacy within bioregional/ecosystem approaches, and to integrate economic and environmental decisions. Local site visit(s) expected. **3**

SUS404 Quantitative Ecology

Drawing from case studies in landscape design and natural resource management, this course will apply quantitative methods to ecological data analysis. Students will work with the software program R to apply statistical inference and mathematical modeling using previously collected data sets on single species, species interactions, communities, and food webs. **3**

SUS404L Quantitative Ecology Laboratory

Laboratory exercises from this course will complement material covered in SUS 404. Activities will primarily involve data collection and retrieval in ecosystems surrounding Eden Hall and in the Laurel Highlands. Additional fees: $50 laboratory fee. **1**

CHM102 Chemistry in Context

One semester lecture course with selected topics in inorganic and organic chemistry. Emphasis is on relevance to biological and environmental issues. Topics include matter, energy, atomic and molecular structure, bonding, reaction chemistry, and radioactivity. Three hours of lecture per week. Not open to majors in biology or chemistry. **3**

CHM102L Chemistry in Context Lab

One semester laboratory course to accompany CHM102 Chemistry in Context. Two hours of lab per week. Not open to majors in biology or chemistry. **1**

Track Electives (Choose Two) - 6 Credits

SUS203 Global Environmental Health

This course addresses the connection between health and environment. Topics include: environmental epidemiology, toxicology, policy, radiation and energy disease, and water, air, soil qualities. The work of scientists and public health specialists to discover, assess, and reduce risk to environment health problems are explored. Case studies provide context and background for environmental health issues past and present. **3**

SUS301 Global Change Science

The climate system of Earth is rapidly changing due to complex and interacting phenomena. This course offers an in-depth investigation of the science behind climate change, including a survey of model forecasts. Emphasis will also include the current and projected consequences of climate change on natural resources. **3**

SUS455 - Forestry and Conservation (3)

SUS461 Aquatic Entomology

Aquatic environments harbor a vast number of insect species that are widely used as biological indicators of environmental health. This course introduces the physiological, ecological, and biomonitoring attributes of aquatic insects and emphasizes taxonomic identification. Preparation for a formal identification certification test from the Society for Freshwater Science is optional. **3**

Sustainable Energy and Urban Systems

15 credits

The sustainable technology track provides students with a broad-based understanding of the interconnectedness of social, ecological and technological systems. The track introduces students to a wide range of renewable energy technologies and systems, and explores the relationship between technological, social and policy change, particularly in the context of the sustainable cities of the future. For this track there are three required courses (including the labs) and two electives.

Track Requirements - 9 credits

SUS335 Renewable Energy and Society

This course explores the relationship of energy production and consumption with sustainability. Non-renewable and renewable energy resources and their environmental and social impacts will be discussed. We will explore the Eden Hall energy systems and investigate in more detail how solar energy could be used on a larger scale. **3**

SUS460 - Energy Policy (3)

IAR231 Green & Sustainable Design

Global issues of energy use, resource depletion, and indoor air quality have promoted 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. **3**

Track Electives (Choose Two) - 6 credits

SUS330 - Sustainable/Resilient Cities (3)

SUS435 Green and Social Innovation

Students will develop skills for managing innovation to positively impact the environment and society. Students work with actual ideas and/or entrepreneurs using Eden Hall to test products. The class focuses on helping students to develop product management skills which use innovation to solve major social and environmental problems. **3**

SUS436 - Sustainable Energy Applications (3)

CMP120 Introduction to Programming

An introduction to the theory and practice of computer programming with an emphasis on problem solving. No previous programming experience is required. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

BUS171 Information Systems and Operations

This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases. **3**

Sustainable Business Track

15 credits

The sustainable business and management track helps students to understand how business can help solve sustainability problems. The track exposes students to analytical concepts and tools for decision making. At the same time students are encouraged to think broadly about the impacts of business decisions. The track includes traditional business classes, an introduction sustainable technology, approaches to decision analysis and corporate social responsibility. For this track there are three required courses (including the labs) and two electives.

Track Requirements - 9 credits

SUS435 Green and Social Innovation

Students will develop skills for managing innovation to positively impact the environment and society. Students work with actual ideas and/or entrepreneurs using Eden Hall to test products. The class focuses on helping students to develop product management skills which use innovation to solve major social and environmental problems. **3**

SUS470 Corporate Social Responsibility (CSR)

This course helps students to understand the roles and responsbilities of organizations beyond just making an economic profit. Students are exposed to approaches to managing CSR. CSR is explored as a way for organizations to create value, thus, CSR is seen as crucial for business success in the 21st century. **3**

BUS105 Foundations of Business

The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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. **3**

Track Electives (Choose Two) - 6 Credits

SUS330 - Sustainable/Resilient Cities (3)

SUS335 Renewable Energy and Society

This course explores the relationship of energy production and consumption with sustainability. Non-renewable and renewable energy resources and their environmental and social impacts will be discussed. We will explore the Eden Hall energy systems and investigate in more detail how solar energy could be used on a larger scale. **3**

SUS436 - Sustainable Energy Applications (3)

BUS243 Principles of Marketing

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective. **3**

CMP283 Database Management Systems

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces. **3**

BSUS - Minor in Sustainability

Students pursuing a minor in sustainability will explore society's sustainability challenges and focus on data driven and entrepreneurial solutions.

The sustainability minor consists of 18 credit hours (6 courses). Students must take the following courses to fulfill the minor degree requirements:

Required

SUS100 Sustainability Science

Through the lens of the natural and cultural history of Eden Hall and its surroundings, students learn about cultural, social, economic, natural and other systems. The course will focus on land use over time, the economic and social drivers and impacts of those land uses, and the implications for environmental wellbeing. **3**

SUS102 Sustainability and Society

Students examine core concepts of sustainability, and explore its origins, history, and achievements across the globe at multiple scales. Students gain a foundation for more in-depth study of sustainability. Students also focus on their personal conception of sustainability and engage in a sustainability group project linked to community partners. **3**

SUS202 Dynamic Earth Systems

The earth is a dynamic, evolving system. This course provides an introduction to earth's formation, its materials composition and distribution, and the processes of the lithosphere, atmosphere, hydrosphere, and biosphere that interact to shape surface and subsurface features and conditions. The complex adaptive systems framework will be applied. **3**

SUS380 Economics in a Changing World

An interdisciplinary approach to economics including concepts from sociology, politics, behavioral and evolutionary economics. It explores the limits of conventional economics in explaining and predicting economic phenomena. It situates economics as a behavioral science and looks at economic sustainability at the local, to global scale, incorporating social and political issues. **3**

Elective

Choose 2 courses from among the following courses:

SUS330 Sustainable and Resilient Cities (3)

SUS401 Sustainability Policy and Decision Making (3)

FST420 Basic Agroecology

Through working on Chatham's Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST420L Growing Sustainably Lab

Through working with Chatham's Eden Hall Farm as well as visiting neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in classes. Topics will include basic principles of soil fertilitiy, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **1**

SUS462 - Sustainable Aquaculture (3)
SUS455 - Forestry (3)
SUS460 - Energy Policy (3)

SUS470 Corporate Social Responsibility (CSR)

This course helps students to understand the roles and responsbilities of organizations beyond just making an economic profit. Students are exposed to approaches to managing CSR. CSR is explored as a way for organizations to create value, thus, CSR is seen as crucial for business success in the 21st century. **3**

BSUS - Interdisciplinary Major

Students pursuing an interdisciplinary major in sustainability, twinned with any other related major offering a similar interdisciplinary option, will explore society's sustainability challenges and focus on data driven and entrepreneurial solutions, through a range of environmental, social, business and food system courses.

The interdisciplinary major consists of 24 credit hours (8 courses), exclusive of the integrated senior capstone. The capstone must integrate the subject matter of the two majors. A student perusing an interdisciplinary major must obtain the specific supported by a full-time faculty member who has agreed to advise the student and direct their program, particularly in the interrelations of the subjects to be studied. At least 50% of the credits toward the major must be completed at Chatham. A student must earn a G.P.A. of 2.0 or above within their major. Courses within the major with a recorded grade below C- must be repeated. Students must take the following courses to fulfill the integrated degree requirement for Sustainability: Up to two of these courses may be submitted with other SUS courses, provided the student gets the express permission of the Dean of the Falk School.

SUS100 Sustainability Science

Through the lens of the natural and cultural history of Eden Hall and its surroundings, students learn about cultural, social, economic, natural and other systems. The course will focus on land use over time, the economic and social drivers and impacts of those land uses, and the implications for environmental wellbeing. **3**

SUS102 Sustainability and Society

Students examine core concepts of sustainability, and explore its origins, history, and achievements across the globe at multiple scales. Students gain a foundation for more in-depth study of sustainability. Students also focus on their personal conception of sustainability and engage in a sustainability group project linked to community partners. **3**

SUS202 Dynamic Earth Systems

The earth is a dynamic, evolving system. This course provides an introduction to earth's formation, its materials composition and distribution, and the processes of the lithosphere, atmosphere, hydrosphere, and biosphere that interact to shape surface and subsurface features and conditions. The complex adaptive systems framework will be applied. **3**

SUS380 Economics in a Changing World

An interdisciplinary approach to economics including concepts from sociology, politics, behavioral and evolutionary economics. It explores the limits of conventional economics in explaining and predicting economic phenomena. It situates economics as a behavioral science and looks at economic sustainability at the local, to global scale, incorporating social and political issues. **3**

SUS401 - Sustainability Policy and Decision Making (3)

SUS416 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders. **3**

SUS330 - Sustainable and Resilient Cities (3)

SUS335 Renewable Energy and Society

This course explores the relationship of energy production and consumption with sustainability. Non-renewable and renewable energy resources and their environmental and social impacts will be discussed. We will explore the Eden Hall energy systems and investigate in more detail how solar energy could be used on a larger scale. **3**

Sustainability (BA/BS) Learning Outcomes

- Students are able to develop and explain a personal sustainability mission statement.
- Students are able to demonstrate and model the socio-ecological determinants of complex systems.
- Students are able to explain a holistic and integrated perspective on socio-ecological systems.
- Students develop ethical transformative leadership practices, including creative solutions and strategies, in multiple contexts and at multiple scales.
- Students can explain production and consumption of major material and energy resources, in multiple contexts and at multiple scales.
- Students can explain the history and current usage(s) of the term “sustainability”, and demonstrate how it can be assessed in public, private, and not-for-profit contexts.
- Students apply best practices for global, national, regional, interpersonal, and personal decision making, including accessing appropriate sources and types of knowledge, and strategically managing uncertainty.
- Students explain the relationship between environmental and human wellbeing, and explain how they change over time.

Sustainability (BA/BS) Admission Requirements

Bachelor of Sustainability Admission Requirements

Admission to Chatham University is determined by the candidate's academic record, promise as a student at Chatham, and commitment to continued personal growth. Chatham gives preference to students that come 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 itself does not ensure admission to Chatham. Acceptance is contingent upon a candidate's completion of secondary school requirements and is based on careful review of all credentials presented by the candidate.

First-year student applicants (applicants entering directly from high school, without enrolling in prior post-secondary course work, other than courses completed while attending high school) must submit the following:

- Completed application for admission
- Official high school transcripts (Form - DOC)
- 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 additional to the required application materials, applicants must submit the following:

- Résumé
- Graded academic writing sample
- Complete an on campus interview
- Portfolio (optional)

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

Further, prospective students are strongly encouraged to arrange for a personal tour of campus and meet with an Admission Counselor. Campus tours are available Monday through Friday at 10 a.m., 12 p.m., and 2 p.m. and on select Saturdays throughout the year (please contact The Office of Admission for upcoming dates). If it is not possible to schedule a campus visit, prospective students should contact the Office of Admission to schedule an interview with an alumni representative in their area.

Master of Sustainability (MSUS) Curriculum

The MSUS degree is comprised of 41 credits:

Foundation courses (21 credits) allow students to explore the nature of system analysis and sustainability as it relates to the ecological, economic, social and and business world.

Skills for work and research courses (7 credits) provide research, communication and work related skills.

Track Electives (13 credits) allow students to explore in depth a particular area of sustainability study.

Please note:

- Students may take more electives
- Students are not limited to electives listed in SUS
- Up to six hours of internship credit may count towards the area of specialization

*All students are required to complete a 70-140-hour placement in a professional or research setting. Ideally, this will be done for 5-10 hours/week over a 14-week period during the summer following the first year of the program although a fall or spring semester internship is permissible. A hybrid experience is also possible.

Program Requirements

Foundation Courses

21 credits

SUS502	**Sustainability and Systems** 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.	**3**
SUS504	**Foundations of Sustainability** 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.	**3**

SUS512A Sustainability in Pittsburgh

Pittsburgh and the surrounding region have experienced several waves of change; the current described as a "green renaissance". Students will engage in 7 weekly workshops and guest lectures with introducing them to the city's history, key sustainability initiatives and job prospects. Students will provide 7 weekly blogs, one or each visit. **1**

SUS512B Sustainability in Pittsburgh

Pittsburgh and the surrounding region have experienced several waves of change; the current described as a "green renaissance". Students will engage in 10 weekly field trips with participant observation giving a glimpse of the socio-ecological history of the city. Students will provide a 10 blogs one or each visit, and a final paper. **2**

SUS601 Applied Ecology

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). **3**

SUS602 The Political Economy of Sustainability

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. **3**

SUS603 Sustainability: Ethics, Equity, Justice

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. **3**

SUS605 Leadership for Transitions to Sustainability

This class builds a foundation for sustainability management through exploration of Transition Management, a methodology for sustainable innovation. Students study innovation management, learn steps in managing a transition through analyzing systemic socio-technical problems, learn to develop potential solutions, and understand the organizational and societal structures necessary to support **3**

long-term change.

Skills for Work and Research Courses

7 credits

SUS621 Applied Methods

This skill-based course conveys specific qualitative, quantitative, or mixed methods for conducting the systematic investigation of a business, client project, practical problem, or applied research situation. Each section will address a different method; examples of topics include GPS and mapping, introduction to statistics, surveys, sustainability audits, and water quality monitoring. **2**

SUS691 Internship **1**

SUS698A Final Project

Course provides supervision and research guidance for the final project. Students will complete a final project independently or as part of a group to complete the MSUS degree requirements. The form of the final project is flexible and should be linked to the student's self-defined sustainability challenge. Part one of two. **1**

COM515 Environmental Communications

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. **3**

Electives: Urban & Energy Systems

Total of 13 credits of electives

SUS514 Building Sustainable and Resilient Cities

This class analyzes cities as systems with subsystems including living, transportation, food, water, energy and waste that can all contribute to sustainability and quality of life. Using systems thinking, we will study approaches toward urban sustainability and climate resiliency. **3**

SUS517 Climate Change and Sustainability

Climate change is one of today's most critical issues. We will study the science of climate change impacts and examine frameworks used by the global community to develop climate projections, build resiliency, and mitigate emissions. Through team projects we investigate topics in climate resiliency or emissions reduction in more **3**

depth.

SUS591 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest. **1**

SUS592 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest. **2**

SUS593 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest. **3**

SUS617 Sustainable Energy Systems

This course explores the relationship of energy production and consumption with sustainability. We investigate environmental and climate impacts, renewable energy technologies and the integration of renewables into the grid given the ongoing restructuring of US electricity markets and new options such as large-scale solar networks, microgrids and community solar. **3**

SUS619 The Water's Edge: Science and Policy from Summit to Sea

The water's edge is rich with ecological and cultural activity. Through online discussions, field excursions, public service, participation in research, interactions with practitioners, and a curated exhibit, this course bridges theory with application for the science and policy relevant to the aquatic-terrestrial interface (e.g., streams, rivers, lakes, and coastal shorelines). **3**

SUS625 Restorative Environmental Justice

This course analyzes the environmental justice movement around the world. It draws lessons from the conditions that have led to environmental injustices, the historical development of the movement, the policy responses of governments and international agencies, the solutions pursued by communities, and the role played by the private sector. The course explores the role of natural asset-building strategies that simultaneously reduce poverty and address environmental issues. **3**

SUS640 Sustainable Community Development

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 **3**

and practice as well as sustainable food systems perspectives. Students will engage in practice-based research and community projects.

SUS683 Special Topics

This course is designed to allow students to explore in depth a specific topic or area of sustainability. **3**

BUS577 Information Systems and Analytics

This course explores the strategic management of technology, information, and people from a Chief Information Officer's (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, analytics, and Big Data are critically examined through cases and hands-on projects. **3**

Electives: Ecology & Resource Management

Total of 13 credits of electives

SUS508 Environmental Statistics

Students in this course will become proficient in executing quantitative methods pertinent sustainability science, including multiple linear regression, descriptive multivariate statistics, and time series analyses. All assignments aim to generate experience with applied problem-solving and will require scriptwriting in program R to maximize analytical and data management efficiency. This course requires a foundation in statistical methods. **3**

SUS514 Building Sustainable and Resilient Cities

This class analyzes cities as systems with subsystems including living, transportation, food, water, energy and waste that can all contribute to sustainability and quality of life. Using systems thinking, we will study approaches toward urban sustainability and climate resiliency. **3**

SUS517 Climate Change and Sustainability

Climate change is one of today's most critical issues. We will study the science of climate change impacts and examine frameworks used by the global community to develop climate projections, build resiliency, and mitigate emissions. Through team projects we investigate topics in climate resiliency or emissions reduction in more depth. **3**

SUS521 Ecotoxicology and Environmental Health

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. **3**

SUS526 Sustainable Aquaculture

This course examines the historical development and cultural importance of aquaculture, as well as practical considerations for managing modern aquaculture systems. Emphasis will lie on low impact aquaculture systems and approaches, which minimize adverse environmental impacts, and encourage socially responsible development that enhances both the natural resource base and community livelihoods. **3**

SUS591 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest. **1**

SUS592 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest. **2**

SUS593 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest. **3**

SUS601 Applied Ecology

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). **3**

SUS617 Sustainable Energy Systems

This course explores the relationship of energy production and consumption with sustainability. We investigate environmental and climate impacts, renewable energy technologies and the integration of renewables into the grid given the ongoing restructuring of US electricity markets and new options such as large-scale solar **3**

networks, microgrids and community solar.

SUS625 Restorative Environmental Justice

This course analyzes the environmental justice movement around the world. It draws lessons from the conditions that have led to environmental injustices, the historical development of the movement, the policy responses of governments and international agencies, the solutions pursued by communities, and the role played by the private sector. The course explores the role of natural asset-building strategies that simultaneously reduce poverty and address environmental issues. **3**

FST520 Basic Agroecology

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST520L Growing Sustainably Lab

This course is a co-requisite to FST520, Growing Sustainably, and comprises the experiential lab component of the course. Students will engage in sustained research on sustainable agricultural projects, from biodynamic methods to soil or pest management comparatives. Course may be taken up to four times for credit. **1**

FST613 Community Research: Food and Health

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. **1**

FST625 U.S. Agricultural Policy

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. **3**

Electives: Business & Innovation

Total of 13 credits of electives

SUS516 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders. **3**

SUS591 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest. **1**

SUS592 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest. **2**

SUS593 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest. **3**

SUS607 Applied Green and Social Innovation

The class helps students develop skills for managing innovation focusing on Food, Agriculture, Environmental and Social Product and Service innovations. Students will work with actual ideas and or start-ups from local incubators and entrepreneurs. The class focuses on helping students to develop skills to use innovations for solving major social and environmental problems. **3**

SUS617 Sustainable Energy Systems

This course explores the relationship of energy production and consumption with sustainability. We investigate environmental and climate impacts, renewable energy technologies and the integration of renewables into the grid given the ongoing restructuring of US electricity markets and new options such as large-scale solar networks, microgrids and community solar. **3**

SUS683 Special Topics

This course is designed to allow students to explore in depth a specific topic or area of sustainability. **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

BUS552 Managing Non-Profit Organizations

Through the use of case studies, assignments, and class projects, this course familiarizes students with the distinctiveness of nonprofit organizations and their management. Specific topics include marketing and fund raising, budgeting, personnel management and supervision, strategic planning and implementation, environmental and program evaluation, and managing interorganizational networks. **3**

BUS562 Global Procurement

In this course, students examine success factors, ethical challenges, legal issues, and managerial implications of global procurement. Students also develop a deep understanding of the impact of procurement on quality, cost, and efficiency of supply chain management through use of procurement tools, techniques, and methodologies. **3**

BUS570 Global Business

This course introduces students to 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. **3**

BUS575 Leading Organizations and Projects

The course cultivates the student’s executive leadership potential for organizational development and transformation, with specific applications to the project management environment. Theoretical perspective and case analyses will explore topics of leading one’s self, motivating project teams, change management, and transforming the organization. **3**

BUS577 Information Systems and Analytics

This course explores the strategic management of technology, information, and people from a Chief Information Officer's (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, analytics, and Big Data are critically examined through cases and hands-on projects. **3**

BUS582 Foundations of Project Management

This course explores the knowledge areas and project stages from the Project Management Body of Knowledge (PMBOK). Students acquire concepts and skills in initiating, planning, executing, monitoring, controlling, and closing projects. The course examines the management of project integration, scope, time, cost, human resources, communications, risk, and procurement. **3**

BUS639 Sustainability and Assessment Reporting

An in-depth study of how to measure, track, and report on sustainability issues in a business. Includes a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability. Teaches students how to monitor and measure sustainability issues from within a business. **3**

Electives: Food Systems

Total of 13 credits of electives

SUS514 Building Sustainable and Resilient Cities

This class analyzes cities as systems with subsystems including living, transportation, food, water, energy and waste that can all contribute to sustainability and quality of life. Using systems thinking, we will study approaches toward urban sustainability and climate resiliency. **3**

SUS517 Climate Change and Sustainability

Climate change is one of today's most critical issues. We will study the science of climate change impacts and examine frameworks used by the global community to develop climate projections, build resiliency, and mitigate emissions. Through team projects we investigate topics in climate resiliency or emissions reduction in more depth. **3**

SUS526 Sustainable Aquaculture

This course examines the historical development and cultural importance of aquaculture, as well as practical considerations for managing modern aquaculture systems. Emphasis will lie on low impact aquaculture systems and approaches, **3**

which minimize adverse environmental impacts, and encourage socially responsible development that enhances both the natural resource base and community livelihoods.

SUS591 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest. **1**

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SUS625 Restorative Environmental Justice

This course analyzes the environmental justice movement around the world. It draws lessons from the conditions that have led to environmental injustices, the historical development of the movement, the policy responses of governments and international agencies, the solutions pursued by communities, and the role played by the private sector. The course explores the role of natural asset-building strategies that simultaneously reduce poverty and address environmental issues. **3**

SUS640 Sustainable Community Development

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. **3**

FST512 Practical Nutrition

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. **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

FST520 Basic Agroecology

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues. **3**

FST520L Growing Sustainably Lab

This course is a co-requisite to FST520, Growing Sustainably, and comprises the experiential lab component of the course. Students will engage in sustained research on sustainable agricultural projects, from biodynamic methods to soil or pest management comparatives. Course may be taken up to four times for credit. **1**

FST522 GIS: Food and Agriculture

This course provides students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and demonstrates its use in the public sectors related to food, agriculture, and resource use. Students will have the flexibility to focus on their particular area of interest through project work. **3**

FST603 Food Journeys **3**

FST607 Sustainable Consumption **3**

FST613 Community Research: Food and Health

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. **1**

FST625 U.S. Agricultural Policy

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. **3**

BUS582 Foundations of Project Management

This course explores the knowledge areas and project stages from the Project Management Body of Knowledge (PMBOK). Students acquire concepts and skills in initiating, planning, executing, monitoring, controlling, and closing projects. The course examines the management of project integration, scope, time, cost, human resources, communications, risk, and procurement. **3**

Electives: Policy & Regulation

Total of 13 credits of electives

SUS514 Building Sustainable and Resilient Cities

This class analyzes cities as systems with subsystems including living, transportation, food, water, energy and waste that can all contribute to sustainability and quality of life. Using systems thinking, we will study approaches toward urban sustainability and climate resiliency. **3**

SUS517 Climate Change and Sustainability

Climate change is one of today's most critical issues. We will study the science of climate change impacts and examine frameworks used by the global community to develop climate projections, build resiliency, and mitigate emissions. Through team projects we investigate topics in climate resiliency or emissions reduction in more depth. **3**

SUS562 Economics of the Environment

This course is designed to introduce you to how economists think about the environment. The theory of externalities and market failure provide the basis for applying microeconomic concepts to the study of environmental issues. Analytical tools, particularly cost-benefit analysis, are explained and applied to problems with environmental dimensions. **3**

SUS591 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest. **1**

SUS592 Independent Study

Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest. **2**

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Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest. **3**

SUS625 Restorative Environmental Justice

This course analyzes the environmental justice movement around the world. It draws lessons from the conditions that have led to environmental injustices, the historical development of the movement, the policy responses of governments and international agencies, the solutions pursued by communities, and the role played by the private sector. The course explores the role of natural asset-building strategies that simultaneously reduce poverty and address environmental issues. **3**

SUS640 Sustainable Community Development

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. **3**

SUS683 Special Topics

This course is designed to allow students to explore in depth a specific topic or area of sustainability. **3**

FST613 Community Research: Food and Health

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. **1**

BUS582 Foundations of Project Management

This course explores the knowledge areas and project stages from the Project Management Body of Knowledge (PMBOK). Students acquire concepts and skills in initiating, planning, executing, monitoring, controlling, and closing projects. The course examines the management of project integration, scope, time, cost, human resources, communications, risk, and procurement. **3**

BUS639 Sustainability and Assessment Reporting

An in-depth study of how to measure, track, and report on sustainability issues in a business. Includes a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability. Teaches students how to monitor and measure sustainability issues from within a business. **3**

Master of Sustainability (MSUS) Learning Outcomes

The goal of the Master of Sustainability is to provide professionally oriented students the skills, knowledge, experiences, and networks necessary to meet their career goals. To that end, we produce graduates recognized for their:

- intellectual and experiential core of knowledge about sustainability;
- preparedness to champion and implement sustainability in a variety of settings;
- entrepreneurial spirit and capacity for transformative leadership; and
- commitment to ethical and informed citizenship

Learning Objectives

- **Conceptualizing Sustainability:** Students will be able to explain the origins, meanings, and applications of sustainability.
- **Systems Thinking:** Students will construct tools to model complex systems and evaluate changes in such systems.
- **Transdisciplinary and Collaboration:** Students will determine how individuals and groups make decisions and work collaboratively with partners in pursuit of sustainability objectives.
- **Application and Assessment:** Students will develop the necessary analytical skills for applying and assessing sustainability in a range of settings.
- **Communication:** Students will evaluate and implement appropriate communication strategies to become effective communicators of sustainability.
- Transformative Leadership: Students will elaborate and maximize their roles in advancing sustainability, with the understanding that to do so will require behavioral, cultural, institutional, and other changes at multiple spatial and temporal scales.
- **Creativity:** Students will discover that facilitating sustainable attitudes and practices requires creativity in conceptualizing existing conditions and generating and implementing sustainable solutions to complex problems.
- **Ethics:** Students will be able to explain the ethical implications of decisions and actions across diverse cultural, political, and temporal perspectives and be prepared to choose and act with integrity in their careers
- **Professional application of sustainability principles:** Students demonstrate an ability to apply the principles of sustainability in a professional setting

Master of Sustainability (MSUS) Admission Requirements

Priority Deadline for Fall - **February 1** (all application materials must be received by this date for first consideration of fellowships/assistantships)
Regular Application Deadline for Fall: **July 1**
Regular Application Deadline for Spring: **November 1**

The following are requirements of admission to the Master of Sustainability program:

- Educational Prerequisites:
    - Bachelor's degree from an accredited academic institution
    - Overall grade point average (GPA) of 3.3 or better on a 4.0 scale
    - Preference for applicants with coursework and/or experience demonstrating capacity for transdisciplinary thought
- Two letters of recommendation from faculty or direct work supervisors that describe the applicant's:
    - Capacity for independent thinking
    - Written and verbal communication skills
    - Ability to thrive in a collaborative, transdiciplinary academic settings
    - Commitment to a career advancing sustainability
- Essay/Letter: Each applicant should submit a one- or two-page letter than explains the origins of their interest in sustainability and professional goals
- Curriculum vitae or resume
- Completed Application Form, which can be found at http://apply.chatham.edu/graduate/

Accelerated Master of Sustainability EARTH (MSUS) Curriculum

This program is designed for students who have taken sufficient relevant credits at a high enough level, in their bachelors and previous education, to complete a masters of sustainability in one year with the minimum requirement of 31 credits. The program includes core course requirements (10 credits) in sustainability & systems, research methods and political economy. Each student will complete a minimum of six classes (18 credits) demonstrating knowledge and experience in sustainability in the US context in a focused area of expertise. Area of expertise include but is not limited to: Water resource management, Communications and media studies, Community health, Food systems, and Business and management.

Finally each student will undertake a summer internship (3 credits) working with a US-based organization, including businesses, not-for-profit organizations, and government. Most opportunities will be in the Southwestern Pennsylvania area.

Students in the program will learn to address the challenges of applying sustainability principles across all aspects of society, from the local level to emerging global initiatives. This program will develop the knowledge and practical skills necessary to manage the complex challenges posed by sustainability.

Program Requirements

Major Requirements

Including the Integrative Capstone (10 credits)

SUS502 Sustainability and Systems

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. **3**

SUS511 Project Design, Methods, and Evaluations **3**

SUS602 The Political Economy of Sustainability

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. **3**

Electives

Six electives (18 credits)

FST513 Integrated Seminar in Applied and Environmental Microbiology

This course will provide a forum for interdisciplinary learning and discussion in the core areas of applied and environmental microbiology. Students will analyze case studies based on real-world issues, use evidence-based practice to devise solutions to applied problems, and develop communication skills to convey disciplinary knowledge to different audiences. **3**

FST605 Food and Climate Change

This course considers the relationship between Earth's changing climate and the human production and consupmtion of food. With attention to current theories and case studies, students will develp a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice. **3**

SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. **3**

SUS605 Leadership for Transitions to Sustainability

This class builds a foundation for sustainability management through exploration of Transition Management, a methodology for sustainable innovation. Students study innovation management, learn steps in managing a transition through analyzing systemic socio-technical problems, learn to develop potential solutions, and understand the organizational and societal structures necessary to support long-term change. **3**

SUS516 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders. **3**

SUS521 Ecotoxicology and Environmental Health

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. **3**

SUS640 Sustainable Community Development

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. **3**

SUS622 Engaging Animals

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. **3**

FST575 Field Ecology

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. **3**

FST505 Food and Representations

Food is elemental to survival, culture, home, and subjectivity - to rituals of love, oloss, and celebration. Focusing on representations of food and eating in spiritual narratives, epic texts, myth, novels, and film, this class examines the cultural work food performs along with the varying meanings assigned to food and eating. **3**

FST512 Practical Nutrition

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. **3**

FST513 Integrated Seminar in Applied and Environmental Microbiology

This course will provide a forum for interdisciplinary learning and discussion in the core areas of applied and environmental microbiology. Students will analyze case studies based on real-world issues, use evidence-based practice to devise solutions to applied problems, and develop communication skills to convey disciplinary knowledge to different audiences. **3**

FST605 Food and Climate Change

This course considers the relationship between Earth's changing climate and the human production and consupmtion of food. With attention to current theories and case studies, students will develp a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice. **3**

FST609 Dairy: From Pasture to Plate

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. **3**

FST615 Food, Labor, and Inequality

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. **3**

FST625 U.S. Agricultural Policy

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. **3**

FST524 Greenhouse Production

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. **3**

FST608 Culture and Culinary Grains **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

FST532 Sustainable Meat Production

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. **3**

FST603 Food Journeys **3**

FST607 Sustainable Consumption **3**

FST611 Religion, Community, and Food

This course explains the waqys 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. **3**

SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. **3**

SUS605 Leadership for Transitions to Sustainability

This class builds a foundation for sustainability management through exploration of Transition Management, a methodology for sustainable innovation. Students study innovation management, learn steps in managing a transition through analyzing systemic socio-technical problems, learn to develop potential solutions, and understand the organizational and societal structures necessary to support long-term change. **3**

SUS516 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders. **3**

BUS570 Global Business

This course introduces students to 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. **3**

BUS641 Sustainable Supply Chain Management

This course provides students with an understanding of how supply chain works, 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 include: packaging, transportation, energy use, and waste. **3**

FST518 Business of Food and Agriculture

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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. **3**

SUS562 Economics of the Environment

This course is designed to introduce you to how economists think about the environment. The theory of externalities and market failure provide the basis for applying microeconomic concepts to the study of environmental issues. Analytical tools, particularly cost-benefit analysis, are explained and applied to problems with environmental dimensions. **3**

Internship

3 credits

Each student is expected to complete a three credit internship, in the region, in the summer after their two semesters of course work.

Accelerated Master of Sustainability EARTH (MSUS) Learning Outcomes

The goal of the Master of Sustainability is to provide professionally oriented students the skills, knowledge, experiences, and networks necessary to meet their career goals. To that end, we produce graduates recognized for their:

- intellectual and experiential core of knowledge about sustainability;
- preparedness to champion and implement sustainability in a variety of settings;
- entrepreneurial spirit and capacity for transformative leadership; and
- commitment to ethical and informed citizenship
- To that end, our curriculum is designed to achieve a number of learning outcomes that include:

COMMUNICATION

Students will become effective communicators by evaluating and implementing appropriate communication strategies. They will develop written, oral, and visual tools and practices for communicating about sustainability to diverse audiences.

TEAMWORK AND TRANSFORMATIVE LEADERSHIP

Students will be prepared to take an active role in advancing sustainability, with the understanding that to do so will require behavioral, cultural, institutional, and other changes at multiple spatial and temporal scales.

CREATIVITY

Students will understand that facilitating sustainable attitudes and practices requires creativity in conceptualizing existing conditions and generating and implementing sustainable solutions to complex problems.

ETHICS

Students will understand ethical implications of decisions and actions across diverse cultural, political, and temporal perspectives and be prepared to choose and act with integrity in their careers.

CONCEPTUALIZING SUSTAINABILITY

Students will be able to explain the origins, meanings, and applications of sustainability, and by extension, explain the interrelationships among environmental, societal, and economic well-being. They will do this in a framework that recognizes the cultural dimensions of sustainability.

SYSTEMS THINKING

Students will develop tools to model complex systems, describe the impact of changes within systems, consider the impacts of decision-making on systems, and analyze a system's strengths and weaknesses.

TRANSDISCIPLINARITY AND COLLABORATION

Students will work across knowledge bases to better understand how different individuals and groups make decisions and work collaboratively with partners in the private sector, public sector, and academia. In these contexts, students will also learn how to apply the appropriate resources and methods to sustainability projects.

APPLICATION AND ASSESSMENT

Students will develop the necessary analytical skills for applying and assessing sustainability in a range of settings.

Accelerated Master of Sustainability EARTH (MSUS) Admission Requirements

The following are requirements of admission to the Master of Sustainability program:

- Educational Prerequisites:
  - Bachelor's degree from an accredited academic institution
  - Overall grade point average (GPA) of 3.3 or better on a 4.0 scale
  - Preference for applicants with coursework and/or experience demonstrating capacity for transdisciplinary thought
- Two letters of recommendation from faculty or direct work supervisors that describe the applicant's:
  - Capacity for independent thinking
  - Written and verbal communication skills
  - Ability to thrive in a collaborative, transdiciplinary academic settings
  - Commitment to a career advancing sustainability
- Essay/Letter: Each applicant should submit a one- or two-page letter than explains the origins of their interest in sustainability and professional goals
- Curriculum vitae or resume
- Completed Application Form, which can be found at http://apply.chatham.edu/graduate/

Admission Deadlines

- Priority Deadline – **February 1** (all application materials must be received by this date for first consideration of fellowships/assistantships)
- Regular Application Deadline – **July 1**

Sustainability & Business Administration (MSUS/MBA) Curriculum

The program gives students an understanding and skills from both sustainability and business. Through this program, students earn both the Master of Sustainability and the Master of Business Administration. It includes core courses in both business and sustainability, and courses that provide breadth and depth in sustainability, business, and sustainable business. The degree requires 57 credits, and is designed to be completed by full time students in two school years and one summer. An optional first summer is offered for students who require prerequisites or simply want more time to take classes.

Each student also engages in, a Business Consulting Capstone or (individual or group) Sustainability Final Project, and a summer-long professional placement. During the summer semester, students will engage in projects centering on real world challenges such as consultation with sustainable businesses, making business plans for sustainability businesses, or individual or group sustainability projects for businesses. Graduates will be uniquely prepared to champion sustainability in the business world.

Students meet all of the requirements for both the Master of Sustainability and the Master of Business Administration. Please refer to those programs for details.

Program Requirements

Major Requirements

Students must meet all of the admission requirements for both the MSUS and MBA programs, and complete any prerequisite associated with either program. A total of 57 credits are required to earn the dual degree:

SUS504 Foundations of Sustainability

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. **3**

SUS511 Project Design, Methods, and Evaluations **3**

BUS641 Sustainable Supply Chain Management

This course provides students with an understanding of how supply chain works, 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 include: packaging, transportation, energy use, and waste. **3**

SUS580 Sustainable Behavior Change

This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context. **3**

BUS570 Global Business

This course introduces students to 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. **3**

BUS577 Information Systems and Analytics

This course explores the strategic management of technology, information, and people from a Chief Information Officer's (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, analytics, and Big Data are critically examined through cases and hands-on projects. **3**

SUS516 Sustainable Decision Analysis

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders. **3**

SUS602 The Political Economy of Sustainability

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, **3**

benefits, and sustainability of environmental governance.

BUS671 Marketing Management

This course takes the Chief Marketing Officer's (CMO) perspective to explore marketing as a core business practice. Discussions focus on theories and principles for interfacing with customers, competitors, partners, and the external environment. Concepts are applied to planning and executing the conception, pricing, promotion, and distribution of goods and services. **3**

BUS698 Strategy and Entrepreneurship

"Develop strategies to gain and sustain competitive advantage. Examine the goals of an organization, the social, political, technological, economic, and global factors in the business environment, industry structure, market dynamics, and firm strengths and weaknesses. Develop and implement strategy across industries, and as an entrepreneur, through case analyses and simulations. " **3**

BUS672 Corporate Finance

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. **3**

BUS576 Sustainable Human Capital

Cultivate theoretical understanding and ethical and practical skills for managing human capital. Explore individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Analyze the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment. **3**

SUS601 Applied Ecology

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). **3**

BUS699 Business Consulting Capstone

This course is the culminating experience in the MBA program. Students apply professional-level business consulting skills learned in the MBA program. Business Consulting Capstone student teams solve business problems for businesses and entrepreneurs. **3**

OR

SUS605 Leadership for Transitions to Sustainability

This class builds a foundation for sustainability management through exploration of Transition Management, a methodology for sustainable innovation. Students study innovation management, learn steps in managing a transition through analyzing systemic socio-technical problems, learn to develop potential solutions, and understand the organizational and societal structures necessary to support long-term change. **3**

SUS603 Sustainability: Ethics, Equity, Justice

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. **3**

SUS699 Advanced Seminar in Sustainability

In this course students in the final semester of the Master of Sustainability program revisit materials from the first semester of the program in the context of their projects, areas of focus, and summer placements. **3**

BUS652 Managerial Accounting

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. **3**

Summer Immersion Experience

Sustainability & Business Administration (MSUS/MBA) Learning Outcomes

Sustainability

The goal of the Master of Sustainability is to provide professionally oriented students the skills, knowledge, experiences, and networks necessary to meet their career goals. To that end, we produce graduates recognized for their:

- intellectual and experiential core of knowledge about sustainability;
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Students will understand ethical implications of decisions and actions across diverse cultural, political, and temporal perspectives and be prepared to choose and act with integrity in their careers.

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Students will be able to explain the origins, meanings, and applications of sustainability, and by extension, explain the interrelationships among environmental, societal, and economic well-being. They will do this in a framework that recognizes the cultural dimensions of sustainability.

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Students will develop tools to model complex systems, describe the impact of changes within systems, consider the impacts of decision-making on systems, and analyze a system's strengths and weaknesses.

TRANSDISCIPLINARITY AND COLLABORATION

Students will work across knowledge bases to better understand how different individuals and groups make decisions and work collaboratively with partners in the private sector, public sector, and academia. In these contexts, students will also learn how to apply the appropriate resources and methods to sustainability projects.

APPLICATION AND ASSESSMENT

Students will develop the necessary analytical skills for applying and assessing sustainability in a range of settings.

Business Administration

In master's level programs, knowledge of the key content areas of business is assumed. Students without previous business courses take the Foundation Courses. Graduates of master's level programs acquire a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate. Graduates of the MBA program are able to demonstrate that they possess business–specific content outcomes and business–related professional skills outcomes.

Graduates of the MBA program will be able to:

- Recognize problems in business settings and propose solutions
- Use strategic analysis and integration
- Apply creativity and innovation in business practice
- Apply quantitative methods to real–world business situations
- Evaluate the impact on business of the global environment
- Identify and understand the ethical obligations and responsibilities of business
- Communicate effectively in written materials to relevant publics
- Communicate professionally in spoken words in one–on–one or business presentation situations
- Work with a team of colleagues on projects
- Demonstrate project management skills
- Demonstrate leadership skills through the ability to set direction and work with others
- Understand a specific area of business practice in depth
    - Healthcare Management
    - Supply Chain Management
    - Project Management

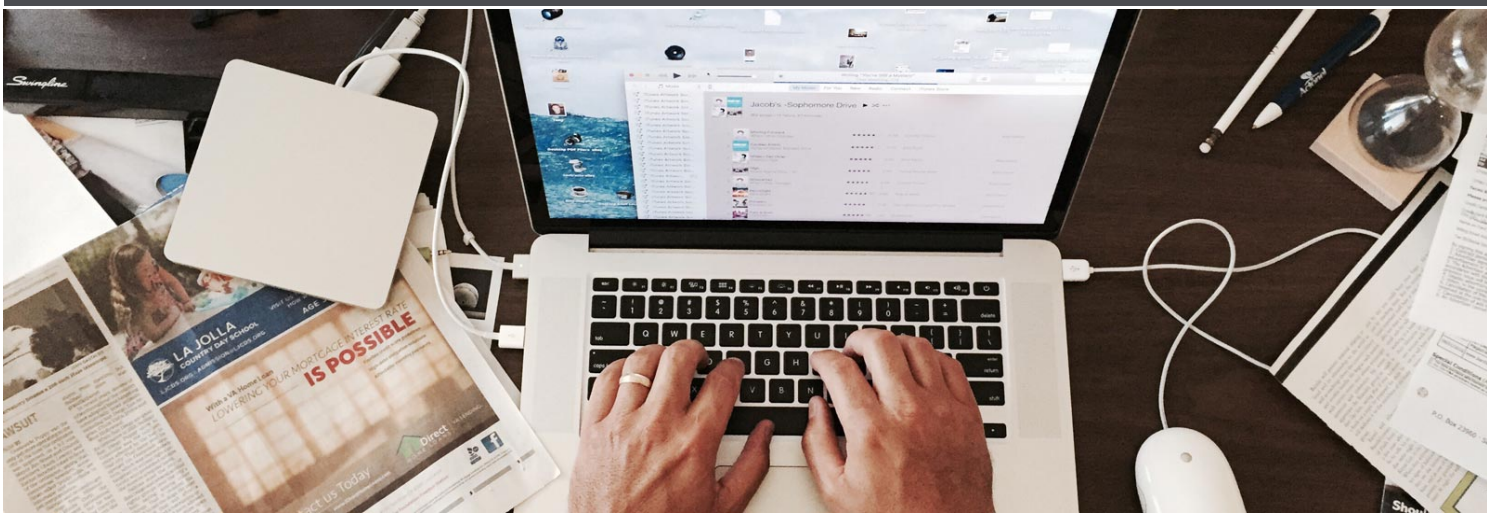
- Sustainability
- Entrepreneurial Leadership and Strategy

Sustainability & Business Administration (MSUS/MBA) Admission Requirements

Priority Deadline for Fall - **February 1** (all application materials must be received by this date for first consideration of fellowships/assistantships)
Regular Application Deadline for Fall: **July 1**
Regular Application Deadline for Spring: **November 1**

Admission to the Dual Degree MSUS-MBA program will be based on:

- Baccalaureate degree from an accredited college or university
- Overall undergraduate GPA of 3.0 or above on a 4.0 scale
- Proficiency in written and oral communications, college level math, and computer usage including word processing, spreadsheets, databases, and the Internet are required
- Completed application form, including:
    - Official transcripts from all colleges and universities attended
    - Resume and/or additional information concerning professional or volunteer activities
    - Nonrefundable application fee of $45 (unless application is completed online)
- Two (2) letters of recommendation from faculty or direct work supervisors that describe the applicant's:
    - Capacity for independent thinking
    - Written and verbal communication skills
    - Ability to thrive in a collaborative, interdisciplinary academic setting
    - Commitment to a career advancing sustainability
- One- to two-page letter that explains the origins of their interest in sustainability and professional goals
- Students must complete pre-requisite courses in Financial Accounting, Business Statistics and Introduction to Microsoft Excel prior to beginning the program



SCPS +

School of Continuing & Professional Studies

Chatham University's School of Continuing and Professional Studies (SCPS) provides innovative online degree, certificate, and non-credit academic programs for working women and men of all skill and knowledge levels. SCPS offers graduate and undergraduate low-residency and distance learning programs in Nursing, Health Sciences, Business & Communication, Creative & Design Arts, and Education.

Our online courses and programs focus on providing students with current and contemporary knowledge immediately applicable to their fields and are tailored to students already demanding professional and personal lives.

SCPS is also home to Chatham's renowned Summer Music and Arts Day Camp, educational summer camp programming held at our Shadyside Campus for students in kindergarten through ninth grade.

Academics

+ Nursing Programs

- Pathways to Nursing (BSN)
- RN to Bachelor of Science in Nursing (BSN)
- RN to Master of Science in Nursing Educator Track (RN-MSN)
- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- BSN to Doctor of Nursing Practice Executive Track (BSN-DNP)
- Nurse Educator Certificate
- UPMC Shadyside School of Nursing Entrance Exam Preparation Course

+ Health Sciences

- B.A. in Psychology (Completion Program)
- Master of Healthcare Informatics
- Professional Doctor of Occupational Therapy (OTD)
- Professional Doctor of Occupational Therapy - Bridge (OTD)

+ Business & Communication

- B.A. in Business Administration (Completion Program)
- B.A. in Healthcare & Business Management
- Master of Business Administration (MBA)
- Master of Professional Writing (MPW)

+ Creative & Design Arts

Low Residency Master of Fine Arts in Creative Writing (MFA)

Master of Science in Interior Architecture (MSIA)

Day Camps

Music & Arts Day Camp

The Music & Arts Day Camp seeks to provide intensive music and art experiences to students Kindergarten through 9th grade. The Chatham Music and Arts Day Camp was founded by Mihail… Read more »

Cougar Sport Camps

The Cougar Sport Camps seek to provide fun and informative athletic experiences to students Kindergarten through 9th grade. The days will include instruction in Basketball or Soccer from Chatham coaches and athletes.

Student Support & Technology

As an institution dedicated to providing a leading online education, Chatham invests in and utilizes various technologies to make your educational experience as productive and convenient as possible. Creating open channels for faculty and student interaction and greater access to resources is integral to your success, and we're committed to improving each aspect that can advance these aims in the College of Continuing and Professional Studies.

Learning Technologies

Support & Resources

Technology Requirements

CONTACT SCPS

For more information, please contact:

Graduate Admission
Chatham University School of Continuing and Professional Studies

Woodland Road
Pittsburgh, PA 15232

Email: gradadmission@chatham.edu
Phone: 412-365-1825
Toll free: 866-815-2050
Fax: 412-365-1720

For information about Day Camp programs, please contact:

Chatham Day Camp Office
Email: daycamp@chatham.edu
Phone: 412-365-1174

Academic Calendar

2018-2019 Universal Academic Calendar

+ Fall 2018 Semester

14-week semester

Opening Convocation	Sunday, August 26
First day of classes	Monday, August 27
Labor Day - **HOLIDAY, no classes**	Monday, September 3
Add/drop period ends	Tuesday, September 4
Last day to apply for Fall 2018 degree conferral	Saturday, September 15
Long Weekend	Mon-Tues, October 8-9
Midterm undergraduate grades, before 12:00 noon	Friday, October 12
Incomplete grades from Spring/Summer 2018, before 12:00 noon	Friday, October 12
Family & Friends Weekend	Fri-Sun, Oct 26-28
Registration for Spring 2019	Thurs-Thurs, Nov 1-15
Last day to withdraw	Wednesday, November 7
Thanksgiving Break	Wed-Sun, Nov 21-25
Course evaluations begin	Monday, November 26
Last day of classes	Friday, December 7
Course evaluations end	Friday, December 7
Final Exams **(grades are due withing 48 hours of exam)**	Mon-Thurs, Dec 10-13
Final Exams Conflict/Make-up Day**(grades are due withing 48 hours of exam)**	Friday, December 14
Commencement Ceremony, 3:00 PM	Friday, December 14
Last day to submit grades, before 12:00 noon	Monday, December 17
Late registration for Spring 2019 begins	Monday, December 17
Degree conferral for Fall 2018 graduates	Sunday, December 30
Diplomas mailed during the week of	Monday, January 14

1st 7-week term

First day of classes	Monday, August 27
Labor Day - **HOLIDAY, no classes**	Monday, September 3
Add/drop period ends	Tuesday, September 4
Last day to withdraw	Friday, September 28

Course evaluations begin	Friday, September 28
Last day of classes	Friday, October 12
Course evaluations end	Friday, October 12
Last day to submit grades, before 12:00 noon	Monday, October 15

2nd 7-week term

First day of classes	Monday, October 15
Add/drop period ends	Monday, October 22
Family & Friends Weekend	Fri-Sun, Oct 26-28
Last day to withdraw	Wednesday, November 21
Thanksgiving Break	Wed-Sun, Nov 21-25
Course evaluations begin	Monday, November 26
Last day of classes	Friday, December 7
Course evaluations end	Friday, December 7
Last day to submit grades, before 12:00 noon	Monday, December 10

+ Spring 2019 Semester

14-week semester

First day of classes	Monday, January 7
Add/drop period ends	Monday, January 14
Last day to apply for Spring 2019 (May) degree conferral	Tuesday, January 15
Martin Luther King Day - **HOLIDAY, no classes**	Monday, January 21
Registration for Summer 2019	Friday, February 1
Midterm undergraduate grades, before 12:00 noon	Friday, February 22
Incomplete grades for Fall 2018, before 12:00 noon	Friday, February 22
Spring Break	Sun-Sun, March 3-10
Registration for Fall 2019	Tues-Tues, March 12-26
Last day to withdraw	Tuesday, March 19
Closing Convocation	TBD
Course evaluations begin	Friday, April 5
Last day of classes	Friday, April 19
Course evaluations end	Friday, April 19
Final Exams **(grades are due within 48 hours of exam)**	Mon-Thurs, April 22-25
Final Exam Conflict/Make-up Day **(grades are due within 48 hours of exam)**	Friday, April 26
University Day and Buckets & Blossoms	TBD
Commencement Ceremony, 1:00 PM	Sunday, April 28
Last day to submit grades, before 12:00 noon	Monday, April 29
Late registration for Fall 2019 begins	Monday, April 29
Degree conferral for Spring 2019 graduates	Thursday, May 30

Diplomas mailed during the week of	Monday, June 10

1st 7-week term

First day of classes	Monday, January 7
Add/drop period ends	Wednesday, January 14
Martin Luther King Day - **HOLIDAY, no classes**	Monday, January 21
Course evaluations begin	Friday, February 8
Last day to withdraw	Friday, February 8
Course evaluations end	Friday, February 22
Last day of classes	Friday, February 22
Last day to submit grades, before 12:00 noon	Monday, February 25

2nd 7-week term

First day of classes	Monday, February 25
Add/drop period ends	Monday, March 4
Last day to withdraw	Friday, April 5
Course evaluations begin	Friday, April 5
Last day of classes	Friday, April 19
Course evaluations end	Friday, April 19
Last day to submit grades, before 12:00 noon	Monday, April 22

+ Summer 2019 Semester

14-week semester*

First day of classes	Monday, April 29
Add/drop period ends	Monday, May 6
Last day to apply for Summer 2019 (August) degree conferral	Wednesday, May 15
Memorial Day - **HOLIDAY, no classes**	Monday, May 27
Last day to withdraw	Tuesday, July 2
4th of July - **HOLIDAY, no classes**	Thursday, July 4
Last day of classes	Friday, August 2
Last day to submit grades, before 12:00 noon	Monday, August 5
Degree conferrals for Summer 2019	Friday, August 30
Diplomas mailed during the week of	Monday, September 16

3-week term*

First day of classes	Monday, April 29
Add/drop period ends	Wednesday, May 1
Last day to withdraw	Friday, May 3
Last day of classes	Friday, May 17
Last day to submit grades, before 12:00 noon	Monday, May 20

1st 7-week term*

First day of classes	Monday, April 29
Add/drop period ends	Monday, May 6
Memorial Day - **HOLIDAY, no classes**	Monday, May 27
Last day to withdraw	Friday, May 31
Last day of classes	Friday, June 14
Last day to submit grades, before 12:00 noon	Monday, June 17

2nd 7-week term

First day of classes	Monday, June 17
Add/drop period ends	Monday, June 24
Last day to withdraw	Friday, July 19
Last day of classes	Friday, August 2
Last day to submit grades, before 12:00 noon	Monday, August 5

SHS DPT Third Year Students

+ Fall 2018 Semester

First day of classes	Monday, August 13
Add/drop period ends	Tuesday, August 21
Last day to apply for Fall 2018 (December) degree conferral	Friday, September 14
Last day to withdraw	Wednesday, November 14
Last day of classes	Friday, December 7
Commencement Ceremony, 3:00 PM	Friday, December 14
Degree conferral for Fall 2018 graduates	Sunday, December 30
Diplomas mailed during the week of	Monday, January 14

General Notes:

The University reserves the right to make calendar changes as it deems necessary.
* Some classes in these terms have fewer meeting days than all other days of the week. Classes on these days will need to include equivalent instructional activities to make up the time difference.

Campus Directory

Campus Services

Academic Affairs	
Academic Affairs	(412) 365-1690
Chatham Abroad	(412) 365-2714
Admissions	
Admissions	(412) 365-1290
Assistant VP-Admission- Graduate	(412) 365-2447
Admissions - Graduate Health Science	(412) 365-2758
Admissions - Undergraduate	(412) 365-1294
Financial Aid	(412) 365-2781
Vice President - Enrollment Management	(412) 365-1139
Alumni Relations	
Alumni Relations	(412) 365-1516
Athletics	
AFC - Front Desk	(412) 365-1519
Athletic & Fitness Center	(412) 365-1269
Coaches	(412) 365-1625
Pool	(412) 365-2495
Recreation & Intramurals Coordinator	(412) 365-1649
Student Athletics - Main Office	(412) 365-1650
Bookstore	
Bookstore	(412) 365-1661
Community Programs	
Summer Day Camp Office	(412) 365-1653
Continuing & Professional Studies	
Continuing & Professional Sudies	(412) 365-1632
Counseling Services	
Counseling Services	(412) 365-1282
Dining Services	
Catering	(412) 365-1277
Chef's Office	(412) 365-1279
Anderson Kitchen	(412) 365-2105
Cafe Rachel	(412) 365-1124
Eastside	(412) 365-2710
Eden Hall	(412) 365-1481
Office Manager	(412) 365-1506
Supervisor Office	(412) 365-1268
Eden Hall Campus	
Eden Hall Campus (Business Hours)	(412) 508-2328
Eden Hall Campus (After Hours & Weekends)	(412) 508-2328
Student Affairs (After Hours)	(412) 951-0002
Facilities Management	
Facilities Management	(412) 365-1274
Finance and Administration	
Accounts Payable	(412) 365-1229
Business Office	(412) 365-1229
Finance and Administration	(412) 365-1105
Payroll and Benefits	(412) 365-1603
Vice President - Finance and Administration	(412) 365-1105
Guest House	
Gate House	(412) 365-2906

Human Resources	
Human Resources	(412) 365-1847
Personnel	(412) 365-1680
RICOH Copy Center	
Copy Center	(412) 365-1108
Information Technology	
Help Desk	(412) 365-1112
Institutional Research	
Institutional Research	(412) 365-1292
Library	
Archives	(412) 365-1212
Library	(412) 365-1670
Occupational Therapy	
Health Sciences - Occupational Therapy	(412) 365-1177
PACE	
Academic Support Services	(412) 365-1523
Disability Services	(412) 365-1611
PACE Center	(412) 365-1523
Tutoring	(412) 365-1523
Physical Therapy	
Health Sciences - Physical Therapy	(412) 365-1409
Physician Assistant Studies	
Health Sciences - Physician Assistant	(412) 365-1412
Post Office	
Post Office	(412) 365-1270
President's Office	
President's Office	(412) 365-1160
Public Safety	
Campus Police	(412) 365-1230
Campus Police - Emergency	(412) 365-1111
Student Affairs	
Counseling Services	(412) 365-1282
Graduate Resident Director Office	(412) 365-1591
Residence Life - Main Office	(412) 365-2776
Student Affairs Main Office	(412) 365-1286
Student Health	(412) 365-1269
Vice President - Student Affairs	(412) 365-2794
Student Services Center	
Financial Aid	(412) 365-2781
Registrar	(412) 365-2963
Student Accounts	(412) 365-2719
University Advancement	
Annual Fund	(412) 365-1262
Development	(412) 365-1349
University Advancement	(412) 365-1516
Vice President - University Advancement	(412) 365-1552
University Communications	
Publications	(412) 365-1144
Vice President - University Communications	(412) 365-1140

2018-2019 Active Courses

Course Code	Course Information	Credits
ACT222	**Financial Accounting Principles I** 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).	**3 Credits**
ACT223	**Managerial Accounting Principles** 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. ***Pre-requisites*** *Complete the following course:* ACT222 Financial Accounting Principles I	**3 Credits**
ACT224	**Computerized Accounting** 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. ***Pre-requisites*** *Complete the following course:* ACT222 Financial Accounting Principles I	**3 Credits**
ACT322	**Intermediate Accounting I** This course engages the student in a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of assets and	**3 Credits**

income. Students will examine the nature, composition, valuation, and classification of balance sheet items.

Pre-requisites
Complete the following course:
ACT223 Managerial Accounting Principles

ACT323 Intermediate Accounting II 3 Credits

This course is a comprehensive study of generally accepted accounting principles as they relate to the measurement and reporting of various liability and equity accounts. Students examine the nature, composition, valuation, and classification of these accounts as well as important financial reporting concepts, proper financial statement presentation, and related disclosures.

Pre-requisites
Complete the following course:
ACT322 Intermediate Accounting I

ACT324 Individual Tax Accounting 3 Credits

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.

Pre-requisites
Complete the following course:
ACT222 Financial Accounting Principles I

ACT412 Auditing 3 Credits

The course engages the student in a study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. Topics include an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends.

Pre-requisites
Complete the following course:
ACT323 Intermediate Accounting II

ACT425 Cost Analysis 3 Credits

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.

Pre-requisites
Complete the following course:
ACT223 Managerial Accounting Principles

ACT480 Accounting Information Systems 3 Credits

This course examines critical business processes and IT audits through theories of Accounting Information Systems (AIS) and using auditing tools and enterprise systems. Case analyses and project assignments nurture professional competence in communicating objectives and procedures through systems documentation techniques, systems analysis and design methodologies, and information processing.

Pre-requisites
Complete the following course:
ACT222 Financial Accounting Principles I

ACT490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete any 1 of the following courses:
BUS310W Business Analytics: Research Methods

ACT498	**Tutorial: Accounting**	**4 Credits**
ACT499	**Tutorial: Accounting**	**4 Credits**
ACT510	**Accounting Fundamentals** 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.	**3 Credits**
ACT510	**Accounting Fundamentals: Prior Learning**	**3 Credits**
ACT512	**Auditing** This course engages the student in a comprehensive study of auditing objectives, standards, and procedures employed in the examination of business enterprises and verification of their financial statements. Topics include an evaluation of internal control, preparation of work papers, report writing, professional ethics, and current auditing trends.	**3 Credits**
ACT519	**Intermediate Accounting I** 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. ***Pre-requisites*** *Complete the following course:* ACT510 Accounting Fundamentals	**3 Credits**

ACT523 Intermediate Accounting II 3 Credits

This course continues from Intermediate Accounting I with the application of generally accepted accounting principles to liability and equity accounts including accounting for intangibles, bonds, debts and loans, partnerships, corporations, and analysis of working capital.

Pre-requisites
Complete the following course:
ACT519 Intermediate Accounting I

ACT524 Federal Tax Accounting 3 Credits

The focus of the course is on developing knowledge of tax law and its applications. 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 organizations (e.g. corporations, partnerships).

Pre-requisites
Complete the following course:
ACT510 Accounting Fundamentals

ACT524PLA Federal Tax Accounting: Prior Learning 3 Credits

ACT540 Government and Non-Profit Accounting 3 Credits

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.

ACT545 Accounting Theory 3 Credits

This course encourages students to take a conceptual view of accounting, urging them to get beyond the process and to grasp the reasoning behind the 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.

ACT573	**Business Law and Ethics** This course provides students with a broad-based understanding of legal issues that affect modern businesses. The course covers the following substantive law areas: Choice of Entity, Corporate Governance, Raising Money, Securities Regulation, Bankruptcy, Contracts, Intellectual Property and Employment Law.	**3 Credits**
ACT580	**Accounting Information Systems** This course examines critical business processes and IT audits through theories of Accounting Information Systems (AIS) and using auditing tools and enterprise systems. Case analyses and project assignments nurture professional competence in communicating objectives and procedures through systems documentation techniques, systems analysis and design methodologies, and information processing.	**3 Credits**
ACT620	**Advanced Financial Accounting** This course introduces the student to many advanced financial accounting issues. Includes the application of GAAP rules for consolidation of inter-corporate acquisitions and investments in other entities, multi-national accounting issues involving foreign currency transactions and translation of foreign entity statements, accounting for partnerships, and segment and interim reporting requirements.	**3 Credits**
ACT625	**Cost Analysis** 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.	**3 Credits**

ACT630 Advanced Tax Accounting 3 Credits

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 the strategic tax planning. Tax issues associated with new businesses, business operation, growth, expansion, termination, and liquidations and estate planning are examined.

ACT635 Forensic Accounting 2 Credits

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 inculde how organizations can detect, prevent, and invesigate fraud, as well as propert procedures to follow to resolve allegations of fraud.

Pre-requisites
Complete the following course:
ACT531 Auditing

ACT640 Government and Not-for-Profit Accounting 3 Credits

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.

ACT645 Accounting Theory 3 Credits

This course encourages students to take a more conceptual view of accounting, urging them to get beyong the process and to grasp the reasoning behind the 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.

Pre-requisites
Complete the following course:
ACT523 Intermediate Accounting II

ACT650 Managerial Accounting 3 Credits

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 developement of internal controls, and constructing budgets.

Pre-requisites
Complete any 1 of the following courses:
BUS507 Accounting Essentials

ACT650EX Managerial Accounting - Prior Learning 3 Credits

ACT660 Preparing for the CPA Exam 3 Credits

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.

Pre-requisites
Complete all 4 of the following courses:
ACT519 Intermediate Accounting I

ACT699 Forensic Accounting 3 Credits

Focuses on preventing, detecting, and investigating common types of internal and external fraud. Designed to cultivate advanced understanding methods of analysis of financial crime allegations. Provides the culminating experience of Chatham University's MAcc program. Should be one of the last courses taken in the MAcc Program.

Pre-requisites
Complete all 3 of the following courses:
ACT573 Business Law and Ethics

ART103	**Intro to Visual Culture** 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 - through the term of study.	**3 Credits**
ART105	**Sculpture I** 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.	**3 Credits**
ART111	**Ceramics I** 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.	**3 Credits**
ART115	**Painting I** 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.	**3 Credits**

ART117	**Drawing I** 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.	**3 Credits**
ART127	**Printmaking I** 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.	**3 Credits**
ART129	**The Body: Self/Other in Three Parts**	**3 Credits**
ART131	**History of World Art I: Prehistory to 1400** This introductory survey focuses on art of the ancient world and the Middle Ages in the West and selected non-Western cultures to 1400 including India, China, and Mesoamerica. It emphasizes the role of art in the formation of a culture, the shifting function of art in different societies and time periods, and the approaches students can use to understand art.	**3 Credits**
ART132	**History of World Art II: 1400 to Present** 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.	**3 Credits**

ART141	**Media Literacy** 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 141. Additional Fee(s): Course Computing Fee.	**3 Credits**
ART142	**Photography I : Black and White Darkroom** This course is designed to introduce students to black and white darkroom photography. Students build on camera skills while investigating 35mm film fundamentals and wet lab methods. They will study exposure and printing in the black and white darkroom. A range of photographic materials, analog processes, and techniques will be covered. Students will study the photograph as a medium for documentation, representation, and expression. Cross-listed as COM 142. Additional Fee(s): Applied laboratory fee.	**3 Credits**
ART150	**Introduction to Digital Video Production** 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 150. Additional Fee(s): Applied art fee.	**3 Credits**
ART152	**Photography II - Introduction to Digital Photography** This course introduces students to the basic aesthetic grammar of digital photography and provides a historical and critical context for looking at and making photographs. Students will use their own digital cameras with manually adjustable focus, exposure manipulation, photo finishing	**3 Credits**

techniques and printing processes. They will also learn the fundamentals of digital capture and will utilize Adobe Bridge and Lightroom software for file processing, management, and output. Cross-listed as COM 152. Additional Fee(s): Applied art fee.

ART205	**Sculpture Studio**	**3 Credits**

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 are introduced. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART105 Sculpture I

ART208	**Introduction to Art Museum Studies**	**3 Credits**

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.

ART210	**History of Photography**	**3 Credits**

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.

ART211 Ceramics Studio 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART111 Ceramics I

ART213 Special Topics 3 Credits

ART213WX Special Topics: Women and Art 3 Credits

ART214 Design Studio 3 Credits

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.

ART215 Painting Studio 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART115 Painting I

ART217 Drawing Studio 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART117 Drawing I

ART220 Material Studies Studio — 3 Credits

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.

ART227 Printmaking Studio — 3 Credits

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

Pre-requisites
Complete the following course:
ART127 Printmaking I

ART231 Renaissance Art — 3 Credits

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).

ART241 Lighting Principles — 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete any 1 of the following courses:
ART273 Photography I

ART245 Design Praxis — 3 Credits

This course introduces the 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.

ART247 Photography III - Advanced Digital Imaging — 3 Credits

This course introduces students to computer tools that manipulate and enhance digital images. Students learn the skills to enhance varied input in order to create high-quality digital output utilizing Photoshop the industry standard for digital image manipulation. Emphasis is placed on the fundamentals of the interface, understanding resolution, drawing and painting, masking, layering/compositing, color correction and retouching. Cross-listed as COM 247. Additional Fee(s): Applied laboratory fee.

Pre-requisites
Complete any 1 of the following courses:
ART141 Media Literacy

ART250 Introduction to Digital Video Production — 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:

ART141 Media Literacy

ART254 Modern Art, 1900 to the Present — 3 Credits

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.

ART261 Web Design 1: code + aesthetics — 3 Credits

This course addresses methods for document production and dissemination using global electronic networks. Focus is on authoring nonlinear documents using wysiwyg software and basic web programming languages. Issues of privacy, rights of access, and intellectual property rights are discussed. Students will develop their technical, aesthetic, and conceptual skills by participating in lectures, demonstrations, computer labs, and critiques, as well as participating in critical analysis of various sites and internet strategies. Cross-listed as COM 261. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART141 Media Literacy

ART305 Sculpture Studio — 3 Credits

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 are introduced. Additonal Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART105 Sculpture I

ART309W Art + Land: Artists Engage the Environment 3 Credits

This course explores interactions between visual artists and the natural environment. It examines 15th- to 17th-century landscape painting and the role of landscape and national identity in the 19th century. It also explores the Earth Art movement that began in the 1960s and current investigations of art and sustainability.

ART311 Ceramics Studio 3 Credits

This studio course advances the student in all technical aspects of ceramics and explores conceptual and critical approaches both to the medium and to specific contemporary issues. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART211 Ceramics Studio

ART313 Special Topics 3 Credits

ART315 Painting Studio 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART115 Painting I

ART317 Drawing Studio 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:

ART117 Drawing I

ART320 Material Studies Studio — 3 Credits

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.

Pre-requisites
Complete the following course:
ART220 Material Studies Studio

ART321 Typography Design Studio — 3 Credits

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.

ART327 Printmaking Studio — 3 Credits

This course is an explorartion of the expressive possibilities of graphic media. Historical methods of printmaking are introduced. Additional Fee(s): Applied are fee.

Pre-requisites
Complete the following course:
ART127 Printmaking I

ART328 The Carnegie International 3 Credits

This course will analyze contemporary art of the past 4-5 years as organized by the curators of the Carnegie International. It will examine the history of the International and other exhibitions of this type, the globalized art market, and current media techniques and broader concerns of visual artists working today.

Pre-requisites
Complete any 1 of the following courses:
ART132 History of World Art II: 1400 to Present

ART350 Intermediate Digital Video Production 3 Credits

Students will utilize the nonlinear editing software program Final Cut Pro to examine methods of production and related theories involved in achieving stucture in fild 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 stuctures film and by doing so becomes another creative and technical layer for study. Cross-listed as FLM 350.

Pre-requisites
Complete any 1 of the following courses:
ART150 Introduction to Digital Video Production

ART353 Print Design 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete any 1 of the following courses:
ART141 Media Literacy

ART358 Photography IV: Studio and Lighting Techniques — 3 Credits

Building upon skills learned in previous Photography classes, this foundation course introduces lighting principles in the studio and on location. Assignments include still life and studio and location portraiture. Basic view camera techniques and hand held light meters are introduced. Course focuses on the use of Black-and-White output. Fine art and commercial applications are equally emphasized.

Pre-requisites
Complete the following course:
ART142 Photography I : Black and White Darkroom

ART365 Visual Communication — 3 Credits

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.

ART366 American Art: Colonial to 1900 — 3 Credits

This course examines the major movements, artists, and cultural issues of American painting, sculpture, and photography from its beginnings to 1900. Special attention is given to works that address definitions of American "identity" and cultural interaction and conflict between races.

Pre-requisites
Complete any 1 of the following courses:
ART132 History of World Art II: 1400 to Present

ART368 Museum Education and the Visual Arts — 3 Credits

This course traces the development of the American art museum's educational mission from the early nineteenth century to the present. A range of programming types, including docent touring, computer-based learning,

museum-school partnerships, and hands-on experiences are observed and analyzed. Students will also design programs for exhibitions in the Chatham Univesity Art Gallery.

Pre-requisites
Complete the following course:
ART208 Introduction to Art Museum Studies

ART372	**Curating African Art**	**3 Credits**

This course explores the rich diversity of art across sub-Sahara Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork.

ART372	**Curating African Art and Artifacts**	**3 Credits**

This course explores the rich diversity of art across sub-Sahara Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork.

ART378	**Curating the Visual Arts**	**3 Credits**

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.

Pre-requisites
Complete the following course:
ART208 Introduction to Art Museum Studies

ART388 Landscape Photography 3 Credits

The landscape is fascinating from a natural and contrived point of view. This course explores the art of taking landscape shots digitally with emphasis on composition, focal points, color, light, movement, time of day, framing, and weather conditions. You will explore a range of image capturing from macro flower shots to vast panoramic points of view from urban and rural subject matter. Several new digital image editing processes will be taught using Photoshop. Additional Fee(s): Applied laboratory fee.

Pre-requisites
Complete the following course:
ART273 Photography I

ART405 Sculpture Studio 3 Credits

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 are introduced. Additonal Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART105 Sculpture I

ART411 Ceramics Studio 3 Credits

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. Additonal Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART311 Ceramics Studio

ART415 Painting Studio 3 Credits

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. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART315 Painting Studio

ART417 Drawing Studio 3 Credits

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.. Additional Fee(s): Applied art fee.

Pre-requisites
Complete the following course:
ART117 Drawing I

ART420 Material Studies Studio 3 Credits

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.

Pre-requisites
Complete the following course:
ART320 Material Studies Studio

ART427 Printmaking Studio 3 Credits

This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced.

Pre-requisites
Complete the following course:
ART127 Printmaking I

ART450 Advanced Digital Video Production Studio 3 Credits

This studio course is an intensive laboratory that looks at advanced methods of digital video production, including highly developed lighting practices, audio recording and mixing, nonlinear editing, and digital effects. Students will also experiment with various ways in which to prepare video for web streaming or embedding compressed video in multimedia applications. This course includes regularly scheduled screenings of significant experimental video and multimedia projects - continuing to engage students in conversations of aesthetic, structural, and critical concern. Cross-listed as FLM 450.

Pre-requisites
Complete any 1 of the following courses:
FDT350 Intermediate Digital Video Production

ART481 Event Photography 1 Credits

This practicum is for student's photographing (stills) and digital video for selected Chatham College events along with candid shots of students for college publications, the Communique, PR, and Chatham web pages with name credits on all published work. Earned credits will require the following: 1 credit must cover 2 events. All include lab work. Cross-listed with Com 481. Additional Fee(s): Lab Fee

Pre-requisites
Complete the following course:
ART241 Lighting Principles

ART483 Event Photography 3 Credits

This practicum is for student's photographing (stills) and digital video for selected Chatham College events along with candid shots of students for college publications, the Communique, PR, and Chatham web pages with name credits on all published work. Earned credits will require the following: 3 credits must cover 5 events. All include lab work. Cross-listed with Com 483. Additional Fee(s): Lab Fee.

Pre-requisites
Complete the following course:
ART241 Lighting Principles

ART490	**Integrative Capstone** The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.	**3 Credits**
ART493	**Independent Study** 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. Cross-listed as IAR 510. ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
ART498	**Tutorial: Art**	**4 Credits**
ART499	**Tutorial: Art**	**4 Credits**

ATH500 Prevention and Care of Emergency Medical Conditions — 3 Credits

This course will teach athletic training students recognition, evaluation, and treatment of emergent medical conditiions. This will include basic skills required for injury prevention, treatment and recovery as it relates to physically active populations.

ATH501 Therapeutic Modalities — 4 Credits

This course educates and expands on theories and application of therapeutic modalities utilized in athletic training. Focus includes clinical decision making and evidence based utilization of modalities in pain modulation and treatment of acute and chronic conditions.

Co-requisites
Prevention and Care of Emergency Medical Conditions

ATH502 Introduction to Professional Practice — 2 Credits

This course will introduce athletic training students to various aspects of profesiional practice as it relates to athletic training including historical aspects of the profession, ethics, documentation and collaboration with other healthcare professions to optimize patient outcomes.

ATH503 Orthopedic and Neurologic Assessment I — 4 Credits

This course teaches athletic training students a systematic evaluative process including techniques involved in the assessment of orthopedic and neurological conditions of the lower extremity, pelvis, and lumbar spine.

ATH504 Orthopedic and Neurologic Assessment II — 4 Credits

This course teaches athletic training students a systematic evaluative process including techniques involved in the assessment of orthopedic and neurological conditions of the upper extremity, torso, head, thoracic, and cervical spine.

Pre-requisites
Complete the following course:
ATH503 Orthopedic and Neurologic Assessment I

ATH505 Medical Management of an Athletic Population — 3 Credits

This course teaches recognition, evaluation, management, and treatment of non-orthopedic medical conditions that affect physically active populations.

Pre-requisites
Complete the following course:
ATH503 Orthopedic and Neurologic Assessment I

ATH506 Therapeutic Interventions I — 4 Credits

Theories, concepts and psychomotor skills in the appropriate application and utilitzation of therapeutic exercise in the rehabilitation of musculoskeletal injuries.

Pre-requisites
Complete the following course:
ATH503 Orthopedic and Neurologic Assessment I

ATH507 Therapeutic Interventions II — 4 Credits

Students acquire a scientific and physiological rationale, selection criteria, indications and contraindications of exercise, and return to activity guidelines. Techniques and skills provided in both classroom and lab experiences will address range of motion, strengthening, proprioception, cardiovascular fitness, joint-specific and sport specific protocols.

Pre-requisites
Complete the following course:
ATH506 Therapeutic Interventions I

ATH508 Pharmacology in Athletic Training — 2 Credits

The purpose of this course is to provide an overview of drugs commonly used to treat patients seen by persons working in health science professions. Medical reasons for drug treatment, pharmacokinetics and pharmacodynamics of various medications, and adverse effects are presented.

Specifically emphasized are drugs affecting the muskuloskeletal, cardiovascular, nervous, endocrine, and gastrointestinal systems.

Pre-requisites
Complete the following course:
ATH505 Medical Management of an Athletic Population

ATH509 Research Seminar I — 1 Credits

This course will introduce the fundamentals of research design and interpretation, including basic statistical analysis. Students will identify, locate and appraise current literature related to athletic training and determine how it applies to clinical practice.

ATH510 Research Seminar II — 1 Credits

This course will introduce the fundamentals of qualitative research design and other topics including disablement models, clinical prediction rules, patient oriented outcomes. Students will gain an understanding of qualitative research and its applicability in the Athletic Training profession.

ATH511 Research Seminar III — 1 Credits

This course will promote student analysis and summary of quantitative research as it relates to athletic training. Students will develop a research question, search literature, summarize and make evidence based clinical recommendations stemming from their research.

ATH512 Clinical Experience in Athletic Training I — 3 Credits

This course is designed to allow students to review and demonstrate lower extremity and lumbar spine injury evaluations, foundational athletic training skills, modality implementation and emergency management techniques through the completion of a 12-week clinical education experience of approximately 240 clinical hours.

ATH513	**Clinical Experience in Athletic Training II** This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of upper extremity dysfunction, demonstrate therapeutic exercise and modality applications through the completion of a 15-week clinical education experience of approximately 240 hours.	**3 Credits**
ATH514	**Clinical Experience in Athletic Training III** This course is designed expose students to common non-orthopedic medical conditions present in physically active patients across the lifespan. Students will complete experiences collaborating with other health care providers in local primary or urgent care clinics through the completion of an 8- week clinical education experience approximately 160 hours.	**2 Credits**
ATH515	**Clinical Experience in Athletic Training IV** This course is designed develop and enhance the practical skills and knowledge necessary for clinical practice, develop student clinical proficiency in all areas of the athletic training profession and facilitate increasing levels of autonomous practice through completion of a student selected 10-week fully immersive clinical education experience approximately 320 hours.	**4 Credits**
ATH516	**Clinical Experience in Athletic Training V** This course is designed to develop and enhance the practical skills and knowledge necessary for clinical practice, develop student clinical proficiency in all areas of the athletic training profession and facilitate increasing levels of autonomous practice through completion of a student selected 10-week immersive clinical education experience approximately 240 hours.	**3 Credits**

ATH517	**Administration and Management** This course will address administration responsibilities, policies, and procedures as they relate to the athletic training profession. Foucs will be placed on legal and ethical practices, budget, record keeping, facility design and budget as well as job seeking, and interview skills.	**3 Credits**
ATH518	**Optimizing Athletic Performance** This course explores the concepts of assessing, designing, and implementing specialized performance programs to address the health and performance goals of the athletes. The primary focus is on movement instruction, nutrition, energy systems, program design and concepts of strength and conditioning.	**3 Credits**
ATH519	**Advanced Topics in Athletic Training** This course provides students the opportunity to examine advanced issues that shape the athletic training profession through practical application and professional development. Emphasis is placed on surgical techniques, radiological concepts and interpretation, laboratory reports, interpreting imaging, and lifespan issues and advanced treatment procedures used in diverse settings.	**3 Credits**
ATH520	**Certification Preparation Course** This course is designed to prepare students for the Board of Certification Examination and for becoming licensed to practice as an athletic trainer. Through the use of self-assessments, students will identify areas of strengths and weaknesses, create tailored study plans, and complete practice examinations.	**1 Credits**
ATH521	**Advanced Sports Nutrition** This course discusses scientifically founded sports nutrition including macro nutrients, energy expenditure in sport and exercise, dietary requirements pre-activity, during and post activity, ergogenic aids and nutritional supplements in a	**3 Credits**

variety of active populations. Various diets and their implications/impact on the body will also be discussed.

ATH522	**Healthcare Delivery** This course will discuss the historic development, organization and characteristics of health care delivery systems, payment and reimbursement systems, accrediting agencies applicable to athletic training, organizational patterns of health care facilities, medical staff organization and bylaws; and the athletic training profession from its initiation to the present and future.	**3 Credits**
BIO114	**Basic Nutrition** 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. Enrollment in a school of nursing is required.	**3 Credits**
BIO115	**Basic Microbiology with Lab** 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 lecture and two hours of lab per week. Enrollment in a school of nursing is required.	**4 Credits**
BIO116	**Basic Anatomy and Physiology I with Lab** 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 lecture and two hours of lab per week. Enrollment in a school of nursing is required.	**4 Credits**

BIO117	**Basic Anatomy and Physiology II with lab** 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 lecture and two hours of lab per week. ***Pre-requisites*** *Complete the following course:* BIO116 Basic Anatomy and Physiology I with Lab	**4 Credits**
BIO118	**Environmental Health Issues** 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.	**3 Credits**
BIO119	**Medical Terminology** This course is designed for students who need a broad coverage of medical terminology and who have little or no background. It includes studies of etymology and human anatomy. There is a special emphasis on clinical applications. Three hours of lecture including media presentations per week.	**3 Credits**
BIO123	**Nutrition** 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	**2 Credits**

other current concerns. Two hours of lecture per week.

BIO123	**Nutrition** 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.	**3 Credits**
BIO131	**Human Genetics** 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. Additonal Fee(s): Laboratory fee.	**2 Credits**
BIO131	**Human Genetics** This course is designed to help students understand issues in genetic research and biotechnology. Topics include Mendelian genetics, DNA structure and testing, pedigrees, birth defects, cancer, and the creation of transgenic plants and animals. Three hours of lecture per week.	**3 Credits**
BIO131L	**Human Genetics Laboratory** Laboratory course emphasizing human genetics. Experiments wil correlate with and enhance the lecture in BIO131. Two hours of laborary per week. Additional Fee(s): Laboratory fee. ***Co-requisites*** BIO131 Human Genetics ***Co-requisites*** BIO131 Human Genetics	**1 Credits**

BIO135	**Applied Human Biology** 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.	**3 Credits**
BIO135L	**Applied Human Biology Lab** Laboratory course emphasizing aspects of human biology. Experiments will correlate with and enhance lectures in BIO 135. Three hours per week. Corequisite or Prequisite: BIO 135	**1 Credits**
BIO143	**The Cell** 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 serves as the foundation for all upper-level biology courses. Three hours of class	**3 Credits**
BIO143L	**Lab: The Cell** Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequiisite: BIO143. Additional Fee(s): Laboratory fee.	**1 Credits**
BIO144	**The Organism** This course provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and various physiological processes such as respiration, circulation, digestion, and reproduction. This course serves as the foundation for all upper-level biology courses. Three hours of class.	**3 Credits**

BIO144L Lab: The Organism 1 Credits

Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.

BIO201 Anatomy 3 Credits

This course introduces students to the basic concepts of anatomy. 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 class per week.

Pre-requisites
Complete all 2 of the following courses:
BIO143 The Cell

BIO201L Lab: Anatomy 2 Credits

Laboratory experiments emphasizing comparative anatomy between humans and other animals. Three hours of laboratory per week. Corequisite: BIO201. Additional Fee(s): Laboratory fees.

Pre-requisites
Complete all 2 of the following courses:
BIO143 The Cell

BIO205 Human Cadaver Dissection 3 Credits

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.

Pre-requisites
Complete the following course:
BIO201 Anatomy ***Pre-requisites***
Complete any 1 of the following courses:
BIO201L Lab: Anatomy

BIO205PLA	**Human Cadaver Dissection: Prior Learning**	**3 Credits**
BIO209	**Basic Neuroscience** 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 lecture per week. ***Pre-requisites*** *Complete all 2 of the following courses:* BIO143 The Cell	**3 Credits**
BIO209LW	**Basic Neuroscience Lab** Experiments and skills to compliment the material presented in BIO209. The lab course focuses on experimental procedures, scientific analysis and scientific writing. Three hours of laboratory per week. Laboratory Fee. Corequisite: BIO 209. ***Co-requisites*** BIO209 Basic Neuroscience	**2 Credits**
BIO213	**Special Topics: Women's Health Issues**	**3 Credits**
BIO221	**General Microbiology** The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three class meetings per week. ***Pre-requisites*** *Complete all 2 of the following courses:* CHM108 Chemistry II ***Pre-requisites*** *Complete all 2 of the following courses:* BIO143 The Cell	**3 Credits**

BIO221L Lab: General Microbiology 2 Credits

Experiments to complement the material in BIO221. Four hours of laboratory per week. Corequisite: BIO221. Addtional Fee(s): Laboratory fees.

Co-requisites
BIO221 General Microbiology

BIO221LW Lab: General Microbiology 2 Credits

Experiments to complement the material in BIO221. Four hours of laboratory per week. Corequisite: BIO221. Addtional Fee(s): Laboratory fees.

Co-requisites
BIO221 General Microbiology

BIO224 Botany 3 Credits

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 fro humans is discussed, including their use for food and medicine. Three hours of lecture per week.

Pre-requisites
Complete all 2 of the following courses:
BIO144 The Organism

BIO224L Lab: Botany 2 Credits

Experiments to complement the material presented in BIO224. Four hours of laboratory or flield experience per week. Corequisite: BIO224. Additional Fee(s): Laboratory fees.

Co-requisites
BIO224 Botany

BIO226 Toxicology — 3 Credits

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.

Pre-requisites
Complete all 4 of the following courses:
BIO143 The Cell

BIO231 Cell and Molecular Biology — 3 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
BIO143 The Cell

BIO248 Ecology — 3 Credits

A study of the interrelation between organisms and their environment. Three hours of lecture per week.

Pre-requisites
Complete all 2 of the following courses:
BIO144 The Organism

BIO248LW Lab: Ecology — 2 Credits

Experiments to complement the material presented in BIO248. Four hours of laboratory or field experience per week. Corequisite: BIO248. Additional Fee (s): Laboratory fee.

BIO255 Biomedical Ethics — 3 Credits

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.

BIO302 Physiology 3 Credits

This course introduces students to the basic concepts of physiology. The lectures will emphasize chemical principles, cellular biological principles, and a survey of the nervous, endocrine, immune, musculoskeletal, cardiovascular, excretory, respiratory, and digestive systems. The laboratory will emphasize comparative physiology between humans and other animals. Three hours of class per week.

Pre-requisites
Complete the following course:
CHM108 Chemistry II ***Pre-requisites***
Complete the following course:
CHM110L Chemistry II Laboratory ***Pre-requisites***
Complete any 1 of the following courses:
BIO201 Anatomy

BIO302L Physiology Lab 2 Credits

Laboratory experiments emphasizing comparative physiology between human and other animals. Three hours of laboratory per week. Corequisite: BIO302. Additional Fee(s): Laboratory fees.

Pre-requisites
Complete the following course:
BIO201L Lab: Anatomy

BIO303 Applied and Environmental Microbiology 3 Credits

This course will focus on the importance of microorganisms in environmental and industrial processes, and the role of scientific research in finding solutions to applied problems. Areas that will be covered include basic microbiology, soil and water microbiology, agricultural and food microbiology, and public health microbiology.

Pre-requisites
Complete all 4 of the following courses:
BIO143 The Cell

BIO408 Developmental Biology — 3 Credits

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.

Pre-requisites
Complete the following course:
BIO231 Cell and Molecular Biology

BIO417 Genetics — 3 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
MTH110 Elementary Statistics

BIO418 Chemical Analysis Laboratory — 3 Credits

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. Additional Fee(s): Laboratory fee.

Pre-requisites
Complete the following course:
CHM216L Organic Chemistry Laboratory

BIO419 Immunology — 3 Credits

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 compleses, and the cellular basis for the immune response.

Three hours of lecture per week. Prerequisitie(s): BIO221 or BIO302

Pre-requisites
Complete the following course:
BIO221 General Microbiology

BIO438 Biochemistry I — 3 Credits

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.

Pre-requisites
Complete the following course:
CHM206 Organic Chemistry II

BIO439 Biochemistry II — 3 Credits

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. Cross-listed as CHM339.

Pre-requisites
Complete the following course:
BIO438 Biochemistry I

BIO440L Macromolecule Laboratory — 2 Credits

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 surafce receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as CHM340.

Pre-requisites
Complete any 1 of the following courses:
BIO231 Cell and Molecular Biology

BIO440LW Macromolecule Laboratory 2 Credits

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 surafce receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as CHM340. Additional Fee(s): Laboratory fee.

Pre-requisites
Complete any 1 of the following courses:
BIO438 Biochemistry I

BIO455 Biomedical Ethics 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
BIO302 Physiology

BIO458 Histology 3 Credits

A microscopic analysis of human and animal tissue and organ function at the cellular level. Material comes from text book, 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.

Pre-requisites
Complete the following course:
BIO231 Cell and Molecular Biology

BIO461 Aquatic Entomology 3 Credits

Aquatic environments harbor a vast number of insect species that are widely used as biological indicators of environmental health. This course introduces the physiological, ecological, and biomonitoring attributes of aquatic insects and emphasizes taxonomic identification. Preparation for a formal identification certification test from the Society for Freshwater Science is optional.

Pre-requisites
Complete the following course:
SUS201 Integrative Biology ***Pre-requisites***
Complete all 2 of the following courses:
BIO143 The Cell

BIO481W Ecology and Environmental Journal Club 2 Credits

Presentations and discussions 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.

Co-requisites
XXX123 Permission of Instructor

Co-requisites
BIO498 Tutorial: Biology

Co-requisites
BIO499 Tutorial: Biology

Co-requisites
CHM498 Tutorial: Chemistry

Co-requisites
CHM499 Tutorial: Chemistry

BIO484 Plant Physiology 3 Credits

This course is an introduction to the physiology and biochemistry of plants. Lectures and laboratory exercises cover plant cells, enzymes, transport of water and nutrients, metabolism, defenses against pathogens, gene expression, hormones, and responses to environmental stimuli. Three lectures per week.

Pre-requisites

Complete all 3 of the following courses:
BIO224 Botany

BIO484L Lab: Plant Physiology 2 Credits

Experiements to complement the material presented in BIO384. Four hours of laboratory per week. Corequisite: BIO484. Additional Fee(s): Laboratory fees.

Co-requisites
BIO484 Plant Physiology

BIO490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete the following course:
IND350W Scientific Research Methods

BIO491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

BIO492 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

BIO493	**Independent Study**	**3 Credits**
	Pre-requisites *Complete the following course:* XXX123 Permission of Instructor	
BIO494	**Independent Study**	**4 Credits**
	Pre-requisites *Complete the following course:* XXX123 Permission of Instructor	
BIO498	**Tutorial: Biology**	**4 Credits**
BIO499	**Tutorial: Biology**	**4 Credits**
BIO502	**Human Gross Anatomy** 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.	**6 Credits**
BIO502L	**Lab: Human Gross Anatomy**	**0 Credits**
BIO503	**Human Anatomy** This course provides a basic understanding of human anatomy, with an emphasis on the osteology and muscles of the upper and lower limbs, including the back. It uses a combination of systems-based and region-specific instruction. Lectures are complimented by laboratory exercises based upon the A.D.A.M. computer program. Three hours of class and two hours of laboratory per week.	**3 Credits**

BIO503L	**Laboratory: Human Anatomy**	**1 Credits**
BIO504	**Human Physiology** 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.	**3 Credits**
BIO506	**Principles of Neuroscience** 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. ***Pre-requisites*** *Complete any 1 of the following courses:* BIO502 Human Gross Anatomy	**3 Credits**
BIO506L	**Lab: Principles of Neuroscience** Laboratory experience includes the human nervous system material, brain sections, and anatomical models. Two hours of Laboratory per week. ***Co-requisites*** BIO506 Principles of Neuroscience	**1 Credits**
BIO508	**Developmental Biology** 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.	**3 Credits**

BIO509 Fundamentals of Neuroscience — 3 Credits

This course is designed toe xamine the fundamental aspects of nervous system function, emphasizing the bases of excitability, synaptic transmission and neurontarget interactions. BIO509 introduces students to the basics of integrative neural function, including sensory, motor, learning, memory, and limbic systems. Three hours of lecture per week.

BIO509L Fundamentals of Neuroscience Lab — 1 Credits

Laboratory exercises to compliment lectures in BIO509, including study of human nervous system material, brain sections, and anatomical models. Two hours of Laboratory per week.

BIO512 Advanced Human Gross Anatomy — 3 Credits

An in-depth study of both regional gross human anatomic structures & cellular level tissue. The course is clinically oriented with emphasis on the musculoskeletal, neuromuscular, gastrointestinal, cardiopulmonary, urinary & reproductive systems. Regional study of the head/neck, trunk, and upper/lower extremities, is accomplished through human cadaver dissection.

Co-requisites
BIO512L Advanced Human Gross Anatomy Lab

BIO512L Advanced Human Gross Anatomy Lab — 2 Credits

The laboratory compliment to BIO512, this course uses human cadavers to facilitate a deeper appreciation for regional gross human anatomic structures. The course is clinically oriented with emphasis on the musculoskeletal, neuromuscular, gastrointestinal, cardiopulmonary, urinary and reproductive systems, via regional study of the head/neck, trunk, and upper/lower extremities.

Co-requisites
BIO512 Advanced Human Gross Anatomy

BIO513 Integrated Seminar in Applied and Environmental Microbiology — 3 Credits

This course will provide a forum for interdisciplinary learning and discussion in the core areas of applied and environmental microbiology. Students will analyze case studies based on real-world issues, use evidence-based practice to devise solutions to applied problems, and develop communication skills to convey disciplinary knowledge to different audiences.

BIO514 Advanced Human Physiology — 3 Credits

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.

BIO516 Advanced Neuroscience — 3 Credits

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.

BIO516L Advanced Neuroscience Lab — 2 Credits

This lab complements the lectures in BIO516, using hands-on laboratory and data collection exercises. It examines nervous system function, emphasizing excitability, synaptic transmission and neuron-target interactions. It also includes a study of integrative neural function in sensory, motor, learning, memory and limbic systems. Two hours of laboratory per week.

Co-requisites
BIO516 Advanced Neuroscience

BIO517	**Genetics** 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.	**3 Credits**
BIO518	**Chemical Analysis Laboratory** 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. Additional Fee(s): Laboratory fee.	**3 Credits**
BIO519	**Immunology** 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.	**3 Credits**
BIO532	**Biostatistics** The study and application of biostatistics and probability distributions in biology, for students who already have a working knowledge of statistics and want to understand the place and application of biostatistical methods in science. Topics include hypothesis testing, analysis of variance for one and many variables, and linear and nonlinear regression.Three hours of class per week.	**3 Credits**
BIO538	**Biochemistry I** 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	**3 Credits**

storage and usage of energy are also discussed.

BIO539	**Biochemistry II** 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.	**3 Credits**
BIO540L	**Macromolecule Laboratory** An advanced laboratory course for junior or senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly used in the fields of cellular biology, molecular biology, and biochemistry. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week.	**2 Credits**
BIO552	**Computational Drug Design** Study of computational techniques of importance in contemporary drug design. Topics include molecular docking, ligand binding free energy calculations, de novo drug design, pharmacophore elucidation, quantitative structure-activity relations, and combinatorial library design. Cross-listed as BIO 452 and CHM 452.	**3 Credits**
BIO553	**Special Topics in Biology** Lectures and/or laboratories in selected areas of contemporary biology, with a focus of recent research.	**3 Credits**
BIO555	**Medical and Bio-ethics** This course will discuss 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.	**3 Credits**

BIO558	**Histology** 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, veterniary medicine, or dentistry.	**3 Credits**
BIO561	**Pharmacology** This course covers the general principles of drug action, including administration, distribution, mechanism, and excretion. Emphasis will be placed on key pharmacological concepts, basic signal transduction pathways and molecular mechanisms. Pharmacology of the nervous, cardiovascular, and endocrine systems as well as the mechanisms of various antimicrobial agents will be considered.	**3 Credits**
BIO623	**Methods of Biological Research** 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.	**2 Credits**
BIO637	**Internship**	**1 Credits**
BIO638	**Internship**	**2 Credits**

BIO639	**Internship** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
BIO691	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**1 Credits**
BIO692	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
BIO693	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
BIO698	**Biology Thesis I** 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.	**3 Credits**
BIO699	**Biology Thesis II** 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. ***Pre-requisites*** *Complete the following course:* BIO698 Biology Thesis I	**3 Credits**

BIO800	**Graduate Continuing Credit**	**1 Credits**
BUS105	**Foundations of Business** The course combines the theory and practice of business and fosters analytical thinking. Students build a foundation for 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.	**3 Credits**
BUS110	**Business Statistics** This course introduces essential research tools in business. Topics include descriptive statistics of central tendency and variability and hypotheses testing statistical analysis using correlation, analysis of variance, and regression. Problems use applications from business cases, marketing research, and economic policy. ***Pre-requisites*** *Complete the following course:* BUS105 Foundations of Business	**3 Credits**
BUS138	**Eden Hall Experiences - Ecosystems: Food to Fun** This experiential class uses the Eden Hall Campus and surrounding environment to give students a hands-on understanding of their relationship and dependence on ecosystem services. The class looks at examples of the four ecosystem services - provisioning, regulating, supporting and cultural.	**1 Credits**
BUS145	**Sustainability in Action** This course combines classroom instruction with real-world application. Students are familiarized with the latest science concerning environmental degradation, sources of adverse environmental impact and opportunities for making improvements. We will review current theory and practical	**3 Credits**

methods for increasing targeted pro-enviromental behaviors (PEB) given the scope of individual, organization, and community-level conditions that may be present.

BUS171	**Information Systems and Operations** This course explores basic concepts of communication networks (e.g., the Internet), hardware, software, databases, and systems. Students apply information systems to decision making, communication, collaboration and coordination in the operations of contemporary organizations. Students gain skills in word processing, presentation software, data visualization, spreadsheets, and relational databases.	**3 Credits**
BUS213	**Special Topics**	**3 Credits**
BUS213	**Special Topics: Sustainability in Action**	**3 Credits**
BUS217	**Introduction to Project Management** This course covers concepts and techniques of Project Management (PM), given the triple constraint of limited cost, time, and project scope. Students acquire knowledge of generally accepted tools and become familiar with techniques for achieveing project success. The coursework prepares the student for the Certified Associated Project Manager (CAPM) examination. ***Pre-requisites*** *Complete the following course:* SDE101 Strategies for Success in College	**2 Credits**
BUS230	**Organizational Behavior** This course teaches students to understand, explain, and improve human behavior in organizations. Most organizations focus efforts on improving job performance and organizational commitment. The purpose of this course is to provide a theoretical foundation and realistic	**3 Credits**

understanding of how human behavior influences the effectiveness of the modern corporation.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS230W Organizational Behavior 3 Credits

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.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS240 International Business 3 Credits

This course provides the background 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. This course fulfills a global general education mission requirement.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS243 Principles of Marketing 3 Credits

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective.

Pre-requisites

Complete the following course:
BUS105 Foundations of Business

BUS243W Principles of Marketing — 3 Credits

This course introduces students to the basic concepts of marketing strategy and management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Environmental sustainability is analyzed from the consumer perspective.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS244 Consumer Behavior — 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
BUS243 Principles of Marketing

BUS257 Business Law and Business Ethics — 3 Credits

This course introduces students to the introductory concepts of business law including employment law, social and environmental responsibility of corporations, and international business law. It also emphasizes frameworks for conducting ethical analysis and the analysis of ethical dilemmas.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS272 Principles of Finance — 3 Credits

This course enables 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.

Pre-requisites
Complete the following course:
ACT222 Financial Accounting Principles I

BUS301 Introduction to Six Sigma — 1 Credits

This course introduces students to the concepts, technical tools, and skills essential for problem solving and decision making using Six Sigma methodologies. The course is delivered in six modules (Overview, Define, Measure, Analyze, Improve, and Control) supplemented by a collaborative laboratory session for students to apply the concepts learned.

Pre-requisites
Complete any 1 of the following courses:
BUS110 Business Statistics

BUS310W Business Analytics: Research Methods — 3 Credits

This course introduces research methods and tools as the foundations of business analytics. Topics include problem definition, literature review, theory development, research design, sampling theory, construct measurement, data collection, data analysis, reporting results, interpreting findings, and developing actionable recommendations.

Pre-requisites
Complete any 1 of the following courses:
MTH110 Elementary Statistics

BUS312 Marketing Research — 3 Credits

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 teamled custom research study.

Pre-requisites
Complete the following course:
BUS243 Principles of Marketing

BUS317 Systems Analysis and Design 3 Credits

This course introduces information systems analysis and design for contemporary organizations, with a focus on developing critical skills in communicating with people as users, analyzing processes, translating needs into information systems requirements, and testing of prototype ideas. Topics also include functional, structural, and behavioral modeling, and Unified Modeling Language (UML).

Pre-requisites
Complete the following course:
BUS243 Principles of Marketing

BUS350 Advertising and Promotion 3 Credits

This course offers a detailed study of advertising and promotion, including public relations and support media. An integrated marketing communications perspective is emphasized. Advertising and promotion are examined utilizing a range of media outlets, including the internet, television, consumer magazines and professional journals.

Pre-requisites
Complete any 1 of the following courses:
BUS243 Principles of Marketing

BUS357 Strategy and Entrepreneurial Ventures 3 Credits

This course illustrates the strategic management framework by taking students through the entrepreneurial process from start-up growth while exploring the personal and professional challenges. The student examines key issues in opportunity recognition, financing models, strategic choices, and sources of competitive advantage at different stages of the firm's development.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS390 Human Resources Management 3 Credits

This course uses readings and case studies to assess and evaluate alternative approaches in staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The emphasis of the course is to help students understand these elements of human resources management within an integrated systems approach.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS395W Leadership and Management 3 Credits

This course builds students' ability to identify challenges facing managers in 21st century organizations. The course covers theories and applications of leadership in the changing environment of today's world. Students learn organizational skills, presentation skills, and critical thinking skills. Writing skills are emphasized.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS413 Logistics and Operations 3 Credits

This course introduces students to technical tools and skills essential for problem solving and decision-making in logistics and operations management. Topics may include inventory optimization, network planning, demand forecasting, transportation planning, and productions planning. Mastery of quantitative methods using spreadsheet modeling is required for all students.

Pre-requisites
Complete any 1 of the following courses:
BUS110 Business Statistics

BUS415 Strategic Management — 3 Credits

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.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS416 Computer Networking & Telecommunication — 3 Credits

This course introduces students to the foundational network technologies for data encoding and transmission. Topics may include telephone network and internet architecture, communication protocols (e.g., HTTP, SMTP), transport protocols (e.g., UDP, TCP), and network protocols (IP), TCP/IP, LANs, WANs, circuit vs. packet switching, network security, and multimedia.

Pre-requisites
Complete the following course:
BUS171 Information Systems and Operations

BUS421 Information and Cybersecurity — 3 Credits

This course introduces fundamental issues in information and cybersecurity, with an emphasis on vulnerabilities available to cyber attackers. Students develop conceptual tools for identifying vulnerabilities, assessing threats, analyzing risk, and selecting controls to mitigate risk, and practical skills in implementing security, responding to incidents, and designing systems that prevent cyberattacks.

Pre-requisites
Complete the following course:
BUS171 Information Systems and Operations

BUS445 Marketing Strategy 3 Credits

This course examines the concepts and processes for gaining competitive advantage in the marketplace. It is designed around a marketing planning approach with an emphasis on strategic analysis and planning. The course takes a hands-on approach toward analyzing markets and market behavior, and matching strategies to changing market conditions.

Pre-requisites
Complete any 1 of the following courses:
BUS243 Principles of Marketing

BUS452 Managing Nonprofit Organizations 3 Credits

Through the use of case studies, assignments, and class projects, this course familiarizes students with the distinctiveness of nonprofit organizations and their management. Specific topics include marketing and fund raising, budgeting, personnel management and supervision, strategic planning and implementation, environmental and program evaluation, and managing interorganizational networks.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business ***Pre-requisites***
Complete all 2 of the following courses:
SWK102 Introduction to Social Work, Social Justice and Social Issues

BUS462 Global Procurement 3 Credits

In this course, students examine success factors, ethical challenges, legal issues, and managerial implications of global procurement. Students also develop a deep understanding of the impact of procurement on quality, cost, and efficiency of supply chain management through use of procurement tools, techniques, and methodologies.

Pre-requisites
Complete the following course:
BUS105 Foundations of Business

BUS490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete any 1 of the following courses:
BUS312W Marketing Research

BUS493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

BUS496 Digital Marketing 3 Credits

This course explores digital platforms that transform marketing, including the Internet, search engines, online advertising platforms, and digital analytics platforms. Through participation in real or simulated digital marketing projects, the student will critically apply principles of advertising, marketing analytics, and research methods.

Pre-requisites
Complete the following course:
BUS171 Information Systems and Operations
Pre-requisites
Complete any 1 of the following courses:
BUS243 Principles of Marketing

BUS498 Tutorial: Capstone Research Project 4 Credits

BUS499	**Tutorial: Capstone Research Project**	**4 Credits**
BUS506	**Statistic Essentials** 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.	**2 Credits**
BUS507	**Accounting Essentials** 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.	**2 Credits**
BUS508	**Marketing Essentials** This course will introduce student to marketing concepts relevant in any sector of busines. Topics will include market analysis, product strategy, the marketing mix, and managing the marketing program. Course material will be resented through online dicussion, collaborative activities, assigned readings, and team creation of a comprehensive marketing plan.	**2 Credits**
BUS509	**Economics Essentials** The introduction to market analysis examines the major areas of study within microeconomics and macroenconomics and teaches students to apply the basic tools of economic analysis to policy and business decision making. Topics include supply and demand, production	**2 Credits**

functions, cost, market structure, inflation, unemployment and economic growth.

BUS511	**Health Policy & Advocacy** Analyze and synthesize innovative approaches to issues in health care delivery at all levels. Politics, policy, market forces, and advocacy are used to assess how system approaches affect health care delivery. Transformational leadership for political and policy activism are emphasized, while exploring regional, national, and global health issues and trends.	**3 Credits**
BUS513	**Logistics and Operations** This course introduces students to technical tools and skills essential for problem solving and decision-making in logistics and operations management. Topics may include inventory optimization, network planning, demand forecasting, transportation planning, and productions planning. Mastery of quantitative methods using spreadsheet modeling is required for all students.	**3 Credits**
BUS540	**Leadership for Change in Healthcare Organizations** Focuses on the needs of health care leaders to take health care delivery into the future through innovative initiatives. 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.	**3 Credits**
BUS550	**Innovation and Commercialization** This course focuses on how to successfully commercialize an innovation. Understanding commercialization activities such as pre-product launch planning, market testing, actual product launch, and post-launch follow-up is a major part of the course. The course provides a run-through of the complete cycle from idea to market entry.	**3 Credits**

BUS551	**Informatics in Healthcare** This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes.	**3 Credits**
BUS552	**Managing Non-Profit Organizations** Through the use of case studies, assignments, and class projects, this course familiarizes students with the distinctiveness of nonprofit organizations and their management. Specific topics include marketing and fund raising, budgeting, personnel management and supervision, strategic planning and implementation, environmental and program evaluation, and managing interorganizational networks.	**3 Credits**
BUS562	**Global Procurement** In this course, students examine success factors, ethical challenges, legal issues, and managerial implications of global procurement. Students also develop a deep understanding of the impact of procurement on quality, cost, and efficiency of supply chain management through use of procurement tools, techniques, and methodologies.	**3 Credits**
BUS570	**Global Business** This course introduces students to 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.	**3 Credits**

BUS571	**Business Communication** 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.	**3 Credits**
BUS572	**Global Marketing**	**2 Credits**
BUS573	**Strategy and Entrepreneurship** The course requires the student to take the Chief Executive Officer's (CEO) perspective and consider strategies to develop resources and capabilities needed to gain and sustain competitive advantage for both established firms and entrepreneurial ventures. Strategic analyses employed in this course critically examine the direction and goals of an organization, the social, political, technological, economic, and global factors in the business environment, industry structure, market dynamics, and firm strengths and weaknesses. The skills to develop and successfully implement strategy in different types of firms across industries are refined through case analyses and simulations, with a particular emphasis on entrepreneurship.	**3 Credits**
BUS574	**Corporate Finance** 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.	**3 Credits**
BUS574PLA	**Corporate Finance - Prior Learning**	**3 Credits**

BUS575	**Leading Organizations and Projects** The course cultivates the student's executive leadership potential for organizational development and transformation, with specific applications to the project management environment. Theoretical perspective and case analyses will explore topics of leading one's self, motivating project teams, change management, and transforming the organization.	**3 Credits**
BUS576	**Sustainable Human Capital** Cultivate theoretical understanding and ethical and practical skills for managing human capital. Explore individual, group, and organizational levels of analysis focusing on topics of motivation, communication, group dynamics, decision making, culture, power, and politics. Analyze the effectiveness of tools for talent acquisition and development, such as compensation, feedback, and assessment.	**3 Credits**
BUS577	**Information Systems and Analytics** This course explores the strategic management of technology, information, and people from a Chief Information Officer's (CIO) perspective. The business value and organizational challenges of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, data warehouses, analytics, and Big Data are critically examined through cases and hands-on projects.	**3 Credits**
BUS580	**Business Ethics and Corporate Responsibility** 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.	**2 Credits**

BUS582	**Foundations of Project Management** This course explores the knowledge areas and project stages from the Project Management Body of Knowledge (PMBOK). Students acquire concepts and skills in initiating, planning, executing, monitoring, controlling, and closing projects. The course examines the management of project integration, scope, time, cost, human resources, communications, risk, and procurement.	**3 Credits**
BUS607	**Human Resource Management and Issues of Diversity** 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.	**2 Credits**
BUS608	**Economics for Managers** The goal of this course is to provide students with the tools and concepts from managerial economics that practicing managers can and do use. Drawing on issues in both microeconomics and macroeconomics, fundamental principles are applied to business decision-making. ***Pre-requisites*** *Complete the following course:* BUS509 Economics Essentials	**2 Credits**
BUS609	**Business and Sustainability** This course covers basic questions concerning sustainability and the challenges in reconciling free-market capitalism with the need for more sustainable business practices. Among topics covered will be: the need to translate real-world sustainability challenges into future business opportunities, and the economic moral challenges involved with the creation of a sustainable world.	**2 Credits**

BUS610 Statistical Application to Business Efficiency — 2 Credits

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.

Pre-requisites
Complete the following course:
BUS506 Statistic Essentials

BUS611 Healthcare Quality Measurement — 3 Credits

This 3 credit course will address the quality of healthcare in the United States. Key issues relating to quality of care will be analyzed from the perspectives of health care systems, providers, patients and payers. The course will also address the various methods of assessment and quality control for patient care. Students will learn to understand and apply the science of studying and measuring the flow of work in providing patient care. Methods of Quality Control (including QA/QC, Deming and TQM) will be covered in detail. Substantive case analyses will add depth to the course.

BUS612 Healthcare Economics and Reimbursement — 2 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
BUS506 Statistic Essentials

BUS613 Health Policy and History — 2 Credits

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 stakeholders 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.

BUS615 Healthcare Management Capstone — 3 Credits

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.

Pre-requisites
Complete all 4 of the following courses:
BUS573 Strategy and Entrepreneurship

BUS618 Economics for Managers — 3 Credits

This course teaches how economic tools and techniques can be used to solve business problems. Economics describes why firms do what they do and points to business strategies. The course focuses on economic applications. The course provides an understanding of how economics influences marketing, management, and other business-related decisions.

BUS623 Strategic Performance for Women Executives — 3 Credits

This course will cover issues specific to women business leaders such as conflict management, negotiation and persuasion, mentoring structures, crisis communication, and organizational change. Other topics will include implicit and explicit attitude toward female authority in the workplace; implicit social cognition; attitudes, self-esteem, and stereotypes, etc.

BUS623 Strategic Performance for Executives — 3 Credits

This course will cover issues specific to business leaders such as conflict management, negotiation and persuasion, mentoring structures, crisis communication, and organizational change. Other topics will include implicit and explicit attitude toward authority in the workplace; implicit social cognition; attitudes, self-esteem, and stereotypes, etc.

BUS624 Multi-Discipline Strategic Management — 3 Credits

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.

Pre-requisites
Complete any 3 of the following courses:
BUS573 Strategy and Entrepreneurship

BUS639 Sustainability and Assessment Reporting — 3 Credits

An in-depth study of how to measure, track, and report on sustainability issues in a business. Includes a study of how to create effective Social Responsibility reports and the standards currently used to measure sustainability. Teaches students how to monitor and measure sustainability issues from within a business.

BUS641 Sustainable Supply Chain Management — 3 Credits

This course provides students with an understanding of how supply chain works, 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 include: packaging, transportation, energy use, and waste.

BUS643	**International Field Experience** MBA students attain firsthand understanding of the markets and corporate settings of foreign countries through supervised experience, observation, interaction and research/analysis. This course provides that critical knowledge with a ten day study abroad field experience. While not required for graduation, BUS 643 is highly recommended. Additional Fee(s): Travel fee.	**3 Credits**
BUS652	**Managerial Accounting** 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.	**3 Credits**
BUS661	**Logistics and Operations**	**3 Credits**
BUS662	**Global Procurement**	**3 Credits**
BUS671	**Marketing Management** This course takes the Chief Marketing Officer's (CMO) perspective to explore marketing as a core business practice. Discussions focus on theories and principles for interfacing with customers, competitors, partners, and the external environment. Concepts are applied to planning and executing the conception, pricing, promotion, and distribution of goods and services.	**3 Credits**
BUS672	**Corporate Finance** 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	**3 Credits**

	are assessing financial health, planning financial performance, interpretation of data and recommendations, supply-chain management.	
BUS673	**Legal Aspects of Business** This course introduces business law and the legal system in preparation for dealing with legal business issues and attorneys. Topics include civil procedure, torts, strict liability, legal fees and case management, common law contracts, the Uniform Commercial Code, partnerships, corporate law, estates and trusts, secured transactions, third-party rights, property, insurance, securities law, and ethics.	**3 Credits**
BUS680	**Complex Issues in Project Management** Case studies and simulations engage students in the examination of complex issues in project management, such as control, portfolio management, and rescuing failing projects. The Student will be able to analyze, evaluate, and optimize projects in specific environments and industries. ***Pre-requisites*** *Complete the following course:* BUS582 Foundations of Project Management	**3 Credits**
BUS691	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**1 Credits**
BUS692	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**

BUS698 Strategy and Entrepreneurship 3 Credits

"Develop strategies to gain and sustain competitive advantage. Examine the goals of an organization, the social, political, technological, economic, and global factors in the business environment, industry structure, market dynamics, and firm strengths and weaknesses. Develop and implement strategy across industries, and as an entrepreneur, through case analyses and simulations. "

Pre-requisites
Complete the following course:
BUS671 Marketing Management

Co-requisites
BUS672 Corporate Finance

BUS699 Business Consulting Capstone 3 Credits

This course is the culminating experience in the MBA program. Students apply professional-level business consulting skills learned in the MBA program. Business Consulting Capstone student teams solve business problems for businesses and entrepreneurs.

Pre-requisites
Complete all 2 of the following courses:
BUS672 Corporate Finance

BUS800 Graduate Continuing Credit 1 Credits

Graduate Continuing Credit

CHM102 Chemistry in Context 3 Credits

One semester lecture course with selected topics in inorganic and organic chemistry. Emphasis is on relevance to biological and environmental issues. Topics include matter, energy, atomic and molecular structure, bonding, reaction chemistry, and radioactivity. Three hours of lecture per week. Not open to majors in biology or chemistry.

CHM102L Chemistry in Context Lab — 1 Credits

One semester laboratory course to accompany CHM102 Chemistry in Context. Two hours of lab per week. Not open to majors in biology or chemistry.

CHM105 General Chemistry — 3 Credits

This class covers the same material as Chemistry 107 below, but is specifically structured for students who have had little or no previous chemistry experience, or who need extra help with algebraic problem solving. Three hours of lecture and one hour of recitation per week. Co-requisite: CHM 109

CHM107 Chemistry I — 3 Credits

This class 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. Co-requisite: CHM 109

CHM108 Chemistry II — 3 Credits

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. Corequisite: CHM 110.

Pre-requisites
Complete any 1 of the following courses:
CHM105 General Chemistry

Co-requisites
CHM110L Chemistry II Laboratory

CHM109L Chemistry I Laboratory 1 Credits

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. Corequisite: CHM 105 or 107. Additional Fee(s): Laboratory fee.

Co-requisites
CHM107 Chemistry I

CHM110L Chemistry II Laboratory 1 Credits

Continued introduction to the basic experimental procedures and laboratory techniques in chemistry. Experiments are correlated with lectures in Chemistry 108. Three hours of laboratory per week. Corequisite: CHM 108. Additional Fee(s): Laboratory fee.

Co-requisites
CHM108 Chemistry II

CHM205 Organic Chemistry I 3 Credits

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. Co-requisite: CHM 215.

Pre-requisites
Complete all 2 of the following courses:
CHM108 Chemistry II

Co-requisites
CHM215L Elementary Organic Laboratory

CHM206 Organic Chemistry II 3 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
CHM205 Organic Chemistry I

CHM209	**Inorganic Chemistry** 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. ***Pre-requisites*** *Complete the following course:* CHM108 Chemistry II	**3 Credits**
CHM215L	**Elementary Organic Laboratory** Basic manipulative skills, including introduction to several chromatographic techniques, are followed by chemistry of alkenes and aromatic compounds. Four hours of laboratory per week. Additional Fee(s): Laboratory fee.	**2 Credits**
CHM216L	**Organic Chemistry Laboratory** Chemistry of organic functional groups. Identification of unknowns and a multistep synthesis. Four hours of laboratory per week. Additional Fee(s): Laboratory fee. ***Pre-requisites*** *Complete the following course:* CHM215L Elementary Organic Laboratory	**2 Credits**
CHM311	**Physical Chemistry I** 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. ***Pre-requisites*** *Complete all 4 of the following courses:* CHM205 Organic Chemistry I	**3 Credits**

CHM312 Physical Chemistry II 4 Credits

Quantum mechanics, spectroscopy, introduction to symmetry, and introduction to statistical mechanics. Four hour lectures per week.

Pre-requisites
Complete the following course:
CHM311 Physical Chemistry I

CHM317L Integrated Chemistry Laboratory 2 Credits

Experiments are selected to illustrate important principles of advanced experimental chemistry and familiarize students with important experimental methods. The course is intended to encourage students to think critically about the reliability of their experimental results in the light of their previous chemistry experience. Five hours of laboratory per week. Additional Fee(s): Laboratory fee.

Pre-requisites
Complete the following course:
CHM216L Organic Chemistry Laboratory

CHM317W Integrated Chemistry Lab 2 Credits

Experiments are selected to illustrate important principles of advanced experimental chemistry and familiarize students with important experimental methods. The course is intended to encourage students to think critically about the reliability of their experimental results in the light of their previous chemistry experience. Five hours of laboratory per week. Additional Fee(s): Laboratory fee.

CHM318L Chemical Analysis Laboratory 3 Credits

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 BIO418. Additional Fee(s): Laboratory fee.

Pre-requisites
Complete the following course:
CHM216L Organic Chemistry Laboratory

CHM322 Topics in Analytical Chemistry 3 Credits

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. Corequisite: CHM 318

Pre-requisites
Complete the following course:
CHM215L Elementary Organic Laboratory

CHM338 Biochemistry I 3 Credits

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.

Pre-requisites
Complete the following course:
CHM206 Organic Chemistry II

CHM339 Biochemistry II 3 Credits

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 BIO438

Pre-requisites
Complete the following course:
CHM338 Biochemistry I

CHM340L Macromolecule Laboratory 2 Credits

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 surafce receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as BIO. Additional Fee(s): Laboratory fee.

Pre-requisites
Complete the following course:
CHM338 Biochemistry I

CHM340LW Macromolecule Laboratory 2 Credits

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 surafce receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as BIO 440. Additional Fee(s): Laboratory fee.

Pre-requisites
Complete the following course:
CHM338 Biochemistry I

CHM343 Environmental Chemistry 3 Credits

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. Cross-listed as ENV 443. Three hour lecture per week.

Pre-requisites
Complete any 1 of the following courses:
CHM205 Organic Chemistry I

CHM443 Environmental Chemistry 3 Credits

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.

CHM490 Integrative Capstone 3 Credits

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete the following course:
IND350 Scientific Research Methods

CHM491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

CHM492 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

CHM493	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
CHM498	**Tutorial: Chemistry**	**4 Credits**
CHM499	**Tutorial: Chemistry**	**4 Credits**
CHM503	**Introduction to Green Chemistry** Green chemistry was defined by Paul Anastas in the 1990s as "the design of chemical products and processes that reduce or eliminate the use and generation of hazardous compounds." Stated broadly, this course helps students understand the notion of sustainability and how it applies to chemistry. It also explores the history of chemistry, outlines the critical need for green chemistry, and explores the principles that guide its practice.	**3 Credits**
CHM515	**Life-Cycle Assessment** Study of objective processes used to evaluate the environmental burdens associated with a product, process, or activity. This involves identifying energy, materials, and wastes in order to evaluate and implement opportunities to affect environmental improvements. Material and energy flow analyses (e.g., mass balancing) are covered for a variety of scales, such as an individual business, industrial sector, or an entire economy.	**3 Credits**
CHM516	**Chemical Process Principles** Fundamental concepts of chemical engineering; problem-solving techniques; applications to the environment and sustainability of stoichiometry, material and energy balances, and phase equilibria; bioprocesses and how to make things from renewable resources.	**3 Credits**

CHM520	**Internship** INTERNSHIP	**1 Credits**
CHM543	**Advanced Environmental Chemistry** 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 it's role in the environment and to show the power of chemistry as a tool to help us comprehen	**3 Credits**
CHM607	**Catalysis** Catalysis lies at the heart of many chemical processes, from the academic research lab through living systems to the industrial large-scale reactor. By understanding and careful use of catalysis many processes can be made faster, cleaner and more sustainable. This course will provide training in the state-of-the-art of catalysis theory, application, preparation and analysis.	**3 Credits**
CHM692	**Independent Study** Independent Study	**2 Credits**
CHM698	**Green Chemistry Practices I-Industrial Challenges** In the first of this two-course sequence a series of professionals from the region are invited to present to the class. These presentations will present problems/projects being addressed by local industry. Groups of students will choose one, design a protocol to follow, and present their protocol to the class.	**3 Credits**

CHM699 Green Chemistry Practices II-Industrial Solutions — 3 Credits

The second part of a two-course sequence; students will complete a project they propose in CHM698 in conjunction with a local industry/business.

Pre-requisites
Complete the following course:
CHM698 Green Chemistry Practices I-Industrial Challenges

CMP120 Introduction to Programming — 3 Credits

An introduction to the theory and practice of computer programming with an emphasis on problem solving. No previous programming experience is required.

CMP150 On-line Genealogy — 3 Credits

This course is an introductory study of all aspects of personal and family history, and genealogical research, with a strong emphasis on computer search engines. Methods used to identify individuals and their ancestors will be surveyed, emphasizing the scientific approach to genealogical research, rather than chance.

CMP202 Introduction to Programming — 3 Credits

An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques.

Pre-requisites
Complete the following course:
CMP140 Introduction to Computer Science

CMP283 Database Management Systems — 3 Credits

This course is a study of database management systems and their applications to a wide range of information processing needs. Students design and implement database management systems while being introduced to a

conceptual model of a database environment comprised of five basic components: databases, database management systems, data dictionary/directory systems, database administration, and user-system interfaces.

Pre-requisites
Complete the following course:
CMP202 Introduction to Programming

COM101 Foundations Of Human Communication 3 Credits

A survey of the discipline of communication studies with emphasis on multiple theoretical, and methodological issues relevant to the systematic inquiry and pursuit of knowledge about human communication. This course explores the basic history, assumption, principles, processes, variables, methods, and specialization of human communication as an academic field of study.

COM106 Media and Society 3 Credits

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.

COM141 Media Literacy 3 Credits

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 ART141 and FDT141. Additional Fee(s): Course Computing fee.

COM142 Photography I : Black and White Darkroom 3 Credits

This course is designed to introduce students to black and white darkroom photography. Students build on camera skills while investigating 35mm film fundamentals and wet lab methods. They will study exposure and printing in the

black and white darkroom. A range of photographic materials, analog processes, and techniques will be covered. Students will study the photograph as a medium for documentation, representation, and expression. Cross-listed as ART 142. Additional Fee(s): Applied laboratory fee.

COM150	**Introduction to Digital Video Production** 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 150. Additional Fee(s): Applied art fee.	**3 Credits**
COM151	**Introduction to Reporting** 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.	**3 Credits**
COM152	**Photography II - Introduction to Digital Photography** This course introduces students to the basic aesthetic grammar of digital photography and provides a historical and critical context for looking at and making photographs. Students will use their own digital cameras with manually adjustable focus, exposure manipulation, photo finishing techniques and printing processes. They will also learn the fundamentals of digital capture and will utilize Adobe Bridge and Lightroom software for file processing, management, and output.Cross-listed as ART 152.Additional Fee(s): Applied art fee.	**3 Credits**

COM209	**Intercultural Communication: Values and Ethics** 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 soically 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.	**3 Credits**
COM213	**Special Topics in Communications**	**3 Credits**
COM234	**Persuasion** 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.	**3 Credits**
COM234W	**Persuasion** 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.	**3 Credits**
COM245	**Design Praxis** This course introduces the 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	**3 Credits**

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.

COM247	**Photography III - Advanced Digital Imaging** This course introduces students to computer tools that manipulate and enhance digital images. Students learn the skills to enhance varied input in order to create high-quality digital output utilizing Photoshop the industry standard for digital image manipulation. Emphasis is placed on the fundamentals of the interface, understanding resolution, drawing and painting, masking, layering/compositing, color correction and retouching. Cross-listed as ART 247. Additional Fee(s): Applied laboratory fee. ***Pre-requisites*** *Complete any 1 of the following courses:* COM141 Media Literacy	**3 Credits**
COM250	**Introduction to Digital Video Production**	**3 Credits**
COM251	**News Writing and Editing** This production based course introduces students to reporting, structuring and writing print news stories. Students are assigned to cover weekly events and topics in the Pittsburgh area, thus gaining a sense of how news judgment and media ethics are applied to actual reporting assignments. ***Pre-requisites*** *Complete the following course:* COM151 Introduction to Reporting	**3 Credits**
COM251EX	**News Writing & Editing: Experiential Credit**	**3 Credits**

COM251L Communique Lab 1 Credits

A one-credit pass-fail lab section attached to COM 251: Newswriting and Editing. Credit will be awarded upon a student's fulfillment of a staff position on The Communiqué over the course of one semester. A student may register for this lab a maximum of three times during her undergraduate years.

COM260W Practical Public Relations 3 Credits

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.

COM261 Web Design I: Code + Aesthetics 3 Credits

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 FDT261. Additional Fee(s): Course Computing Fee.

Pre-requisites
Complete the following course:
COM141 Media Literacy

COM310W Environmental Communication 3 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
COM106 Media and Society

COM313 Special Topics 3 Credits

COM321 Typography Design Studio 3 Credits

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.

COM350 Intermediate Digital Video 3 Credits

Students will utilize the nonlinear editing software program Final Cut Pro to examine methods of production and related theories involved in achieving stucture in fild 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 stuctures film and by doing so becomes another creative and technical layer for study.

Pre-requisites
Complete any 1 of the following courses:
ART150 Introduction to Digital Video Production

COM351 Advanced News Writing and Editing 3 Credits

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 goverment. 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.

Pre-requisites
Complete the following course:
COM251 News Writing and Editing

COM351L Staff Position: The Communiqué 1 Credits

Pass-fail lab section attached to COM351: Advanced Newswriting and Editing. Credit will be awarded upon students fulfillment of a staff position on the Communique over the course of the semester. A student may register for this lab or COM251L a maximum of three times during her undergraduate year.

COM353 Print Design 3 Credits

This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn conceptual and technical differences between analog and digital imaging and work with a range of digital tools, including QuarkXpress, AdobeInDesign, and Photoshop. Conceptual and content discourses will be developed through contemporary issues and the design of relevant documents. Cross-listed as ART 353. Additional Fee(s): Applied art fee.

Pre-requisites
Complete any 1 of the following courses:
ART141 Media Literacy

COM355 Organizational Communication 3 Credits

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.

COM358 Photography IV: Studio and Lighting Techniques 3 Credits

Building upon skills learned in previous Photography classes, this foundation course introduces lighting principles in the studio and on location. Assignments include still life and studio and location portraiture. Basic view camera techniques and hand held light meters are introduced. Course focuses on the use of Black-and-White output. Fine art and commercial applications are equally emphasized.

Pre-requisites
Complete the following course:
COM241 Lighting Principles

COM360 Advanced Public Relations 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
COM260W Practical Public Relations

COM365 Visual Communication — 3 Credits

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.

COM374 Photography V - Documentary and Photojournalism — 3 Credits

This course will focus on photojournalistic practice and/or a focused exploration of a specific issue in the news. Students will analyze news topics from a practical, ethical, and visual perspective, to produce images that tell stories for newspapers, magazines, books and the Internet. Students will also be introduced to a wide range of approaches and styles of documentary photography with an emphasis on meaning and point of view. Cross-listed with ART374. Additional Fee(s): Applied laboratory fee.

Pre-requisites
Complete any 1 of the following courses:
ART273 Photography I

COM400 Media Ethics and Law Responsibility — 3 Credits

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 goverment controls, and the portrayal of people of color, gender issues, sexual diversity issues, and community issues.

COM416 Environmental Communication 3 Credits

This 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.

Pre-requisites
Complete all 2 of the following courses:
COM106 Media and Society

COM450 Advanced Digital Video Production 3 Credits

Pre-requisites
Complete any 1 of the following courses:
ART350 Intermediate Digital Video Production

COM490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

COM492 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

COM493	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
COM498	**Tutorial: Communication**	**4 Credits**
COM499	**Tutorial: Communication**	**4 Credits**
COM510	**Health Communications** 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.	**3 Credits**
COM515	**Environmental Communications** 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.	**3 Credits**
COM518	**Strategic Communications** Course provides an overview of concepts, tactics and skills employed in strategic internal and external communications. Students learn how to determine the communications objective(s), define the target audience(s) and stakeholders, and develop key messages to improve strategic communications.	**3 Credits**

COM525	**Communications Research and Theory** 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 of development of communication theories.	**3 Credits**
COM528	**Risk and Crisis Communications** 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.	**3 Credits**
COM550	**Organizational Communications** 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.	**3 Credits**
COM613A	**Special Topics:** This course will explore different special topics in professional writing.	**1 Credits**
COM613C	**Special Topics:** This course will explore different special topics in communication.	**3 Credits**

COM625 Communications Campaigns 3 Credits

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 commuication channels.

COM675 Communication Law & Ethics 3 Credits

Course provides an examination of the legal and ethical dimensions of communications. The historical development of media law is covered, altheough emphasis is placed on contemporary legal issues. Students explore complex ethical challenges facing media practitioners through case studies, exercises and class discussions.

COM685 Communications Project 3 Credits

This is the capstone project for all students in the Master's in Communications program. This applied learning experience bulids 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.

Pre-requisites
Complete all 2 of the following courses:
COM525 Communications Research and Theory

COM691 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

COM693 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

COR145	**Foundations of Effective Writing** 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.	**1 Credits**
COR405	**Integrative Seminar** This course is a culminating, interdisciplinary experience for the general education curriculum. Students integrate and synthesize knowledge gained from their major with knowldge gained through general education and apply their disciplinary knowldge to an issue in the areas of global understanding, environmnetal responsibility, and women's leadership. Students work in groups to research and analyze the topic of the seminar and present their findings in a public forum. Prerequisite(s): COR 304	**3 Credits**
COR491	**Foundations of Effective Writing** 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.	**1 Credits**
COR492	**Supplemental Instruction in Writing II**	**2 Credits**
CRM101	**Introduction to Criminal Justice** 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.	**3 Credits**

CRM220	**Women and the Criminal Justice System** 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.	**3 Credits**
CRM224	**Juvenile Justice** 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.	**3 Credits**
CRM225W	**Criminology** Criminology is the study of crime, its causes and effects. This course covers definitions and types of crime, research methods, theories of criminal behavior and responses to crime. Crimes against people, property, and organizations will be examined, and biological, psychological, and sociological explanations will be discussed.	**3 Credits**
CRM305	**Criminal Investigations** 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. ***Pre-requisites*** *Complete the following course:* CRM101 Introduction to Criminal Justice	**3 Credits**

CRM310 Survey of Corrections 3 Credits

This course provides both a historical and contemporary exploration of correction methods utilized in the United States. This course examines the philosophy, theory, and practices involved in the control and behavior modification of offenders. Issues of inequality and at-risk populations are explored.

Pre-requisites
Complete the following course:
CRM101 Introduction to Criminal Justice

CRM313 Special Topics 3 Credits

This course allows in-depth exploration of a special topic in criminology. Possible topics include organized crime, the death penalty, victimization of children and adolescents, and media portrayals of forensics and forensic professionals.

Pre-requisites
Complete the following course:
CRM101 Introduction to Criminal Justice

CRM320 Criminalization of Mental Illness 3 Credits

This course explores the intersection of the criminal justice and mental health systems. Areas of focus include: the impact of governmental policies, law changes, prevalence of mental illness among offender populations, the biopsychosocial status of offenders, and interventions that assist offenders transitioning back into society.

Pre-requisites
Complete any 1 of the following courses:
CRM101 Introduction to Criminal Justice

CRM340 Violent and Predatory Crimes 3 Credits

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.

Pre-requisites
Complete the following course:
CRM101 Introduction to Criminal Justice

CRM490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete all 2 of the following courses:
PSY213 Statistics and Research Design

CRM491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

CRM493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

CRM494 Independent Study 4 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

CRM498	**Tutorial**	**4 Credits**
CRM499	**Tutorial**	**4 Credits**
CSA210	**Chatham Abroad: Asia** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
CSA230	**Chatham Abroad: Europe** Study Abroad ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
CSA311	**Chatham Abroad: Asia** Study Abroad ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
CSA331	**Chatham Abroad: Europe** Study Abroad ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
CSA341	**Chatham Abroad: North America** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**

CST183	**Representations of Race and Gender** 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.	**3 Credits**
CST204W	**Introduction to East Asian Studies** An exploration of EAst Asian geography, hisotry, 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.	**3 Credits**
CST204W	**East Asian Studies** An exploration of EAst Asian geography, hisotry, 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.	**3 Credits**
CST213	**Special Topics**	**3 Credits**
CST215	**Perspectives in Queer Theory** 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. ***Pre-requisites*** *Complete the following course:*	**3 Credits**

ENG105 First - Year Communication Seminar

CST234	**Asian Foodways** A strategic survey of Japanese, Chinese/Taiwanese, Korean, and South Asian food ways in their originating contexts and the U.S. Emphasis on anthropological understanding of food ways, cultural studies critique of class, gender, and family dynamics articulated via food, and historical transformations of food culture in response to migration and globalization.	**3 Credits**
CST235	**East Asian Cinema** This course investigates the political-economic and ethical-aesthetic factors that have shaped cinematic expression in China, Japan, and Korea, starting in the 1930s but emphasizing the recent outpouring of widely acclaimed films in a variety of genres.	**3 Credits**
CST342	**Post/Modern China: Digital Storytelling** An examination of Chinese cultural history from early 1900s to early 2000s, via literature and film, with training in digital storytelling techniques. Discussion of this dramatic national narrative framed by political and aesthetic considerations. Our interpretation and transmission of these narratives framed also by ethics and efficacy. ***Pre-requisites*** *Complete the following course:* ENG105 First - Year Communication Seminar	**3 Credits**
CST351	**Asian Migrations: Local and Global Narratives** Study of diasporic waves arising in Vietnam, Nepal, India, China, Japan, Korea, etc., and flowing to the US (especially Western Pennsylvania) and elsewhere. Graphic novels, lyric tales, gender and class, emigrant-immigrant and rural-urban transitions, viewed from Cultural Studies and historial perspectives. Assignments include analyses, an interview, and a communication project. ***Pre-requisites***	**3 Credits**

Complete the following course:
ENG105 First - Year Communication Seminar

CST383 Special Topics in Cultural Studies 3 Credits

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.

Pre-requisites
Complete the following course:
CST183 Representations of Race and Gender

CST490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

CST491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

CST493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

CST498 Tutorial: Cultural Studies 4 Credits

CST499	**Tutorial: Cultural Studies**	**4 Credits**
DAN101	**The World of Dance** This class explores the multitude of dance forms around the world via lectures, readings, films, and live performances. It approaches movement as a means of expressing the spirit and performing ritual, interacting socially and embodying cultural mores, and creating art. It looks at how new forms of dance are evolving as cultures fuse and technology opens up new venues.	**3 Credits**
DSA150	**Introduction to Data Science** Data Science is the study of the tools and process used to extract knowledge from data. This course introduces students to this important, interdisciplinary field with applications in business, communications, healthcare, etc. Students learn the basics of data organization, packaging, and delivery. Simple algorithms and data mining techniques are introduced. ***Pre-requisites*** *Complete any 1 of the following courses:* CMP120 Introduction to Programming	**3 Credits**
DSA400	**Data Visualization and Communication** Cover the different ways of visualizing data, given different types and characteristics of data. Includes assessment and evaluation of existing data visualization techniques. Current tools used transform data and visualize data are reviewed, including Python, Google Charts, and/or Tableau. ***Pre-requisites*** *Complete any 1 of the following courses:* CMP120 Introduction to Programming ***Pre-requisites*** *Complete all 2 of the following courses:* CMP283 Database Management Systems	**3 Credits**

DSA400W Data Visualization and Communication 3 Credits

Cover the different ways of visualizing data, given different types and characteristics of data. Includes assessment and evaluation of existing data visualization techniques. Current tools used transform data and visualize data are reviewed, including Python, Google Charts, and/or Tableau.

Pre-requisites
Complete all 2 of the following courses:
CMP283 Database Management Systems ***Pre-requisites***
Complete any 1 of the following courses:
CMP120 Introduction to Programming

DSA411 Machine Learning and AI 3 Credits

An introduction to machine learning and artificial intenlligence. Topics include classification, regression, clustering, planning, and scheduling. Includes current issues relevant to big data problems.

Pre-requisites
Complete all 2 of the following courses:
DSA150 Introduction to Data Science ***Pre-requisites***
Complete all 2 of the following courses:
DSA150 Introduction to Data Science

DSA492 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

DSA493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

ECN101 Principles of Macroeconomics 3 Credits

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.

ECN102 Principles of Microeconomics 3 Credits

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets. Students are introduced to the basic concepts and tools that economists use to understand how the economy works. This course is designed to increase economic literacy through acquiring core knowledge about economics.

ECN250 Women and Work 3 Credits

This course examines work the labor market and in the household. It applies economic analysis to study individual behavior, economic institutions, and economic outcomes. Topics include the family as an economic unit, economic restructuring, occupational segregation, discrimination, and human capital. This course fulfills a women general education mission course requirement.

Pre-requisites
Complete any 1 of the following courses:
ECN101 Principles of Macroeconomics

ECN262 Global Environmental Economics 3 Credits

This course examines 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. This course fulfills an environmental general education mission course requirement.

Pre-requisites
Complete the following course:
ECN102 Principles of Microeconomics

ECN330 Global Financial System and the Macro Economy — 3 Credits

Combines material on economic analysis of the macro economy with a review of the global financial system. Develops analytical models on how to attain economic growth, price stability, and full employment. Covers the financial system, financial crises, and monetary policy. Emphasizes both analytical models and real world policy applications.

Pre-requisites
Complete all 2 of the following courses:
ECN101 Principles of Macroeconomics

ECN331 Managerial Economics — 3 Credits

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.

Pre-requisites
Complete the following course:
ECN102 Principles of Microeconomics

ECN351 International Trade and Finance — 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
ECN102 Principles of Microeconomics

ECN355 Economic Analysis of Public Policy — 3 Credits

This course focuses on evaluating the rationale for government intervention in the economy and evaluating the efficiency, incentive, and distributional effects of government policies. Policies' impacts on issues such as how best to protect intellectual property, improve airline

safety or control illegal immigration are also analyzed.

Pre-requisites
Complete the following course:
ECN102 Principles of Microeconomics

ECN358W Economic Development 3 Credits

An examination of the factors accounting for economic growth and development of modern economically developed nations and less-developed areas. A review of the problems encountered in initiating and sustaining the process of economic development. Major policy issues are discussed. This course fulfills a global general education mission course requirement.

Pre-requisites
Complete any 1 of the following courses:
ECN102 Principles of Microeconomics

ECN490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete any 1 of the following courses:
BUS310W Business Analytics: Research Methods

ECN498 Tutorial: Economics 4 Credits

ECN499 Tutorial: Economics 4 Credits

EDC107 Field Placement I 1 Credits

This field experience is designed to familiarize pre-service teachers with the development of children in school settings. Through observation, guided practice and reflective journaling, this placement allows the pre-service teacher to strenghten observation and planning skills, to observe the physical, emotional and cognitive growth of children and to become familiar with classroom practices while working with a host teacher.

Co-requisites
Child Development: Birth through grade 4

EDC200 Field Placement: Learning Theory 1 Credits

This field experience is designed to familiarize pre-service teachers with the cognitive development of children in school settings. Through observations, guided practice and reflective journaling, this placement allows the pre-service teacher to strengthen observation and planning skills, to observe the cognitive growth of children and to become familiar with classroom practices while working with a host teacher.

EDC240 Integrating the Arts 3 Credits

This interdisciplinary course provdies 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 PA Academic Standards fo 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 hisotry for students pre-Kindertarten through fourth grade.

EDC250 Field Placement III 1 Credits

This field experience is designed to familiarize pre-service teachers with the inclusion practices and early interventions in school settings. Through observation , guided practice and reflective journaling, this placement

allows the pre-service teacher to strenghten observation to observe the cognitive challenges of some children and to become familiar with classroom practices to accommodate these children.

EDC350 Field Placement V: Instructional Strategies II — 1 Credits

Students work with host classroom teachers at two different levels (preK and 2nd or 3rd grade). Students assume a greater role in teaching students through small group activities and whole class activities with a focus on mathematics and social studies. Practice and comparisons of a variety of teaching methods are part of the experience. Students submit lesson plans, host teacher reviews, as well as a reflective journal and summary essay.

Co-requisites
Elementary Social Studies Methods

Co-requisites
EDU335 Methods of Teaching Elementary Mathematics

EDU104 Perspectives on Education — 3 Credits

Students examine the role of teachers and schools in past and contemporary society. Selected educational issues are analyzed including role of technology in the classroom, legal issues for teachers, school-community relations, and current legislative initiatives. A 16 hour field placement is embedded in this course. Additional Fee(s): Field Placement Fee

EDU105 Child Development: Birth Through Grade 4 — 3 Credits

This course addresses physical, social, cognitivie, and moral development from prenatal stages through middle chlidhood. Students examine child development in the context of social, cultural, 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 challengin for all children.

EDU108 Play and Movement — 1 Credits

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 appropriatemenss and the involvement of certain muscle groups and skill requirements. Students design an original game targeting the development of age-specific skills.

EDU205 ELL Teaching Strategies for Classroom Teachers — 3 Credits

This course explores how effective language development results in children who successfully learn to read and can use reading effectively in 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 classified as English as second language (ELL) students.

EDU207 Trends and Issues in Early Childhood Education — 3 Credits

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 the 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.

EDU219W Cognitive Learning Theories — 3 Credits

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.

EDU227	**Literacy** This course is designed to equip graduating teachers to produce readers who are successful in the classroom and on standardized tests and use reading effectively to negotiate the world through the presentation of theory, research and practical strategies associated with the teaching of 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 across the curriculum.	**3 Credits**
EDU230	**Mathematical Foundations** This course relates the principles and process skills of basic mathematics to effective teaching with the best practices in the classrom. Concrete experiences iwth manipulatives and hands-on learning are an important piece in this course. In this course, studetns will acquire the skills necessary for informed decision-making in planning, facilitation of learning based on knowledge or research, best practices, state and national performances standards, and assessments.	**3 Credits**
EDU234	**Inclusion: Issues and Strategies** This course provides the conceptual framework for understanding inclusion issues in our public schools. The students discuss the variety of exceptionalities found in public school settings and the resultant impact of inclusion policy upon instructional practice. A field placement is embedded in this course. Additional Fee: Field Placement Fee.	**3 Credits**

EDU240 Integrating the Arts — 3 Credits

This interdisciplinary course provdies 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 PA Academic Standards fo 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 hisotry for students pre-Kindertarten through fourth grade.

EDU241 Pedagogical Practices — 3 Credits

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is explored throughout the course.

Pre-requisites
Complete any 1 of the following courses:
EDC104 Contemporary Education and Technology

EDU301 Eden Hall Experience - Experiential Learning and — 1 Credits

This course covers strategies for experiential learning and for creating meaningful K-12 classroom experiences through community partnerships, field trips and projects. The class explores the following concepts and more: project based learning, place based learning, design challenge learning, maker spaces, adventure/outdoor education, environmental education.

EDU319	**Methods of Teaching Elementary Social Studies** 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 activitities. A structured field experience is part of this course.	**3 Credits**
EDU323	**Educational Research Methods** This course focuses on basic research methodology in preparation for the senior tutorial project. It provides a general approach for conducting any basic research project. Through a series of readings and meetings with an education program faculty member, the student will explore the various types of educational research, select and define a research question and complete a literature review. The student will also create an outline for the research paper including the appropriate statistical measures. Tutorial guidelins and Institutional Review processes will be reviewed. Students will meet with the faculty mentor, both in person and online.	**3 Credits**
EDU323W	**Educational Research Methods** This course focuses on basic research methodology in preparation for the senior tutorial project. It provides a general approach for conducting any basic research project. Through a series of readings and meetings with an education program faculty member, the student will explore the various types of educational research, select and define a research question and complete a literature review. The student will also create an outline for the research paper including the appropriate statistical measures. Tutorial guidelines and Institutional Review processes will be reviewed. Students will meet with the faculty mentor, both in person and online.	**3 Credits**

EDU328	**Literacy II: Connections to Literature** This course provides a foundation for selecting age, development, and cultural-appropriate literature that engages children and provides links to reading and writing in content areas. Students evaluate authors, illustrators, and study the varioustypes of literature common to early elementary experiences that develop their emotional, social, language, cognitive, and creative talents.	**3 Credits**
EDU335	**Methods of Teaching Elementary Mathematics** This course is designed to examine and explore recent research developments related to national efforts to reform the teaching and learning of mathematics. Students explore the teaching of mathematics in grades K-8 within the context of child development and learning theroy. Research-based curriculum projects are explored in terms of their ability to promote deep conceptual understanding in mathematics. Considerations involved in examining or developing assessment tasks, instruments, and frameworks are addressed in relation to the content taught. Emphasis also is placed on reviewing specific content topics in math to increase the student's won competencies in these disciplines.	**3 Credits**
EDU336	**Methods of Teaching Elementary Science** This course presents concepts, processes, and skills essential to the elementary school science program. The standards set by the National Science Teachers Association serve as a framework for the course. Inquiry teaching and learning are experienced through research-based national programs.	**3 Credits**
EDU400	**Data Driven Instruction Decisions** 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	**2 Credits**

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.

EDU409 Differentiated Reading and Writing 3 Credits

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 practive and assessment to help all students achieve.

EDU411 Early Elementary Curriculum 3 Credits

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.

EDU415 Secondary School Curriculum 3 Credits

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.

Pre-requisites

Complete the following course:
EDU104 Perspectives on Education

EDU416 Methods of Teaching Secondary English — 3 Credits

This course addresses the theory and philosophy of teaching language arts in middle and secondary schools. Classroom teaching strategies are explored and implemented in class presentations and in grades 7-12 public classrooms. Students plan instructional situations that clearly express the reading-writing connection that exists in effective language arts programs. FP Embedded: 16 hours

Pre-requisites
Complete all 3 of the following courses:
EDU100 Introduction to Field Experiences

EDU417 Methods of Teaching Secondary Social Studies — 3 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
EDU104 Perspectives on Education

EDU418 Methods of Teaching Secondary Science — 3 Credits

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.

Pre-requisites
Complete all 3 of the following courses:

EDU104 Perspectives on Education

EDU419 Methods of Teaching Secondary Mathematics — 3 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
EDU104 Perspectives on Education

EDU422 Pre-Student Teaching — 3 Credits

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. An approved application to Pre-Student Teaching that includes designated number of credits, GPA, and appropriate clearances is required.

EDU423 Student Teaching — 9 Credits

EDU430 Diverse Family and Community Partnerships — 3 Credits

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 partnership.

EDU431	**Assessment and Adaptation** Students investigate the assessment of indiciduals with mild to moderate disabilities. Topics include the fundamental principles of assessment tools and the social reponsibility of professionals to exercise fairness and accuracy in the assessment process.	**3 Credits**
EDU432	**Human Georgraphy** 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.	**3 Credits**
EDU437	**Methods of Teaching Elementary Art** Students approach the teaching of art consistent with national standards of pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience to elementary school children. This course contains an embedded field experience of 16 hours in an elementary art classroom. Additional Fee: Field Placement Fee	**3 Credits**
EDU492	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
EDU493	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**

EDU498	**Tutorial: Education**	**4 Credits**
EDU499	**Tutorial: Education**	**4 Credits**
EDU502	**Perspectives on Education** This course examines the influences that have resulted in the unique role of the teacher and school in our society in the past as well as the present. Topics include needs of exceptional children, the role of technology in education, and school-community relations. Students are requied to complete a major research project that addresses a currenty educational issue. Co-Requisite: EDU580	**2 Credits**
EDU503	**Young Adolescent Literature** In this course students explore and develop in-depth knowledge of children's literature and its integration into the early childhood or elementary curricula. Students are required to complete a major project using technology and the arts that reflects effective pedagogy.	**2 Credits**
EDU505	**Issues of Poverty in Education** This course focuses on the characteristics and effects of poverty on education. Definitions and types of poverty are examined. The impact of poverty on cognitive and physical development as well as learning and behavior on individuals is examined. The influences of poverty on classroom and schools is assessed. Strategies to teach students of poverty and combat poverty in schools are discussed.	**3 Credits**
EDU508	**Games Children Play** 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	**1 Credits**

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.

EDU509 Trends and Issues in Early Childhood Education 3 Credits

EDU510 Differentiated Reading and Writing 3 Credits

This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing in content areas to students with disabilities.

EDU511 Early Elementary Curriculum 3 Credits

Students explore the teaching of all content areas in the early childhood setting. Students experience using a computer as a teaching tool, and examine and evaluate instructional software. A capstone research paper or project will demonstrate theory-based best practices to develop a curriculum for use in the the early childhood classroom.

Pre-requisites
Complete the following course:
EDU502 Perspectives on Education

Co-requisites
EDU607 Child Development and Learning Theory

Co-requisites
EDU609 Literacy

EDU514 Data Driven Instructional Decisions 2 Credits

The importance of making decisions based on actual data collected on students now plays a major role in all schools. Data review goes beyond standardized test results and includes summative an formative assessment results. The connection between curriculum and assessments assessing a student's progress needs to be viewed as a

guide to effective educational decision making.

EDU515	**Secondary School Curriculum** 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.	**3 Credits**
EDU516	**Methods of Teaching Secondary English** 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: EDU515 and EDU581	**3 Credits**
EDU517	**Teaching Methods in Secondary Social Studies** This course developes 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 context standards. Steudents learn to frame issues, help students research and analyze data and information to construct meaning and understanding. Co-Requisites: EDU515 and EDU581 ***Co-requisites*** EDU515 Secondary School Curriculum ***Co-requisites*** EDU581 Pedagogical Practices	**3 Credits**

EDU518 Methods of Teaching Secondary Science — 3 Credits

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: EDU515 and EDU581

Co-requisites
EDU515 Secondary School Curriculum

Co-requisites
EDU581 Pedagogical Practices

EDU524 Teaching in a Urban Schools — 2 Credits

This course helps future teachers understand the complexities of teaching in a culturally diverse classroom. Students learn how to work effectively with students from various socioeconomic, religious, ethnic, and cultural groups. Students complete a major research project reflecting an understanding of best practices in effectively developing multicultural learning communities.

Pre-requisites
Complete the following course:
EDU502 Perspectives on Education

EDU524PLA Teaching in a Multicultural Setting: Prior Learning — 2 Credits

EDU526 Integrated Humanities Methods — 2 Credits

This course addresses theory and practice in teaching secondary school students to read and communicate effectively in the content area. The course proovides strategies for teaching reading, listening, speaking, and writing in the secondary classroom. A research paper or project demonstrating mastery of contact area literact is required.

Pre-requisites
Complete all 2 of the following courses:

EDU502 Perspectives on Education

EDU528	**Integrated Math and Science Methods** The purpose of this course is to provide pre-service teachers with experiences, understanding, and methods that they will be able to use in middle level mathematics and science classrooms. Students in this course will build an understanding of the relevant standards, instructional methods, and resources available for the middle level mathematics and science class.	**2 Credits**
EDU530	**Diverse Family and Community Partnerships** Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated taht partnerships can havea 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. Must be taken with student teaching.	**3 Credits**
EDU531	**Assessment and Adaptation** 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.	**3 Credits**
EDU534	**Methods of Teaching Elementary Social Studies** This course is designed to provide students with the knowledge and tools needed to be effective elementary social studies teachers. Students will learn strategies that allow for diverse learners to "experience" social studies, and to integrate social studies with all other subject areas. In this course, together we will attempt to establish a "social curriculum" that starts with the social studies, includes all academic areas, and expands into the halls,	**2 Credits**

the playground, and into the world.

EDU535 Methods of Teaching Elementary Mathematics — 3 Credits

This course explores recent research developments of national reform efforts in teaching mathematics. Students explore the teaching of mathematics within the context of child development and learning 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.

Pre-requisites
Complete all 2 of the following courses:
EDU502 Perspectives on Education

EDU536 Methods of Teaching Elementary Science — 2 Credits

This course explores recent developements of national reform efforts in teaching science based on developmental and learning theory. Students will learn hands-on innovative classroom practices and review national and state standards for science education. Methods for increasing content knowledge related to schedule and technology will be explored.

Pre-requisites
Complete all 2 of the following courses:
EDU502 Perspectives on Education

EDU537 Methods of Teaching Elementary Art — 3 Credits

Students approach the teaching of art consistent with national standards of pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience to elementary school children. This course contains an embedded field experience of 16 hours in an elementary art classroom.

EDU547 Methods of Teaching Secondary Art — 3 Credits

Students approach the teaching of art consistent with national standards of pedagogy and art. This course approaches the teaching of art in the secondary school as a means of exploring the meaning and relevance of art to humanity. This course explores methods for engaging students in art experiences through a variety of teaching. This course contains an embedded field experience of 16 hours in a secondary art classroom.

Pre-requisites
Complete all 2 of the following courses:
EDU502 Perspectives on Education

Co-requisites
EDU515 Secondary School Curriculum

EDU580 Supervised Field III Experience — 0 Credits

This field placement offers the student the opportunity to experience and assess the culture of a school. Daily interactions among teachers, students, administration, and support staff in a unique physical setting provide the pre-service teacher with a comprehensive overview of school life.

EDU581 Pedagogical Practices — 1 Credits

This course focuses on the characteristics of effective teaching practices and examines different ways that effective teachers help students learn. The impact of standards and accountability on lesson planning, implementing instruction and assessment is examined. How student diversity influences classroom practices is examined through case studies and discussion topics. The use of technology to create lesson focus, increase student involvement and to organize lesson content is a theme that is experienced throughout the course.

EDU583 Conflict Resolution — 1 Credits

This course teaches students how to avoid conflicts from developing and explores methods to resolve conflict. This course also defines and presents a mediation process that

employs a specific set of techniques that enables students to peacefully resolve conflict. Students taking this course will learn to manage conflict in their personal life, classroom, and in the workplace.

Co-requisites
EDU664 Behavior Management in the Classroom

EDU591 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

EDU592 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

EDU593 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

EDU605 Instructing Students With Autism Spectrum Disorders 3 Credits

This course is designed to focus on pertinent issues and topics that concern students with autism. Spectrum disorders. This course provides an overview of evidenced-based instructional strategies used to teach students with autism as well as ways to collaborate with individuals in the home, school, and community. Topics will cover specific instructional strategies, family/community relations, behavior, inclusion and transition.

EDU606	**Adolescent Development and Learning Theory** This course addresses physical, social, cognitive, and moral development during adolescence. The physical, social, and cognitive changes during puberty are explored in terms of their impact on student participation and performance in school settings. Through the use of case studies, an understanding of the implications of growth and development on instructional planning for effective learning is achieved.	**3 Credits**
EDU607	**Child Development and Learning Theory** Focusing on child development from the prenatal stage to age 12, this course emphasizes current research on physical, cognitive, and social development. Students examine the nature of adolescent development, implications of the cognitive and affective characteristics of adolescents in the selection of instructional methods and materials, and structural and organizational features of typical high schools.	**3 Credits**
EDU609	**Literacy** The interrelationships among listening, speaking, writing, and reading are investigated with a view toward emphasis on the impact that classroom organization, patterns, materials, and approaches have on teacher effectiveness in teaching elementary and early childhood-aged students, individually and in groups. Students are required to complete a major research paper or project in which they demonstrate knowledge of and skill in using teaching strategies that reinforce the theoretical considerations of the course.	**3 Credits**
EDU618	**Instructional Computer Integration** This course helps students develop competency integrating computer technology with the school curriculum. It provides a practical introduction to using computers to help students learn emerging instructional technologies. Special emphasis is on the process and products available through computer technology and	**2 Credits**

educational media. Students prepare an instructional unit integrating a variety of technologies.

Pre-requisites
Complete the following course:
EDU502 Perspectives on Education

EDU629	**School Law** The focus of this course is to explore the interaction between law and educational practice and their continuing development under the press of changing societal demands. The course provides educators with information and insights to enable them to address potential legal problems using sound judgment.	**3 Credits**
EDU634	**Inclusion: Issues and Strategies** This course surveys practices of inclusion in education. It encompasses the historical precendents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of of learning experiences throughout the course.	**3 Credits**
EDU639	**Integrating the Arts** 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 content areas 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.	**3 Credits**
EDU657	**ELL Teaching Strategies for Classroom Teachers** This course explores language development for English Language Learners for whom English is a second language. Pre-service teachers acquire knowledge and	**3 Credits**

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.

EDU661 High Incidence Disabilities: Instructional Strategies Birth-Grade 8 — 3 Credits

This course focuses on the design and implementation of an individualized education program for a child with mild learning needs and the selection, design, and adaptation of curriculum and instructional techniques in the areas of reading, language arts, and mathematics.

Pre-requisites
Complete the following course:
EDU506 Issues in Special Education

Co-requisites
EDU582 Field Placement: Learning Support/Inclusion

EDU662 Advanced Instructional Interventions 7-12 — 3 Credits

This course provides an advanced application of recent research and reviews of interventions for individuals with high incidence disabilities in the 7-12 grades. Topics will include: recent research on interventions in reading, writing and math, effective instructional practices, learning strategies, reading, writing and math instructional strategies, content area accommodations, testing accommodations and transition.

Pre-requisites
Complete the following course:
EDU510 Differentiated Reading and Writing

Co-requisites
EDU690 Practicum in Special Education

EDU664 Behavior Management in the Classroom — 3 Credits

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. Crisis intervention and conflict resolution are explored as

strategies for confronting challenging behaviors.

EDU668	**Low Incidence Disabilities: Birth-8th Grade** This course focuses on the design of a comprehensive educational program for students having low incidence disabilities in PREK-8. Teacher Candidates are exposed to the curriculum of students with low incidence disabilities, define various low-incidence disabilities, as well as develop and implement lesson plans, curriculum and assistive technologies.	**3 Credits**
EDU671	**Collaboration, Consultation, and Teamwork** This course focuses on developing effective collaboration skills with members of the school community, as well as the community at large, to provide a realistic and integrated program for all children. Students engage in a variety of group activities that call for the need to analyze group dynamics and implement effective communication strategies. ***Pre-requisites*** *Complete any 1 of the following courses:* EDU506 Issues in Special Education	**3 Credits**
EDU673	**Instructional Personalization and Transition** This course focuses on the transition of special needs students throughout their school programming. The following topics are examined: parent's needs and methods of collaborating, Early Childhoos Intervention, Inclusion, Sexuality and Transition to Adult Life. ***Pre-requisites*** *Complete all 2 of the following courses:* EDU506 Issues in Special Education ***Co-requisites*** EDU584 Field Placement: Transition I	**2 Credits**

EDU690	**Practicum in Special Education** 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. ***Pre-requisites*** *Complete all 3 of the following courses:* EDU524 Teaching in a Urban Schools	**6 Credits**
EDU694	**Student Teaching for the Urban Fellow** During the 14 week pre-K-6 placement, student teachers will plan and implement lesson and assume other appropriate instructional reponsibilities under the guidance of of an experienced teacher and a college supervisor. Students develop a portfolio based on the PDE Form 430 to document their competencies for certification.	**3 Credits**
EDU696	**Student Teaching** During one 8 week elementary and one 8 week secondary placement, student teachers will plan and implement lessons, and assume other appropiate instructional responsibilities under the guidance of an experienced teacher and a college professor. Students develop a portfolio based on the PDE form 430 to document their competencies for certification. Pre-requisites: Completion of all program requirements.	**9 Credits**
ELI031	**Basic Reading**	**3 Credits**
ELI032	**Basic Grammar**	**3 Credits**
ELI033	**Basic Listening/Speaking**	**3 Credits**

ELI034	**Basic Writing** 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'.	**3 Credits**
ELI071	**Focus on LIstening/Speaking**	**3 Credits**
ELI073	**Focus on Reading**	**3 Credits**
ELI075	**Focus on Writing**	**3 Credits**
ELI077	**Focus on Grammar**	**2 Credits**
ELI081	**Listening/Speaking I** This course focuses on improving students listening comprehension and oral expression in English. Students will work on improving conversational skills and participation in classroom discussion.	**3 Credits**
ELI082	**Speaking/Listening II**	**3 Credits**
ELI083	**Grammar I** This course focuses on improving students' awareness of English grammar. Grammar structures will be taught through a variety of mediums including reading, writing, and listening activities.	**3 Credits**

ELI084	**Grammar II** Grammar II was developed for intermediate-level language learners to raise learners' awareness of the differences between the grammar of written English and that of spoken English and improve learners' accuracy in their speaking and writing. Grammatical elements are integrated into topical reading, listening, speaking, and writing assignments, and students learn to identify, analyze, and apply new sentence structures. By the end of the course, students will have the skills to comprehend more sophisticated texts and to communicate in speaking and writing with increasing levels of accuracy.	**3 Credits**
ELI085	**Reading I** This course focuses on improving reading skills and focuses on fluency and comprehension. Students will read academic articles as well as longer extensive readings. Vocabulary acquisition is also stressed.	**3 Credits**
ELI086	**Reading II**	**3 Credits**
ELI087	**Writing I** This course will focus on improving students' written expression in English. Students will be able to write a well-organized and coherent paragraph with minimal grammatical errors.	**3 Credits**
ELI088	**Writing II**	**3 Credits**
ELI090	**American Culture and Cinema**	**3 Credits**

ELI091	**US Culture I**	**3 Credits**
ELI092	**Communication for Success**	**3 Credits**
ELI094	**Writing for Success**	**3 Credits**
ELI101	**Academic Reading** This course offers advanced instruction in college-level reading on a variety of topics that students will encounter in their academic experience. Acquisition of academic vocabluary is also stressed.	**3 Credits**
ELI102	**Academic Writing** Most international students have had no previous interaction in writing academic English and are not aware that the rhetorical patterns of English are different from those used by their native languages. Thus, the primary focus of this course is on the American English rhetoric necessary for presenting written arguments in a logical, coherent manner. Students write short papers (for their academic classes, if possible), demonstrating their mastery of the forms. The second focus is on the form and mechanics of writing a research paper. Using library facilities, students learn the various types of materials and ways of researching a topic.	**3 Credits**
ELI104	**Academic Composition**	**3 Credits**
ELI106	**Classroom Interaction** This course focuses on improving students listening comprehension and oral expression in English. Students will work on improving conversational skills and participation in classroom discussion.	**3 Credits**

ELI107	**Advanced College Readings**	**3 Credits**
ELI108	**Academic Communication Skills**	**3 Credits**
ELI193	**US Culture - Pittsburgh**	**3 Credits**
ELI501	**Graduate Academic Discourse**	**3 Credits**
ELI503	**Graduate Writing**	**3 Credits**
ELP011	**Basic Listening/Speaking A** 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.	**2 Credits**
ELP012	**Basic Reading A** This basic level reading course continues to develop students' abilities to read simple texts on a variety of familiar topics.	**2 Credits**
ELP013	**Basic Writing A** This basic level writing course aims to develop the students' abilities to write comprehensible sentences on familiar topics.	**2 Credits**

ELP014	**Basic Grammar A** This basic level grammar course provides explicit instruction and practice of basic grammatical elements and structures including nouns and adverbs, tenses, and time and reason clauses.	**1 Credits**
ELP016	**Basic Listening and Speaking B** This basic level course focuses on developing learner's 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.	**2 Credits**
ELP017	**Basic Reading B** This basic level reading course continues to develop students' abilities to read simple texts on a variety of familiar topics.	**2 Credits**
ELP018	**Basic Writing B** This basic level writing course aims to develop students' abilities to write comprehensible sentences on familiar topics.	**2 Credits**
ELP019	**Basic Grammar B** This basic level grammar course provides explicit instruction and practice of basic grammatical elements and structures including nouns and adverbs, tenses, and times and reason clauses.	**1 Credits**
ELP031	**Low Intermediate Listening and Speaking A** This low-intermediate listening and speaking course was designed to develop the students' abilities to communicate in simple tasks requiring a direct exchange of information	**2 Credits**

and to participating in discussions in the classroom context The course also focuses on developing listening comprehension skills and strategies and everyday and academic vocabulary.

ELP032	**Low-Intermediate Reading A** This low intermediate level reading course is designed to develop students' skills in reading simple academic and literary texts. The focus is on developing their avilities to indentify main ideas and details by answering a variety of question types. The course also focuses on increasing high frequency and academic vocabulary and sentence structures.	**2 Credits**
ELP033	**Low Intermediate Writing A** This low intermediate writing course is designed to develop students' abilities to write well-developed and fairly well-organized texts on familiar topics. The course introdcues different writing process strategies and expands students' knowledge and use of vocabulary, grammar, syntax, and paragraph structure.	**2 Credits**
ELP034	**Low Intermediate Grammar A** This intermediate level grammar course develops learners' ability to notice and understand the meaning and use of new grammatical forms in intermediate level listening and reading texts; use new grammatical forms in speaking and writing with improved accuracy; and plan, monitor, and assess their spoken and written output.	**1 Credits**
ELP036	**Low Intermediate Listening and Speaking B** This low intermediate level listening and speaking course continues to develop the students' abilities to communicate in simple tasks requiring a direct exchange of information and to participating in discussions and presentations in the classroom context. The course also focuses on developing listening and comprehension skills and strategies and everyday academic vocabulary.	**2 Credits**

ELP037	**Low Intermediate Reading B** This low intermediate level reading course continues to develop students' skills in reading simple factual and literary texts. Students continue developing skills to demonstrate their ability to identify main ideas and details by answering a variety of question types. The course also focuses on increasing high frequency and academic vocabulary and sentence structures.	**2 Credits**
ELP038	**Low Intermediate Writing B** This low intermediate writing course is designed to continue developing students' abilities to write well-developed, well-organized, and cohesive texts on familiar topics. The course expands on the different writing process strategies and expands students' knowledge and use of vocabulary, grammar, syntax, and paragraph structure.	**2 Credits**
ELP039	**Low Intermediate Grammar B** This intermediate level grammar course develops learners' ability to notice and understand the meaning and use of new grammatical forms in intermediate level listening and reading texts; use new grammatical forms in speaking and writing with improved accuracy; and plan, monitor, and assess their spoken and written output.	**1 Credits**
ELP051	**Int. Listening and Speaking A** This intermediate-level listening and speaking course develops students' knowledge and skills in social and academic interactions such as lectures, classroom discussions, and presentations in the classroom context. The course also focuses on developing students' listening comprehension skills and strategies, note-taking skills, and building general and academic vocabulary, as well as improving their cohesion, coherence, and clarity of speech.	**2 Credits**

ELP052	**Intermediate Reading A** This intermediate level reading course develops students' skills in reading a variety of academic texts. The focus is on developing students' abilities to indentify the main ideas and supporting details in the reading texts and use the information in responses to readings and classroom discussions. The course also focuses on expanding students' academic vocabulary.	**2 Credits**
ELP053	**Intermediate Writing A** This intermediate level writing course is designed to develop students' abilities to write well-developed, well-organized and cohesive essays on personal and academic topics. The course introduces different strategies in the writing process and expands students' knowledge and use of vocabulary, sentence structures, and organization.	**2 Credits**
ELP054	**Intermediate Grammar A** This intermediate-level grammar course develops learners' abilities to notice and understand the meaning and use of new grammatical forms in listening and reading texts; use new grammatical forms in speaking and writing with improved accuracy; and plan, monitor, and assess spoken and written output.	**1 Credits**
ELP056	**Int. Listening and Speaking B** This intermediate-level listening and speaking course develops students' knowledge and skills in social and academic interactions such as lectures, classroom discussions, and presentations in the classroom context. The course also focuses on developing students' listening comprehension skills and strategies, note-taking skills, and building general and academic vocabulary, as well as improving their cohesion, coherence, and clarity of speech.	**2 Credits**

ELP057	**Intermediate Reading B** This intermediate level reading course develops students' skills in reading a variety of academic texts. The focus is on developing students' abilities to identify the main ideas and supporting details in the reading texts and use the information in responses to readings and classroom discussions. The course also focuses on expanding students' academic vocabulary.	**2 Credits**
ELP058	**Intermediate Writing B** This intermediate level writing course continues to develop students' abilities to write well-developed, well-organized, and cohesive essays on personal and academic topics. The course introduces different strategies in the writing process and expands students' knowledge and use of vocabulary, sentence structures, and organization.	**2 Credits**
ELP071	**High Inter Listening/Speaking A** This high intermediate course was designed to develop students' abilities to listen to short authentic academic talks. It also aims to develop their abilities to participate in classroom discussion and presentations.	**2 Credits**
ELP072	**US Culture** This course introduces students to various topics related to US culture, values, traditions, and ways of life through readings, discussion, and reflection on experiences.	**2 Credits**
ELP073	**High Inter Writing A** This high intermediate course was designed to develop students' writing abilities to write well-developed, well-organized, and clear argumentative essays on a general or academic topic.	**2 Credits**

ELP074	**High Inter Grammar A** This high intermediate grammar course was designed to develop students' ability to makr grammar choices in writing. It focuses on giving students corrective feedback on their writings, addressing common errors among second language writers, teaching students' self-editing skills, and introducing certain grammatical features useful for various academic writing tasks.	**1 Credits**
ELP076	**High Inter Listening/Speaking B** This high intermediate course was designed to continue developing students' abilities to listen to short authentic academic talks. It also aims to develop their abilities to participate in classroom discussion and presentations.	**2 Credits**
ELP077	**US Culture and Pittsburgh** US Culture-Pittsburgh is a course of study which will acquaint each student with historical and cultural information abou the City of Pittsburgh. It will also allow students to participate in and enjoy cultural experiences with are uniquely "Pittsburgh."	**2 Credits**
ELP078	**High Inter Writing B** This high intermediate course was designed to develop students' writing abilities to write well-developed, well-organized, and clear argumentative essays on a general or academic topic.	**2 Credits**
ELP079	**High Inter Grammar B** This high intermediate grammar course was designed to develop students' ability to make grammar choices in writing. It focuses on giving students corrective feedback on their writings, addressing common errors among second language writers, teaching students self-editing skills, and introducing certain grammatical features useful for various academic writing tasks.	**1 Credits**

ELP103	**Grammar for Academic Writing A** This advanced grammar course was designed to develop students' ability to make grammar choices in writing with the focus on writing styles and mechanics specified in the latest guidelines for APA.	**1 Credits**
ELP103	**Advanced Grammar** This advanced grammar course was designed to develop students' ability to make grammar choices in writing with the focus on writing styles and mechanics specified in the latest guidelines for APA.	**3 Credits**
ELP122	**American Literature A** American Literature A is a survey of contemporary American fiction, and all of our readings will be in the form of short stories. Students will learn to identify literary elements of fiction that help readers identify author purpose, audience, and cultural significance. Students will also be expected to write short response papers that discuss these literary elements in selected stories and to attend at least one literary event.	**1 Credits**
ELP122	**American Literature** American Literature is a survey of contemporary American fiction, and all of our readings will be in the form of short stories. Students will learn to identify literary elements of fiction that help readers identify author purpose, audience, and cultural significance. Students will also be expected to write short response papers that discuss these literary elements in selected stories and to attend at least one literary event.	**3 Credits**
ENG100	**Multicultural Literature** 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.	**3 Credits**

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.

ENG100	**Introduction to Literary Studies** This course focuses on the principles and methods of close literary analysis to develop critical reading and thinking skills. By examining how culture relates to literature, students explore how ethnic heritage contributes to writing; how writers define community and culture; and how strong oral traditions translate into literary forms.	**3 Credits**
ENG102	**Expository Writing** A practical course for students who need to improve their grammar and usage skills, digesting and arranging ideas, marshalling suitable evidence, illustrating a point, composing distinct paragraphs, and commanding various appropriate means of reaching an intended audience. May be repreated up to three times with the permission of the English program.	**3 Credits**
ENG105	**First - Year Communication Seminar**	**3 Credits**
ENG105	**First-Year Writing** This introduction to college composition covers analytical and argumentative writing, oral presentation, critical reading, information literacy, and academic integrity. The course employs active-learning pedagogy of discussion and dialogue and examines intersections of race, gender, class, ethnicities, and systems of belief through the lens of relevant topics. Students who need additional support with writing skills beyond what is normally covered in the classroom (based on a diagnostic writing exam required	**3 Credits**

before matriculation) will require Supplemental instruction through the PACE Center. Students with transfer credits may meet the requirement for ENG105 with the transfer of a college-level composition course or AP/IB credit.

ENG201 Environmental Literature and Film 3 Credits

ENG 201 considers how literature and film can engage the reader/viewer in issues of ecological sustainability. The course promotes the value of green spaces, an understanding of ecological systems, and a decentering of commonly held anthropocentric assumptions. Texts include contemporary films, fiction and nonfiction, such as Ruth Ozeki's All Over Creation (2004) or Kingsolver's Animal, Vegetable, Miracle (2008). This course includes 10 hours of experiential learning at the Eden Hall Campus.

ENG204 World Literature 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature ***Pre-requisites***
Complete any 1 of the following courses:
ENG105 First - Year Communication Seminar

ENG207 British Writers I 3 Credits

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, Shake-speare, Donne, and Milton.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Introduction to Literary Studies

ENG208 British Writers II 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Introduction to Literary Studies

ENG209 Linguistics 3 Credits

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.

ENG216W American Writers I 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature ***Pre-requisites***
Complete any 1 of the following courses:
ENG105 First - Year Communication Seminar

ENG217W American Writers II 3 Credits

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, Henry James, Faulkner, and Sylvia Plath.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Introduction to Literary Studies ***Pre-requisites***
Complete any 1 of the following courses:
ENG105 First - Year Communication Seminar

ENG220	**Women in Science Fiction** 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?	**3 Credits**
ENG234	**Minor Bird Lab** This course is a practicum for publishing Chatham's undergraduate literary journal, 'Minor Bird'. All phases of the publishing process are addressed, especially copyediting, design, and marketing. The course is designed to allow students to gain experience and knowledge of the creative, technical, and professional aspects of publishing a literary journal.	**3 Credits**
ENG241	**Business Writing** 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.	**3 Credits**
ENG241EX	**Business Writing: Experiential Credit**	**3 Credits**
ENG242	**Introduction to Creative Writing** 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	**3 Credits**

attending to how a given text adheres to or plays with generic norms. Readings in genre theory will accompany each unit of the course.

ENG243 Creative Writing I — 3 Credits

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.

Pre-requisites
Complete the following course:
ENG242 Introduction to Creative Writing

ENG244 Creative Writing II — 3 Credits

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.

Pre-requisites
Complete the following course:
ENG243 Creative Writing I

ENG245 Advanced Writing Workshop — 3 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
ENG243 Creative Writing I

ENG262 Introduction to Women Writers — 3 Credits

Examining writers from Mary Wollstonecraft to the present, this course delineates the features of a literary tradition specific to women writing in English. Students study novels, essays, and poetry.

ENG282 20th-Century African-American Literature 3 Credits

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.)

ENG287 African-American Writers 3 Credits

This course provides an introduction to the African-American expressive tradition, including poetry, fiction, autobiography, song and folktales from the 18th century to the present. Examining writers such as Douglass, Chesnutt, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature ***Pre-requisites***
Complete any 1 of the following courses:
ENG105 First - Year Communication Seminar

ENG302 Environmental Children's Fiction and Film 3 Credits

This course considers how children's and young adult literature and film can awaken environmental sensibilities in the reader/viewer. Students explore textual representations of flora, fauna, and the elements; the human desire to affiliate with the natural living world; and how fiction and film can promote ecological literacy and awareness.

Pre-requisites
Complete any 1 of the following courses:
ENG207 British Writers I

ENG303 Food and American Identity 3 Credits

Examines literature in multiple genres (e.g. fiction, poetry, creative non-fiction, graphic novel, film/television, and long-form journalism) through the theoretical lens of food

studies to understand how writers use food as a cultural object to point to issues of identity including race, class, gender, sexuality, age, ability, and systems of belief.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature ***Pre-requisites***
Complete any 1 of the following courses:
ENG105 First - Year Communication Seminar

ENG310 Summer Community of Writers 3 Credits

The ten-day intensive residency in Pittsburgh is for upper-level BFA Creative Writing students. The residency is composed of genre-specific craft sessions, workshops, lectures, readings and one-on-one conferences with mentors.

Pre-requisites
Complete all 4 of the following courses:
ENG242 Introduction to Creative Writing

ENG313 Special Topics 3 Credits

ENG321W Shakespeare Survey 3 Credits

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.

Pre-requisites
Complete any 1 of the following courses:
ENG207 British Writers I

ENG327 Writing About Environment Science 3 Credits

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 ENV course or permission of either department chairperson.

Pre-requisites
Complete any 1 of the following courses:
ENV201 Special Topics

ENG350W	**Seminar in Literary Theory and Scholarly Writing**	**3 Credits**

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. Second-term junior status is required.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature

ENG355	**Advanced Writing and Stylistics**	**3 Credits**

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.

ENG365	**Writing Fiction**	**3 Credits**

This is an upper-level course for BFA students specializing in fiction. Reading and writing will center on the craft of fiction and will include exploration of tools for creating character, scene, sense of place, summary, dialogue, framing, flashbacks, and transitions, as well as oral presentation and publication.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature ***Pre-requisites***
Complete the following course:
ENG242 Introduction to Creative Writing

ENG366 Writing Nonfiction 3 Credits

This is an upper-level course for BFA students specializing in creative nonfiction. Reading and writing will center on the craft of nonfiction and will include exploration of tools for scene, sense of place, point of view, character and narrator development, tone, lyricism, structure, as well as oral presentation and publication.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature ***Pre-requisites***
Complete the following course:
ENG242 Introduction to Creative Writing

ENG367 Multi-genre Writing 3 Credits

This is an upper-level course for BFA students focusing on creative writing for experienced writers, geared toward preparing a finished manuscript or portfolio of work for potential publication in the student's primary genre. Students read and write in the craft of poetry, fiction, and creative nonfiction. Offered every spring.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature ***Pre-requisites***
Complete the following course:
ENG242 Introduction to Creative Writing

ENG368 Writing Poetry 3 Credits

This is an upper-level course for BFA students specializing in poetry. Reading and writing will center on the craft of poetry and will include exploration of poetic tools including figures of speech, meter, music and rhythmic devices in both traditional and experimental forms, and oral performance and publication of poetry,

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature ***Pre-requisites***
Complete the following course:
ENG242 Introduction to Creative Writing

ENG385 Toni Morrison Seminar 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
ENG100 Multicultural Literature

ENG413 Special Topics 3 Credits

ENG425 Bleak Houses: Shifting Landscapes of the English Novel 3 Credits

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 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.

ENG427 Ethnicity and Place 3 Credits

This course focuses on the connection between place and cultural identity in the shaping of a writer's distinctive voice. Influences include ethnic, regional, and linguistic markers, as well as dislocation from the place of origination. Regional focus within the global community may vary by academic term.

Pre-requisites
Complete any 1 of the following courses:
ENG204 World Literature

ENG428	**Academic Writing** students develop the writing skills necessary for success in graduate school, including proper citations, time management, and the content and format for two types of research proposals. Students become proficient in the APA style and have the opportunity to resolve grammar and structure problems with the professor.	**3 Credits**
ENG429	**The Literary Cookbook** This course examines the contemporary cookbook as a genre of literary nonfiction, influenced by autobiography, memoir, and personal essay. Students will read and write recipe texts through the theoretical elnses of food studies and literary theory to understand how cookbooks function as literature in the popular market and the academy.	**3 Credits**
ENG434	**Literature of Fact** 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.	**3 Credits**
ENG446	**Wilderness and Literature** 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 the dark." Writers examined include: Anne Carson, Mark Doty, Kathleen Hill, and Virginia Woolf.	**3 Credits**

ENG449 Exiles 3 Credits

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.

ENG452 Ecofeminist Literature 3 Credits

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 ecological world.

Pre-requisites
Complete any 1 of the following courses:
ENG207 British Writers I

ENG480 August Wilson Seminar 3 Credits

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.

ENG490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be

conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete the following course:
ENG350W Seminar in Literary Theory and Scholarly Writing

ENG491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

ENG493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

ENG498 Tutorial: English 4 Credits

ENG512 Teaching Creative Writing in Alternative Spaces 3 Credits

This course prepares students to teach creative writing in alternative spaces, including jails, prisons, halfway houses, and medical facilities. Students will study existing programs, learn strategies to work with special populations, design a course, observe community based classes, and facilitate a community workshop.

ENG513 Writing About Food 3 Credits

Students will develop technique 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.

ENG514	**Readings in the Pedagogy of Creative Writing** This course is a pre-requisite for ENG515 and focuses on the theoretical and pedagogical readings related to the teaching of creative writing.	**3 Credits**
ENG515	**Teaching Creative Writing** Students will explore the genres of poetry, fiction, drama, and nonfiction from the perspective of a teacher, producing lesson plans, as well as developing a final curricular creative writing unit/course. Aspects of lesson design, classroom environment/management, the writing process, writing workshops, assessment, publication, and performance will be emphasized. ***Pre-requisites*** *Complete the following course:* ENG514 Readings in the Pedagogy of Creative Writing	**3 Credits**
ENG523	**The Craft of Creative Writing: Multiple Genres** This course may substitute for any other craft course for students specializing in any genre.Students will be introduced to the craft of poetry, fiction, and non-fiction, and will also be introduced to the workshop method and given instruction on sending out work for publication.	**3 Credits**
ENG525	**Bleak Houses: Shifting Landscapes of the English Novel** This course surveys the English Novel from 1850 through the present. 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 urban-industialized, and ultimately, suburban. Each novel will explore a new sense of Englishness rooted in the social-political and economic	**3 Credits**

events of the era.

ENG527	**Ethnicity and Place** This course focuses on the connection between geographic places and cultural identities. 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.	**3 Credits**
ENG528	**Academic Writing** Students develop the writing skills necessary for success in graduate school, including proper citations, time management, and the content and format for two types of research proposals. Students become proficient in the APA style and have the opportunity to resolve grammar and structure problems with the professor.	**3 Credits**
ENG531	**Readings in Poetry** 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.	**3 Credits**
ENG532	**Readings in Prose** This course is a graduate seminar focusing on the close reading of fiction and nonfiction drawn primarily from the modern and contemporary periods. Designed to complement the fiction and nonfiction workshops, this course is required of all MFA students specializing in fiction and nonfiction.	**3 Credits**

ENG533	**Readings in Creative Nonfiction** 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.	**3 Credits**
ENG535	**Writing Poetry: Form** A poetry writing workshop to focus on form. Pre Requisite: ENG583 ***Pre-requisites*** *Complete the following course:* ENG583 The Craft of Poetry	**3 Credits**
ENG537	**Writing Poetry: Literary Movements** A poetry workshop focusing on readings from a particular poetic movement, and writing poetry that models or responds to movement. Pre-requisite: ENG583 ***Pre-requisites*** *Complete the following course:* ENG583 The Craft of Poetry	**3 Credits**
ENG539	**Writing Creative Nonfiction: Memoir** A creative Non-Fiction workshop focusing mainly on the memoir. Pre requisite: ENG582 ***Pre-requisites*** *Complete the following course:* ENG582 The Craft of Nonfiction	**3 Credits**
ENG544	**Writing Creative Nonfiction: The Lyric & Formally Adventurous Essay** A creative non-fiction workshop focused on lyric and experimental essay forms.	**3 Credits**

ENG545	**Writing Creative Nonfiction: Literary Journalism** A creative non-fiction workshop focusing on literary journalism. Pre Requisite:ENG 582 ***Pre-requisites*** *Complete the following course:* ENG582 The Craft of Nonfiction	**3 Credits**
ENG546	**Wildness and Literature** Students read poetry, nonfiction and fiction that explore the relationship between wilderness and humans as well as the relationship between wilderness and culture. This seminar will trace the idea of wilderness in American literature through the twenty-first century.	**3 Credits**
ENG548	**Writing Creative Nonfiction** 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. Pre-requisite: ENG582 ***Pre-requisites*** *Complete the following course:* ENG582 The Craft of Nonfiction	**3 Credits**
ENG549	**Exiles** 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).	**3 Credits**

ENG551 Writing Fiction: The Short Story 3 Credits

This course furthers one's technique and practice of fiction writing via focusing on the short story. Classic models are read and analyzed for variety of P.O.V., character development, story structure, etc. Students are expected to participate in ongoing discussions and weekly peer review. This course is taught in a workshop format.

Pre-requisites
Complete the following course:
ENG581 The Craft of Fiction

ENG552 Ecofeminist Literature 3 Credits

This course brings together theoretical, non-fictional, and fictional approaches to the study of women and the environment. This course focuses particularly on how representations of women and environment can help students rethink and re-imagine their relationships to the Earth.

ENG553 Writing Poetry 3 Credits

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.

Pre-requisites
Complete the following course:
ENG583 The Craft of Poetry

ENG554 Writing Fiction 3 Credits

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. Pre Requisite: ENG581

Pre-requisites
Complete any 1 of the following courses:

ENG581 The Craft of Fiction

ENG557 Writing Fiction: Story Collections/Novel-in-Stories — 3 Credits

This course furthers one's technique and practice of fiction writing via studying booklength story collections and/or story cycles. Contemporary models are considered for their creative melding of varied themes. P.O.V.'s structures, etc. Students are expected to participate in ongoing discussions and weekly peer review. This course is taught in in a workshop format. Pre requisite: ENG581

Pre-requisites
Complete the following course:
ENG581 The Craft of Fiction

ENG562 Children's Literature — 3 Credits

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.

ENG566 Young Adult Literature — 3 Credits

This course explores young adult fiction and focuses on authors that capture the teenage experience. Students learn the distinction between children's and adolescent literature, the history of the genre, the psychological challenges of adolescence, and literary structural elements and techniques.

ENG567 Long Projects — 3 Credits

The Long Projects class is a multi-genre workshop focusing on generating long projects including memoirs, essay collections, novels, story collections, poetry collections or long poems. Students may choose to work toward their theses in this class but work is not limited to the thesis.

Pre-requisites
Complete any 1 of the following courses:

ENG568	**Practicum: Fourth River Journal-1** This course is a practicum in which grad students publish the print edition of Chatham's national literary journal, Fourth River. All phases of the publishing process are addressed, with a special emphasis on editorial acquisitions and copy editing.	**3 Credits**
ENG569	**Practicum: Fourth River Journal-2** This course is a practicum in which grad 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.	**3 Credits**
ENG580	**August Wilson and Pittsburgh** 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 simulataneously using Wilson's drama as a lens for reading the history of Pittsburgh.	**3 Credits**
ENG581	**The Craft of Fiction** 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.	**3 Credits**
ENG582	**The Craft of Nonfiction** This is a required course for MFA students specializing in creative nonfiction. Readings and writing will include exploration of scene construction, sense of place, point of view, character and narrator development, tone, lyricism,	**3 Credits**

structure and oral presentation of the work. Students will be introduced to the workshop method and given instruction on sending work out for publication.

ENG583	**The Craft of Poetry** 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 both traditional and experimental forms. Students will be introduced to the workshop method and given instruction on sending work out for publication.	**3 Credits**
ENG584	**The Environmental Imagination** 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.	**3 Credits**
ENG585	**Travel Writing** 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.	**3 Credits**
ENG589	**Creative Writing: Multi-Genre** 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.	**3 Credits**
ENG595	**Independent Literary Publishing** 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	**3 Credits**

an author other than themselves.

ENG605	**Prose Thesis Seminar** A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript.	**3 Credits**
ENG606	**Thesis Seminar** A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript.	**3 Credits**
ENG607	**Thesis Seminar: Poetry** A workshop focusing on generating a thesis proposal, bibliography and significant creative work towards completion of the student's thesis. Readings will focus on creating and articulating a creative process and vision as well as models for longer creative projects. Normally taken the first semester of the student's second year, this course is a prerequisite for ENG698 Final Manuscript.	**3 Credits**
ENG612	**Mentorship I** Mentorship I is designed for students of 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.	**6 Credits**

ENG612I	**Mentorship I- Part One** Mentorship I is designed for students of 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. Part one of two.	**6 Credits**
ENG612II	**Mentorship I - Part Two** Mentorship I is designed for students of 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. Part two of two. ***Pre-requisites*** *Complete any 1 of the following courses:* ENG612I Mentorship I- Part One	**6 Credits**
ENG674	**Field Seminar: International** 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.	**3 Credits**
ENG674A	**Field Seminar: International** 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.	**3 Credits**

ENG674B Field Seminar: International — 3 Credits

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.

ENG678 Field Placement — 3 Credits

During this course, taken in one of the final semesters of the M.F.A., students teach/study in a supervised field placement and practice the pedagogy of creative writing in a working classroom.

Pre-requisites
Complete all 2 of the following courses:
ENG514 Readings in the Pedagogy of Creative Writing

ENG683 Special Topics — 3 Credits

Literature Courses on differing topics, usually thematically based.

ENG691 Independent Study — 1 Credits

Independent study on a topic of the student's choice.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

ENG693 Independent Study — 3 Credits

Independent study on topics of the student’s choosing.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

ENG694	**Internship** Internship with a publishing company, literary press or other writing organization. Must be approved by the director.	**3 Credits**
ENG698	**Final Manuscript** 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. ***Pre-requisites*** *Complete any 1 of the following courses:* ENG605 Prose Thesis Seminar	**3 Credits**
ENG709	**Summer Community of Writers** This ten-day residency in Pittsburgh is particularly tailored towards ACT 48 educators or students seeking elective credit. Daily attendance in genre-specific writing workshops and conferences with visiting authors is required. Craft sessions, lectures and readings are available but optional.	**3 Credits**
ENG710	**Summer Community of Writers**	**6 Credits**
ENG710I	**Summer Community of Writers - Part One**	**6 Credits**
ENG710II	**Summer Community of Writers - Part Two** ***Pre-requisites*** *Complete any 1 of the following courses:* ENG710 Summer Community of Writers	**6 Credits**

ENG712	**Mentorship II** Mentorship II 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.	**6 Credits**
ENG712I	**Mentorship II - Part One** Mentorship II 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. Part one of two.	**6 Credits**
ENG712II	**Mentorship II - Part Two** Mentorship II 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. Part two of two. ***Pre-requisites*** *Complete any 1 of the following courses:* ENG712I Mentorship II - Part One	**6 Credits**
ENG800	**Graduate Continuing Credit** Graduate Continuing Credit	**1 Credits**
ENV115	**Shifting Environmental Paradigms** 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.	**3 Credits**

ENV115L Environmental Paradigms Lab — 1 Credits

This course uses laboratory modules on soil, water, plants, animals, climate and energy to enhance the material presented in ENV 115. Students will learn to make careful and precise observations, design testable hypotheses, collect and interpret qualitative and quantitative data, and integrate these findings into written and oral presentations.

Co-requisites
ENV115 Shifting Environmental Paradigms

ENV116 Global Environmental Challenges — 3 Credits

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.

ENV129 Our Fragile Earth: A Scientific Perspective — 3 Credits

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.

ENV129L Our Fragile Earth Lab — 1 Credits

This lab offers hands-on opportunity to perform basic environmental lab skills, including sater testing, bioassay, and greenhouse experiment protocol. The course may be taken independently oas a freestanding environmental lab course. Two hours of laboratory per week. Additional Fee(s): Laboratory fee.

ENV145	**Environmental Biology** 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.	**4 Credits**
ENV145L	**Lab: Environmental Biology**	**0 Credits**
ENV147	**Environmental Geology** 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.	**4 Credits**
ENV147L	**Lab: Environmental Geology**	**0 Credits**
ENV202	**Exercise and the Environment** 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. ***Pre-requisites*** *Complete any 1 of the following courses:* ENV115 Shifting Environmental Paradigms	**3 Credits**

ENV208 Backpacking: Experiencing the Natural History of Western — 3 Credits

Students learn local land-use and natural history, including soil formation, flora, and some fauna. Also covered are wilderness trip planning and leadership, including principles for minimizing human impacts and conserving outdoor spaces and wilderness heritage. One weekend overnight camping trip is required. Prior completion of 100-level science course is desirable.

ENV225 Environmental Ethics — 3 Credits

An investigation of some of the important moral issues generated by human interaction with the environment (natural entities, ecosystems, and other species), such as obligation to future generations, the theoretical foundations for an adequate environmental ethic, biodiversity preservation, environmentally sound development and cultural practices, responsibility to animals, and personal choices and lifestyles. Cross-listed as PHI 225.

ENV242 Women and the Global Environment — 3 Credits

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.

ENV247 Environmental Geology — 3 Credits

To be determined

ENV247L Environmental Geology Lab — 1 Credits

To be determined

ENV250 Plants, People, and the Environment — 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
ENV116 Global Environmental Challenges

ENV317 Environmental Solutions and Systems — 3 Credits

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 hour lectures per week.

Pre-requisites
Complete any 1 of the following courses:
ENV116 Global Environmental Challenges

ENV327 Writing about Environmental Science — 3 Credits

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. Cross-listed as ENG327.

ENV327W Writing about Environmental Science 3 Credits

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. Cross-listed as ENG327.

ENV443 Environmental Chemistry 4 Credits

This course is an advanced study of the chemical principles underlying common environmental problems. It aims to deepen the student’s knowledge of chemistry and its role in the environment and to show the power of chemistry as a tool to help us comprehend the changing world around us. Cross-listed CHM 443.

ENV446 Wilderness and Literature 3 Credits

Through close reading of poetry and prose, students will explore the relationship between wilderness and literature - both representations of the natural world and what Stanley Kunitz calls "your wilderness...the untamed self that you pretend doesn't exist, all that chaos locked behind the closet door, those memories yammering in the dark." Writers examined include: Anne Carson, Mark Doty, Kathleen Hill, and Virginia Wolf. Cross-listed as ENG 446.

ENV451 Soil Science 3 Credits

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 qulaity. Cross-listed as LNS 551

Pre-requisites
Complete the following course:
ENV129 Our Fragile Earth: A Scientific Perspective

ENV492 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

ENV493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

ENV498 Tutorial: Environmental Studies 4 Credits

ENV499 Tutorial: Environmental Studies 4 Credits

EXS101 Introduction to Exercise Science 1 Credits

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.

EXS102 First Aid and Cardiopulmonary Resuscitation 1 Credits

A 1-credit lab/lecture discussion course in which American Res Cross techniques of Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer, and Community First Aid and 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.

EXS103 Wellness 2 Credits

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. This course fulfills a wellness course requirement.

EXS103EX Wellness: Experiential Credit 2 Credits

EXS202 Exercise and the Environment 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
EXS101 Introduction to Exercise Science

EXS252 Exercise and Nutrition 3 Credits

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, interaction 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.

EXS252W Exercise and Nutrition 3 Credits

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, interaction 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.

EXS301W Introduction to Critical Research Appraisal 2 Credits

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.

Pre-requisites
Complete the following course:
EXS252 Exercise and Nutrition

EXS302 Principles of Strength and Conditioning 3 Credits

Students learn to integrate anatomical and physiological function into a comprehensive strength and conditionng 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.

Pre-requisites
Complete the following course:
BIO201 Anatomy

EXS303 Skeletal Muscle Biochemistry — 3 Credits

This upper level undergraduate course will provide students with a comprehensive examination of the biochemical properties of skeletal muscle within the context of human health and disease. Specific topic areas unclude control of gene expression and protein synthesis, contraction and substrate utilization, non-muscle tissue interactions and exercise training and adaptations.

Pre-requisites
Complete all 2 of the following courses:
BIO202 Physiology

EXS326 Applied Exercise Physiology I — 3 Credits

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. CPR and first aid certifications are required. Corequisite: EXS 326L.

Pre-requisites
Complete the following course:
BIO302 Physiology

EXS326L Lab: Applied Exercise Physiology I — 1 Credits

Experiments to complement the material presented in EXS326. Two hours of laboratory per week. Corequisite: EXS 326. Additional fee(s): Laboratory fee.

EXS345 Kinesiology and Movement Science 3 Credits

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: BIO 201. Corequisite or Prerequisite: EXS 345L.

Pre-requisites
Complete the following course:
BIO201 Anatomy

EXS345L Lab: Kinesiology and Movement Science 1 Credits

Experiments to complement the material presented in EXS 345. Lab will include activites related to skill acquisition, performance and biomechanical analysis of functional motor patterns. Three hours of laboratory per week. Corequisite: EXS 345. Additional fee(s): Laboratory fee.

EXS345LW Lab: Kinesiology and Movement Science 1 Credits

Experiments to complement the material presented in EXS 345. Lab will include activies related to skill acquisition, performance and biomechanical analysis of functional motor patterns. Three hours of laboratory per week. Corequisite: EXS 345. Additional fee(s): Laboratory fee.

EXS426 Applied Exercise Physiology II 3 Credits

This course provides students with the knowledge of theoretical and applied aspects of exercise physiology and wellness. The emphasis of this course is on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, and obese). Three hours of lecture

per week.

Pre-requisites
Complete all 2 of the following courses:
EXS326 Applied Exercise Physiology I

EXS426L Applied Exercise Physiology II Lab 1 Credits

The emphasis of this lab is on the physiological adaptations to exercise training. Students will learn how to design exercise prescriptions for typical adult populations, athletic populations, and special populations (i.e. pediatric, geriatric, obese). Three hours of laboratory per week. Corequisite: EXS 426. Additional fee(s): Laboratory fee.

EXS490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete the following course:
EXS301W Introduction to Critical Research Appraisal

EXS491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

EXS493 Independent Study 3 Credits

Pre-requisites
Complete the following course:

XXX123 Permission of Instructor

EXS498	**Tutorial: Exercise Science**	**4 Credits**
EXS499	**Tutorial: Exercise Science**	**4 Credits**
FDT141	**Media Literacy** 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 131 and COM 141. Additional fee(s): Course Computing fee.	**3 Credits**
FDT150	**Introduction to Digital Video Production** 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 150. Additional Fee: Applied Art fee.	**3 Credits**
FDT160	**World Film History** 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.	**3 Credits**

FDT161	**Introduction to Film, Video and New Media Art** 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.	**3 Credits**
FDT200	**Final Cut Pro X** This is a 2-credit course that provides students with a foundational knowledge of Final Cut Pro X. In this hands-on course, students work with practical approaches to video editing, from basic techniques to powerful advanced features.	**2 Credits**
FDT210	**Studio: Adobe Illustrator** This supplemental studio explores the practical applications of today's computer hardware and graphic design software. The focus of the class is on gathering critical knowledge and gaining basic mastery of a powerful design visualization and creative production tool. The studio will cover Adobe Illustrator on the Macintosh platform.	**1 Credits**
FDT213	**Special Topics**	**3 Credits**
FDT220	**Studio: Adobe Photoshop** This supplemental studio explores the practical applications of today's computer hardware and graphic design software. The focus of the class is on gathering	**1 Credits**

critical knowledge and gaining basic mastery of a powerful design visualization and creative production tool. The studio will cover Adobe Photoshop on the Macintosh platform.

FDT225	**Female Narration: Race and Gender in Women's Films**	**3 Credits**

This course looks predominantly at films directed by women who have worked out strategies for feminist film practice. The course will focus on the relationship between representations of women and the socio-political structures in which women live. It will also focus on the need for women, if they wish to affect perception of self and other, us and them, to take up the means of production. Exposing the sexual strategems in various contemporary societies permits women filmamakers to recreate the world in their own image. Study of traditional portrayals of women will support understanding of the differnces between subject and object postition. Negotiating these often conflicting spaces allows students to comprehend the multiple mediations that structure a critical consciousness. Such awareness allows questions of responsibilty in a world of diverse values and perspectives. The course is organized as a reading, viewing, and lecture, experience.

FDT230	**InDesign Studio**	**1 Credits**

This one credit supplemental course will provide students with a foundational knowledge of the InDesign interface. Students will learn foundations of InDesign, threading text-boxes, importing photos and styling images, utilize baseline grid, hypenation, and libraries to create simple and complex layout compositions.

FDT250	**Introduction to Digital Video Production**	**3 Credits**

This course introduces the tools, technology, and techniques of digital video production. Students plan, script, manage, and produce videos using digital technologies. Along with the technical application, students will be exposed to the history of video as an artistic and instructional medium, as well as the relationship of digital video to film and television. The theoretical focus is on

critiques of narrative construction. Cross-listed as ART 250. Additional Fee: Applied Art fee.

Pre-requisites
Complete any 1 of the following courses:
ART141 Media Literacy

FDT261	**Web Design I: Code + Aesthetics** 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 authorizing 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 261. Additional fee: Course computing fee.	**3 Credits**
FDT300	**Critical Theory** Critical theory offers a critical study of the key debates in theories of media and communication interfaced with cultural studies. This 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.	**3 Credits**
FDT300W	**Critical Theory** Critical theory offers a critical study of the key debates in theories of media and communication interfaced with cultural studies. This 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.	**3 Credits**

FDT313	**Special Topics**	**3 Credits**
FDT313WPLA	**Special Topics: Black Masculinities: Prior Learning**	**3 Credits**
FDT350	**Intermediate Digital Video Production** 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, transiitional effects, and other editing processes, students will render sophisiticated 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. Additional fee: course computing fee. ***Pre-requisites*** *Complete any 1 of the following courses:* ART150 Introduction to Digital Video Production	**3 Credits**
FDT369	**Interactive Strategies**	**3 Credits**
FDT421	**Digital Animation and Compositing** This production course provides an introduction to computer animation and visual effects. Stuents 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. ***Pre-requisites*** *Complete all 2 of the following courses:* ART141 Media Literacy	**3 Credits**

FDT450 Advanced Digital Video Production Studio 3 Credits

This studio course is an intensive laboratory that looks at advanced methods of digital video production, including highly developed lighting practices, audio recording and mixing, nonlinear editing, and digital effects. Students will also experiment with various ways in which to prepare video for web streaming or embedding compressed video in multimedia applications. This course includes regularly scheduled screenings of significant experimental video and multimedia projects - continuing to engage students in conversations of aesthetic, structural, and critical concern. Cross-listed as ART 450.

Pre-requisites
Complete any 1 of the following courses:
ART350 Intermediate Digital Video Production

FDT490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

FDT491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

FDT493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

FDT498	**Tutorial**	**4 Credits**
FDT499	**Tutorial**	**4 Credits**
FDT500	**Lab: Final Cut Pro X** This is a 2-credit supplemental course that will provide students with a foundational knowledge of Final Cut Pro X. In this hands-on course, students work with practical approaches to video editing, from basic techniques to Final Cut Pro's powerful advanced features. This is an Apple Certified Training Course. Additional Fee(s): Course Computing LAB Fee.	**2 Credits**
FDT510	**Lab: Adobe Illustrator** This one credit supplemental lab explores the practical applications of today's computer hardware and graphic design software. The focus of the class will be on gathering critical knowledge and gaining basic mastery of a powerful design visualization and creative production tool. The ab will cover one of the essential design applications: Adobe Illustrator on the Macintosh platform.	**1 Credits**
FDT520	**Lab: Adobe Photoshop** This one credit supplemental lab explores the practical applications of today's computer hardware and graphic design software. The focus of the class will be on gathering critical knowledge and gaining basic mastery of a powerful design visualization and creative production tool. The Lab will cover one of the essential design applications: Adobe Photoshop on the Macintosh platform.	**1 Credits**

FDT530	**InDesign Lab** This one credit supplemental course will provide students with a foundational knowledge of the InDesign interface. Students will earn foundations of InDesign, threading text-boxes, importing photos and styling images, utilize baseline grid, hyphenation, and libraries to create simple and complex layout compositions	**1 Credits**
FDT543	**The Media Production Industry** This course is offered in the final semester of the program and is designed to enhance the ability of graduates to establish themselves in the media production industry.	**3 Credits**
FDT550	**Media Project I: Digital Video Production** Presents technical practices of digital video production: nonlinear editing, foundations of alternative screenwriting, videography, sound production, and other media-related processes are explored. Additional fee: Computing fee.	**3 Credits**
FDT563	**Media Contexts I: Media History** Provides overview for incoming graduate students of current rhetorical concerns related to independent media, film production, and histories.	**3 Credits**
FDT571	**e-Merging Media I** Maps ways the 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 fees: Course Computing fee	**3 Credits**
FDT613	**Special Topics** Special Topics Class	**3 Credits**

FDT641	**The Craft of Screenwriting** 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 literary tools available to filmmakers in this genre.	**3 Credits**
FDT650	**Media Project II: Advanced Digital Video Productio** 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. Addtional Fee(s): Course Computing Fee	**3 Credits**
FDT663	**Media Contexts I: Theory** Analyzes the aesthetic conventions, narrative, and formats of new media, as well as the impact digital technologies have had on existing media.	**3 Credits**
FDT666	**Cinematography and Lighting** In this course, students will focus on the skills required to make appropriate camera and lighting decisions under a variety of field and studio situations. Students will gain mastery of advanced concepts and principles of camera operation, camera movement, use of lenses, composition and lighting techniques used in digital filmmaking.	**3 Credits**
FDT667	**Advanced Sound Design and Audio Post Production** In this audio production course, students will advance their audio knowledge and production abilities in sound design through sound recording, mixing, processing and editing. Students will learn how to assemble a pre-dub or temp mix, group and sub-mix tracks into the final dub that is for distribution and delivery. ***Pre-requisites***	**3 Credits**

Complete the following course:
FDT675 Media Project III: Advanced Sound Production

FDT671	**Emerging Media II: Advanced Web Design** Focuses on the technical through advanced study. Students will produce DVD, CD-Rom, and other interactive projects. Additional Fees: Course Computing Fee	**3 Credits**
FDT675	**Media Project III: Advanced Sound Production** Focuses on advanced sound recording, editing, and mixing technologies using PRo Tools digital audio workstation. Additional Fee(s): Course Computing fee	**3 Credits**
FDT676	**Media Project IV: Visual Effects & Animation Modes** Extends to visual effects, animation modes and compositing. Students will utilize this course to develop their masters' thesis topic and begin pre-production processes. Additional Fee: Course Computing Fee	**3 Credits**
FDT677	**Media Project V** 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: Course Computing Fee	**6 Credits**
FDT692	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**

FDT693	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
FDT800	**Graduate Continuing Credit** Graduate Continuing Credit	**1 Credits**
FRN492	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
FST150	**Food, Farm & Field** This course explores food, farm, and environment through readings, films, lectures, demonstrations, field trips, and on-farm and kitchen experiences in research and production problems. Activities include presentations on specific topics, group discussions, hands-on lab and field activities, individual and group presentations, field trips, and reflection through writing, video, and photography.	**3 Credits**
FST234	**Asian Foodways** A strategic survey of Japanese, Chinese/Taiwanese, Korean, and South Asian food ways in their originating contexts and the U.S. Emphasis on anthropological understanding of food ways, cultural studies critique of class, gender, and family dynamics articulated via food, and historical transformations of food culture in response to migration and globalization.	**3 Credits**
FST250	**International Cuisine** This course exploers international cuisine and culture through an interdisciplinary lens. Focusing on culinary history, the couse emphasizes knowledge of global culture	**3 Credits**

and cuisine. One of the featred regions of study will align with Chatham's "Global Focus" for the academic year.

FST302	**Nutrition and Community** This course focuses on North American community-based nutrition research, programs and policies. Students become familiar with community-based reserach, programs, and policies where nutrition plays a role. Using public health nutrition and community asset building, it includes an introduction to grant writing, evaluation, and assessment to support community health programs.	**3 Credits**
FST365	**Coffee: History, Politics, Practices** This course includes hands on and practical experiences at local coffee roasters with different business models. Participants train in the Eden Hall student cooperative cafe at Eden Hall including cupping, barista, and tasting skills. The correlated readings and assignments address challenging issues surrounding coffee, including labor, global procurement, and labeling.	**3 Credits**
FST402	**Global Agriculture** This multi-disciplinary course examines agro-ecological, socio-economic, and political issues in tropical agriculture in the global South, focusing on how production and consumption impact food, agriculture, and community sustainability. The course centers on a two-week visit to EARTH University in Costa Rica, plus pre- and post-trip sessions in Pittsburgh.	**3 Credits**
FST417	**Safe Practices in Food and Agriculture** This course offers professional knowledge about safe practices in agriculture and food production, such as safe food handling, worker safety, best practices for agricultural markets, and overviews of regulatory organizations. Students will follow practicum materials to gain both food safety certification and good agricultural practices standing.	**1 Credits**

FST420	**Basic Agroecology** Through working on Chatham's Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.	**3 Credits**
FST420L	**Growing Sustainably Lab** Through working with Chatham's Eden Hall Farm as well as visiting neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in classes. Topics will include basic principles of soil fertilitiy, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.	**1 Credits**
FST428	**Tree Care** Tree care skills are integral to sustainable land and food system management. This course provides an introduction to arboriculture, tree climbing and pruning. It will teach proper tree pruning, basics of climbing, and basic equipment safety, applicable to tree work in urban or agricultural settings.	**3 Credits**
FST502	**Essential Readings in Food and Agriculture** This class provides grounding in essential texts in the contemporary understanding of food and agriculture. Readings include key food histories, journalism, critical nutrition and food industry writers, and agriculture and environmental treatise. Class will meet monthly to analyze texts. Students will contribute to forum and blog discussions throughout the year.	**1 Credits**

FST504	**Food Science Principals** We will study scientific literature on nutrient availability before and after cooking, learn about chemical and physical and visual changes to food through various storage and cooking methods and investigate our sensory responses to certain foods in various types of physical and cultural settings.	**3 Credits**
FST505	**Food and Representations** Food is elemental to survival, culture, home, and subjectivity - to rituals of love, oloss, and celebration. Focusing on representations of food and eating in spiritual narratives, epic texts, myth, novels, and film, this class examines the cultural work food performs along with the varying meanings assigned to food and eating.	**3 Credits**
FST508	**Food Systems** 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 foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers.	**3 Credits**
FST509	**Food Access** If food is a basic human right, how do societies create universal access to food? What is the moral ethical basis for making citizens food secure in an age of global inequality? To what extent does providing food access need to consider culturally appropriateness, nutrition, and sustainability, and justice?	**3 Credits**

FST510	**Food, Culture, History** Provides an overview of food and diet in transnational history, emphasizing cultural impact of modernity of 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.	**3 Credits**
FST512	**Practical Nutrition** 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.	**3 Credits**
FST513	**Integrated Seminar in Applied and Environmental Microbiology** This course will provide a forum for interdisciplinary learning and discussion in the core areas of applied and environmental microbiology. Students will analyze case studies based on real-world issues, use evidence-based practice to devise solutions to applied problems, and develop communication skills to convey disciplinary knowledge to different audiences.	**3 Credits**
FST514	**Wine, Ciders and Meads** This course provides a detailed study of wines, grape varieties, ciders and mead. Offers an exploration of global wine regions and regional traditions for ciders and meads. Experiential components utilize local fruits and honey to produce experimental batches of wines and meads. Includes lab at Eden Hall and fieldwork component.	**3 Credits**

FST515 Writing About Food — 3 Credits

Students will develop technique 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.

FST518 Business of Food and Agriculture — 3 Credits

In this class the student will learn 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, SWOT analysis and diffusion of innovation theory. Students will be able to develop a 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.

Pre-requisites
Complete all 2 of the following courses:
FST508 Food Systems

FST520 Basic Agroecology — 3 Credits

Through working on Chatham's Eden Hall Campus farm as well as neighboring farms, students will integrate best practices for sustainable agriculture with theory encountered in class. Topics will include basic principles of soil fertility, biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.

FST520L Growing Sustainably Lab — 1 Credits

This course is a co-requisite to FST520, Growing Sustainably, and comprises the experiential lab component of the course. Students will engage in sustained research on sustainable agricultural projects, from biodynamic methods to soil or pest management comparatives. Course

may be taken up to four times for credit.

FST521	**Integrative Animal Care and Management** This multi-disciplinary graduate course examines a range of agro-ecological, philosophical, socio-economic, health, and policy issues in livestock management. Key themes include: comfort and behavior of live animals; grass- and grain-based animal production; animal (and socil and human) nutrition; livestock care; animal (and human) welfare; history of animal production; food safety.	**3 Credits**
FST522	**GIS: Food and Agriculture** This course provides students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and demonstrates its use in the public sectors related to food, agriculture, and resource use. Students will have the flexibility to focus on their particular area of interest through project work.	**3 Credits**
FST524	**Greenhouse Production** 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. ***Pre-requisites*** *Complete the following course:* FST520 Basic Agroecology	**3 Credits**
FST526	**Agriculture: Systems of Practice** Students explore alternative agriculture practices used in farm management and compare local alternatives such as "Certified Organic", "Certified Naturally Grown',	**3 Credits**

"Permaculture" and "Biodnamic" 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.

FST527	**Permaculture** 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.	**3 Credits**
FST528	**Tree Care** This course provides an introduction to arboriculture, tree climbing and pruning. The class will teach proper tree pruning and the basics of climbing, as well as basic equipment safety, applicable to tree work in urban or agricultural settings, and an introduction to work as an arborist.	**3 Credits**
FST531	**Sustainable Fermentation** Through hands-on production, tastings, lectures, students learn basics of fermentation,winemaking principles and practices, sensory evaluation through tastings, viticulture history, wine regions and types, winemaking methods, chemistry and winery operations. Local production includes root beer, beer, sake, local mead and vinegar. Emphasis will be on sustainable viniculture practices and local/global links.	**3 Credits**
FST532	**Sustainable Meat Production** 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	**3 Credits**

distribution venues.

FST575 Field Ecology 3 Credits

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.

FST591 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

FST592 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

FST593 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

FST600 Oral History Intensive 1 Credits

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.

FST602 Global Agriculture 3 Credits

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.

FST603 Food Journeys 3 Credits

Pre-requisites
Complete all 2 of the following courses:
FST508 Food Systems

FST605 Food and Climate Change 3 Credits

This course considers the relationship between Earth's changing climate and the human production and consupmtion of food. With attention to current theories and case studies, students will develp a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice.

FST607 Sustainable Consumption 3 Credits

Pre-requisites
Complete all 2 of the following courses:
FST508 Food Systems

FST608 Culture and Culinary Grains 3 Credits

FST609 Dairy: From Pasture to Plate 3 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
FST508 Food Systems

FST611 Religion, Community, and Food 3 Credits

This course explains the waqys 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.

Pre-requisites
Complete the following course:
FST508 Food Systems

FST612 Food, Commerce, and Culture in Japan 3 Credits

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.

Pre-requisites
Complete the following course:
FST508 Food Systems

FST613 Community Research: Food and Health 1 Credits

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.

FST614 New Product Development 3 Credits

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.

Pre-requisites
Complete the following course:
FST531 Sustainable Fermentation

FST615 Food, Labor, and Inequality 3 Credits

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.

Pre-requisites
Complete the following course:
FST508 Food Systems

FST616	**Cultivating the Midwest: Corn and Soybeans** Combined with field experiences in western Minnesota, this course explores food and agriculture in the Midwestern U.S. Classroom work and field experiences will explore historical, cultural, agronomic, economic, and geopolitical issues, including corn and soybean production, processing and distribution, alternative agrifood networks, and other food systems issues in the Midwest.	**3 Credits**
FST620	**Research in Food and Agriculture** This course assists students developing a research, educational, public policy, or advocacy project in sustainable farming. Participants study a practical and current sustainable food and/or farming problem, review the literature related to the problem, develop management tactics and strategies to address the problem, and communicate their conclusions. Goal is to develop a research plan and project outcomes for a Masters thesis or project.	**2 Credits**
FST621	**Applied Methods** This course provides an introduction to Q methodology, a quantitative/qualitative technique used for understanding diverse perspectives on issues. Students will learn about Q and conduct an independent research project that allows them to practice the technique from conceptualization through analysis.	**1 Credits**

FST622 Advanced New Product Development 3 Credits

This course explores new product development process from ideation to market. Students study methodologies and practices of product development in a Consumer Packaged Goods firm. Focus for the advanced course includes consumer testing, packaging development, and production process to develop and bring to market a liqueur sold by Pittsburgh Distilling.

Pre-requisites
Complete all 2 of the following courses:
FST531 Sustainable Fermentation

FST624 Chocolate: Politics and Pleasure 3 Credits

This course will explore chocolate as a global product including history and culture, agriculture (growing trees, processing beans), direct/fair trade, labor and justice, health, chocolate production, sales, marketing, and sustainability. Experiential components include chocolate making, tempering; culinary practices, and site visits to chocolate manufacturers, culminating in the design and marketing of a sustainable chocolate product.

FST625 U.S. Agricultural Policy 3 Credits

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.

Pre-requisites
Complete the following course:
FST508 Food Systems

FST640 Sustainable Community Development 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
FST508 Food Systems

FST683 Special Topics 3 Credits

FST691 Internship 1 Credits

Internship placement will focus on local nonprofits, advocacy group, 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).

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

FST692 Internship 2 Credits

Internship placement will focus on local nonprofits, advocacy group, 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).

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

FST693 Field Work Practicum 3 Credits

Students engage in semester long field work and internships. Class meetings address ethical, logistical, and intellectual issues of community-based work in Food Studies. Site-based project development and implementation occurs in supervised and collaborative settings. Individual meetings with professor provide career development and advance research proposal skills.

FST697	**Thesis Practicum** Thesis Practicum is intended to assist Masters students in the preparation of thesis and to facilitate the transition from research and project development to writing. This course will review research methods and design, literature review, time management demands, project management, and presentation skills.	**1 Credits**
FST698	**Thesis/Project** 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.	**1 Credits**
FST800	**Graduate Continuing Credit** Graduate Continuing Credit	**1 Credits**
HCA500	**Analytics Consultant** This course provides students the opportunity to master skills needed to use data analytics software to be proactive in guiding decision-making. Students engage in the visualization of data to influence decisions regarding targeted performance improvement areas. Interprofessional business skills will be enhanced to translate data into actionable plans in order to improve quality outcomes.	**3 Credits**
HCA501	**Analytics Leader** This course provides students the opportunity to strengthen basic skills and knowledge in using data to make decisions. Leadership skills addressing interprofessional communication, strategic thinking and persuasive motivation will be discussed. Students will engage in activities which advance their ability to use technology and information systems to influence outcomes	**3 Credits**

and improve overall quality.

HCI502	**Healthcare Delivery Systems** In this course, students will be engaged in dynamic content to gain an understanding of the role of information systems within healthcare delivery. The course provides an introduction to the use of information technology, information systems, data, and informatics in regards to health care delivery system entities and functions.	**3 Credits**
HCI503	**Informatics Foundation and Health Care Technology** This course will assist students to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various settings. Student will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction.	**3 Credits**
HCI504	**Project Management I** This course introduces basic project management principles needed when altering workflow processes to include technology in various health practice settings (outpatient, inpatient, community health). Change management, quality assurance, and system redesign is introduced. By end of course, students will begin identifying a topic for their final informatics immersion project.	**3 Credits**
HCI505	**Foundational Data Analytics** This course will explore how outcomes are dependent upon the integrity of data; the analysis of data; and the need for clearly defined report writing. Students will engage in manipulating data for analysis and interpretation. ***Pre-requisites*** *Complete any 1 of the following courses:* HCI503 Informatics Foundation and Health Care Technology	**3 Credits**

HCI506 Health Policy and Informatics — 3 Credits

This course will explore health care policy and how it relates to informatics. Students will describe the history and development of health care policy while comparing U.S. health care policies to other countries. Legal, privacy, storage, and security issues will be discussed regarding healthcare and genomic data.

HCI507 Informatics Immersion — 3 Credits

This course leads students to combine management and technical skills to solve real problems regarding healthcare information systems and use of technology in a healthcare setting. The immersion project requires the application of principles in health systems, information technology, healthcare delivery and project management. Students must complete 80-100 internship hours.

HCI582 Project Management II — 3 Credits

This course emphasizes the concepts/theories/practices in handling the fiscal and leadership responsibilities of project management related to informatics. By the end of this course, students will have developed their Informatics Immersion Project proposal. Students must complete 40 internship hours under the supervision of a mentor in the field of informatics.

Pre-requisites
Complete the following course:
HCI504 Project Management I

HCI583 Virtual Engagement to Improve Health — 3 Credits

This course introduces students to a virtual world where technology is driving change, impacting the way healthcare is delivered and managed through the use of the Internet, social media and mobile technologies. Students will engage in virtual activities that transform the traditional roles of interprofessional healthcare providers.

HCI631 Integrating Technology into a Healthcare Environment — 3 Credits

This course will introduce students to key factors to be considered when integrating new technology within a healthcare environment. Understanding how to successfully create change, define current process, design future processes and complete a gap analysis using the four stages of a systems life cycle to successfully integrate or change technology.

HCI651 Database Management for Evidence-Based Decision Making — 3 Credits

This course will assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes.

Co-requisites
HCI631 Integrating Technology into a Healthcare Environment

HIS100 Introduction to World History — 3 Credits

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.

HIS102 Introduction to American History — 3 Credits

This course examines significant areas in the development of American society from the Colonial period to the present. It focuses particularly on the issues of gender, class, race, religion, politics, and ideology to provide students with the grounding in those areas crucial to understanding today's society.

HIS200W	**Introduction to Latin American History** This course surveys Latin American history from colonization through the present with an emphasis on world hisotry themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth centuries. 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.	**3 Credits**
HIS200W	**Revolutions in Latin America** This course surveys Latin American history from colonization through the present with an emphasis on world hisotry themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth centuries. 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.	**3 Credits**
HIS201	**Modern Middle East** 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.	**3 Credits**

HIS202W	**Introduction to Modern Europe** The impact of World War I on Europe, the crisis of democracy and 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."	**3 Credits**
HIS202W	**Modern Europe** The impact of World War I on Europe, the crisis of democracy and 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."	**3 Credits**
HIS204W	**Introduction to East Asian Studies** An exploration of East Asian geography, history, language, and culture frim 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.	**3 Credits**
HIS204W	**East Asian Studies** An exploration of East Asian geography, history, language, and culture frim 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.	**3 Credits**

HIS205W	**Africa, Past and Present** 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.	**3 Credits**
HIS207	**Oral History, Neighborhoods, & Race** 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.	**3 Credits**
HIS213	**Special Topics**	**3 Credits**
HIS215	**Ind & the Working Class in Europe & America** This course seeks to understand who built America, under what conditions they labored, and to understand their hopes, dreams, and stuggles to create a better future for themselves and their families. The couse traces the historical development of the American working class from colonial times to the present. Particular attention is given to the formation of working class political and economic orgaizations and their impact on American history.	**3 Credits**
HIS216	**Rise of the Third World** The emergence of Third-Worldism after 1945 is the central historical development of the twentieth century. The Afro-Asian movement namely aimed at recasting the historical initiative away from implacable colonialist	**3 Credits**

powers. This course focuses on the analysis of doctrines and models that have collectively marked the rise of the Third World.

HIS228	**Recent African History** Western media typically paints a catastrophic view of Africa with stories of conflicts, environmental degradation, horrendous sanitary conditions, and their corollaries. Are the positive trends regarding economic growth, democratization, and endogenous creativity bring overlooked? The course tackles this question while offering opportunities to gain substantial, practical knowledge about contemporary Africa.	**3 Credits**
HIS230	**History of Social & Political Thought** History of Ideas surveys somoe fundamental normative questions that have been formulated in religion, politics, the Arts, and popular culture from Plato (5th century BC) to the present. It examines principles and methods of political and social thought as they relate to authority, obedience, freedom, equality, and justice.	**3 Credits**
HIS231	**History of the British Empire** History of the British Empire examines the historical narratives relating to imperialism, ethnocentrism, military aggressions, colonization, acculturation, repression of revolt, technological diffsuion, 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.	**3 Credits**
HIS234	**Asian Foodways** A strategic survey of Japanese, Chinese/Taiwanese, Korean, and South Asian food ways in their originating contexts and the U.S. Emphasis on anthropological understanding of food ways, cultural studies critique of class, gender, and family dynamics articulated via food, and historical transformations of food culture in response to migration and globalization.	**3 Credits**

HIS241 History of Islam — 3 Credits

This course is a historical examination of classical Islamic civilization: its origins, nature, and development. Special attention is given to the religion of Islam and the contributions of Arabs, Persians, and Turks to Islamic civilization. Cross-listed as REL 241.

HIS247 American Environmental History — 3 Credits

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.

HIS263 Gender and the Family in America — 3 Credits

In every era of US history, family and gender have been subject to and shaped by other forced in society, such as religion, politics, and the economy. This course traces the history of social construction of family and gender from the antebellum period to the twentieth century. Attention will be paid to changing concepts of family roles, gender roles, and sexuality over time.

Pre-requisites
Complete any 1 of the following courses:
HIS100 Introduction to World History

HIS307 Oral History, Neighborhoods, and Race — 3 Credits

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.

HIS309 Digital Local History — 3 Credits

This course examines current methods and technologies used in the production of digital history, with a particular focus on incorporating local history resources into on-line historical media.

Pre-requisites
Complete the following course:
HIS102 Introduction to American History

HIS321 The Sixties, America & Vietnam — 3 Credits

This course examines the 1960s in America and Vietnam. The course focuses on the war in Vietnam from multiple perspectives including those of Vietnamese and American leaders and ordinary people, examining the roots of the conflict and how it shaped lives and the path of history.

Pre-requisites
Complete any 1 of the following courses:
HIS100 Introduction to World History

HIS351 Asian Migrations: Local and Global Narratives — 3 Credits

Study of diasporic waves arising in Vietnam, Nepal, India, China, Japan, Korea, etc., and flowing to the US (especially Western Pennsylvania) and elsewhere. Graphic novels, lyric tales, gender and class, emigrant-immigrant and rural-urban transitions, viewed from Cultural Studies and historial perspectives. Assignments include analyses, an interview, and a communication project.

Pre-requisites
Complete the following course:
ENG105 First - Year Communication Seminar

HIS352 Asian Migrations Field Experience — 1 Credits

This course facilitates direct interaction with and contribution to Asian American community organizations. Through their contributions to non-profit service programs, students gain deeper understanding of specific Asian American communities, their strengths, and their needs.

Students also develop skill in addressing different audiences in a professional manner.

HIS363 Gender and the Family in America — 3 Credits

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.

HIS490 Integrative Capstone — 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete any 1 of the following courses:
POL311 Selected Topics in Social Science Research

HIS493 Independent Study — 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

HIS494	**Independent Study** INDEPENDENT STUDY ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**4 Credits**
HIS498	**Tutorial: History**	**4 Credits**
HIS499	**Tutorial: History**	**4 Credits**
HSC100	**Introduction to the Health Professions** Introduction to the Health Professions explores a variety of health professions along with the roles and responsibilities of a health care professional. Students will interact with health care professionals and do self-exploration of their own career interests. They will be introduced to aspects of being a health care professional including integrity, leadership, ethics, cultural competency, and communication.	**1 Credits**
HSC201	**Health Literacy: A Primer for Health Care Professionals** This one credit course focuses on the concept of health literacy. Students will be provided an opportunity to explore the influence of health literacy on health care decisions. Both challenges and opportunities for health care professionals will be analyzed. Strategies for promoting informed consumers of health-related information will be introduced.	**1 Credits**
HSC205	**Emotional Competence** Students will be provided an opportunity to explore emotionally competent behaviors that are vital to therapeutic interactions within the health care environment. Both challenges and opportunities for health care	**1 Credits**

professionals will be assessed.

HSC210	**Climate Change & Human Health** This one-credit course provides a basic understanding of climate change and its influence on human health in the 21st century.	**1 Credits**
IAR105	**Environment and Behavior** 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.	**3 Credits**
IAR202	**Theory of Interior Architecture Studio** 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.	**3 Credits**
IAR210	**Drafting Studio** Intended for interior architecture majors or potential majors, this course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. An understanding is developed of architectural scale, plans, elevations, and sections. Additional fee(s): applied art fee.	**3 Credits**
IAR210	**2D Visual Communication** This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. Students will develop an understanding of design thinking and visualization and	**3 Credits**

the skills needed to generate design drawings communicating interior environments. One-point, two-point, isometric, and axonometric drawing methods will be covered.

IAR213	**Special Topics**	**3 Credits**

IAR214	**Digital Visualization I**	**3 Credits**

This course explores design principles related to color theory, typography, branding, web design, print design and layout relative to portfolio design, interior design presentation, communication and development. This course also explores basic human centered design and product design principles as a basis for portfolio and visual design. This course is designed to aid and mentor students in assembling a design portfolio for their academic and professional work. Students will learn graphic design techniques for both print and web including basic tools in Adobe Creative Suite.

IAR215	**Digital Drawing**	**3 Credits**

Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Pre-requisite: IAR 210 or permission of instructor. Additional Fee: Course Computing fee.

IAR218	**Building Codes**	**3 Credits**

Students learn and apply relelvant building codes as they relate tot he health and life safety of the occupant. This course addresses energy laws, the principles of universal design and accessible code compliance.

Pre-requisites
Complete all 2 of the following courses:
IAR220 Interior Architecture I

IAR219 Drawing and Model Making 3 Credits

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 wille explore three-dimensional model making techniques.

IAR220 Interior Architecture I 3 Credits

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.

Co-requisites
IAR210 Drafting Studio

Co-requisites
IAR219 Drawing and Model Making

Co-requisites
IAR232 Color and Textiles

IAR225 Interior Architecture II 3 Credits

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. Additional Fee: Course Computing fee.

Pre-requisites
Complete all 2 of the following courses:
IAR220 Interior Architecture I

IAR230 Interior Materials 3 Credits

This course is intended only for 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.

IAR231	**Green & Sustainable Design** Global issues of energy use, resource depletion, and indoor air quality have promoted 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.	**3 Credits**
IAR232	**Color and Textiles** 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 adn application of textiles based on their properties and performance critieria, sustainability, installation methods, maintenance requirements, and regulations and standards.	**3 Credits**
IAR257	**20th- and 21st-Century Architecture** 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.	**3 Credits**
IAR257W	**20th- and 21st- Century Architecture** 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	**3 Credits**

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.

IAR259 History of Interior Architecture: pre-20th Century — 3 Credits

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.

IAR260 Fallingwater Studio Residency — 3 Credits

As a studio residency at Frank Lloyd Wright's Fallingwater, students develop and apply design thinking and visualization through the exploration and application of sustainable strategies, architectural theories, manifestos, and phenomenology. Student outcomes are the culmination of observations, hikes, lectures, reading, discussions, critiques and design charrettes resulting in a final presentation.

Pre-requisites
Complete the following course:
IAR219 Drawing and Model Making

IAR261W History of Interior Architecture: Pre-20th Century — 3 Credits

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.

IAR310 Advanced Computer Applications — 3 Credits

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. Additional Fee: Course Computing fee.

Pre-requisites
Complete all 2 of the following courses:
IAR215 Digital Drawing

IAR310 Digital Visualization III — 3 Credits

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 Additional Fee: Course Computing fee.

Pre-requisites
Complete any 1 of the following courses:
IAR210 Drafting Studio ***Pre-requisites***
Complete the following course:
IAR215 Digital Drawing

IAR315 Construction Documents — 3 Credits

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. Additional Fee(s): Course Computing fee.

Pre-requisites
Complete all 3 of the following courses:
IAR335 Lighting & Acoustics

IAR316 Visual Communication — 3 Credits

This course explores color theories, psychology of color and light, typology, and compositional layout relative to interior design presentation, communication and development. Through a variety of media, techniques and applications of visual composition skills are applied to architectural interiors and exterior context. Additional Fee(s): Course Computing fee

Pre-requisites

Complete the following course:
IAR320 Interior Architecture III

IAR316 Portfolio 3 Credits

This course will allow Interior Architecture students to solidify their professional portfolio for prospective internships and employment. Students will produce a physical and digital portfolio.

Pre-requisites
Complete all 2 of the following courses:
IAR320 Interior Architecture III

IAR320 Interior Architecture III 3 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
IAR225 Interior Architecture II

IAR325 Interior Architecture IV 3 Credits

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. Additional fee(s): Course Computing fee.

Pre-requisites
Complete all 4 of the following courses:
IAR310 Advanced Computer Applications

IAR330 Building Systems — 3 Credits

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.

IAR335 Lighting & Acoustics — 3 Credits

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. Additional Fee(s): Course Computing fee.

Pre-requisites
Complete all 2 of the following courses:
IAR102 Theory of Interior Architecture Studio

IAR440 Internship — 3 Credits

An internship experience prvoides 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.

IAR441 Environmental/Sustainable Community Service — 1 Credits

Encouraging environmental stewardship, students are required to participate in an environmental community service project under the supervision of a field leader or faculty member.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IAR442 Environmental/Sustainable Community Service — 2 Credits

Encouraging environmental stewardship, students are required to participate in an environmental community service project under the supervision of a field leader or faculty member.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IAR443 Environmental/Sustainable Community Service — 3 Credits

Encouraging environmental stewardship, students are required to participate in an environmental community service project under the supervision of a field leader or faculty member.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IAR445 Professional Practice — 3 Credits

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.

IAR470 Immersive Research Design — 3 Credits

This writing based course introduces research methods and tools as the foundations of evidence based design. This course is a review and analysis of published research in the disciplines of interior design and architecture. Students are introduced to various methods of gsathering information and conducting research with emphasis placed on the selection and utiliziation of data collection strategies and tools, culminating in the development of a research paper.

IAR490	**Integrative Capstone** The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.	**3 Credits**
IAR491	**Independent Study**	**1 Credits**
IAR492	**Independent Study**	**2 Credits**
IAR493	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
IAR498	**Tutorial I: Interior Architecture** This course is the first part of a year long tutorial that stresses evidence-based design. Students create a program for a project selected by the instructor using the latest research and literature available. The program serves as the foundation for design decision-making in IAR 499. Prerequisite(s): IAR 325 ***Co-requisites*** IAR325 Interior Architecture IV	**4 Credits**

IAR499	**Tutorial II: Interior Architecture** This course is the second part of a year long tutorial that stresses evidence-based design. Using the program developed in IAR 420 as a foundation, students investigate a problem from concept generation through design development and detailing. Prerequisite(s): IAR 498 Additional Fee(s): Course Computing fee.	**4 Credits**
IAR502	**Theory of Interior Architecture** 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.	**3 Credits**
IAR505	**Design and Behavior** 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.	**3 Credits**
IAR510	**Drafting Studio** 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.	**3 Credits**

IAR510	**2D Visual Communications** Intended for interior architecture majors or potential majors, this course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. An understanding of design thinking and visualization is developed. One-point, two0point, isometric, and axonometric drawing methods will be covered. Additional fee(s): applied art fee.	**3 Credits**
IAR514	**Digital Visualization I** This course explores design principles related to color theory, typography, branding, web design, print design and layout relative to portfolio design, interior design presentation, communication and development. This course also explores basic human centered design and product design principles as a basis for portfolio and visual design. This course is designed to aid and mentor students in assembling a design portfolio of their academic and professional work. Students will learn graphic design techniques for both print and web, including basic tools in the Adobe Creative Suite.	**3 Credits**
IAR515	**Digital Drawing** Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work from scratch and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Pre-requisites: IAR 510 or permission from the instructor. Additional fee: Course Computing Fee ***Pre-requisites*** *Complete the following course:* IAR510 Drafting Studio	**3 Credits**
IAR515	**Digital Visualization II** Students learn th ebasic 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	**3 Credits**

printing will be presented. Adobe Creative Suite and other rendering software are covered. Additional Fee: Course Computing fee.

Pre-requisites
Complete the following course:
IAR510 Drafting Studio ***Pre-requisites***
Complete the following course:
IAR510 2D Visual Communications

IAR518 Building Codes 3 Credits

Students learn and apply relevant building codes as they relate to the hearlth, safety, and life safety of the occupant. This course addresses energy laws, the priciples of Universal design, and accessible code compliance. Pre-requisites: IAR520, IAR535

IAR519 Drawing and Model Making 3 Credits

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. Pre-requisite: IAR510

IAR519 Drafting and Model Making 3 Credits

Intended for interior architecture majors or potential majors. This course develops graphic literacy as a language and philosophy for observation, analysis, expression, and presentation of interior architecture. An understanding is developed of architectural scale, plans, elevations, and sections. Students will explore three-dimensional model making techniques.

IAR520 Interior Architecture I 3 Credits

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, basic elements of 2-D design, concept development, space planning, scale,

textiles, and color with respect to user needs.

Pre-requisites
Complete all 3 of the following courses:
IAR510 Drafting Studio

IAR520 Architecture Studio II — 3 Credits

This studio addresses problem identification and problem solving in the context of medium to large-scale projects of modest scope. Emphasis is placed on human factors, space planning, spatial experience, scale, basic elements of 2-D and 3-D design, concept devlopment, space planning, scale, textiles, and color with respect to user needs.

Pre-requisites
Complete any 1 of the following courses:
IAR510 Drafting Studio ***Pre-requisites***
Complete any 1 of the following courses:
IAR519 Drawing and Model Making ***Pre-requisites***
Complete any 1 of the following courses:
IAR532 Color and Textiles

IAR525 Interior Architecture II — 3 Credits

This studio addresses problem identification and problem solving in the context of small scale projects of modest scope. Emphasis is placed on programming human factors, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs. Additional Fee: Course Computing Fee

Pre-requisites
Complete all 4 of the following courses:
IAR515 Digital Drawing

IAR525 Interior Architecture Studio III — 3 Credits

The studio addresses problem identification and solutions in the context of medium to-large scale projects of complex scope. Emphasis is placed on programming human factors, universal design principles, space planning, spatial experience, scale, materials, furniture, fixtures, equipment, and color with respect to user needs.

Pre-requisites
Complete any 1 of the following courses:
IAR515 Digital Drawing ***Pre-requisites***
Complete any 1 of the following courses:
IAR520 Interior Architecture I ***Pre-requisites***
Complete the following course:
IAR502 Theory of Interior Architecture ***Pre-requisites***
Complete the following course:
IAR535 Construction Methods

IAR530	**Interior Materials** This course is intended 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.	**3 Credits**
IAR532	**Color and Textiles** 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 adn application of textiles based on their properties adn performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.	**3 Credits**
IAR532	**Color and Textiles Studio I** The first part of this residential studio examines theories in 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.	**3 Credits**

IAR535	**Construction Methods** Intended for interior architecture majors, this couse provides an overview of architectual building systems, including exterior and interior construction methods and terminology.	**3 Credits**
IAR557	**20th & 21st Century Architecture** This course is designed to relate the impact of architecture on both public and private spaces throughout the 20th century and provide a view towards the future of architecture in 21st century. The course will guide you through the major styles of architecture of the 20th 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.	**3 Credits**
IAR557PLA	**20th and 21st Century Architecture: Prior Learning**	**3 Credits**
IAR559	**History of Interior Architecture** This survey course examines world architecture from prehistoric times through the 19th century, including the built environmnet of Europe, the Middle East, Asia, and the Americas. Emphasis is placed on the role of interior spaces, furnishings, and art within architecture.	**3 Credits**
IAR559CBE	**History of Interior Architecture - Credit By Examination**	**3 Credits**
IAR561	**History of Interior Architecture** This survey course examines world architecture from prehistoric times through the 19th century, including the built environmnet of Europe, the Middle East, Asia, and the Americas. Emphasis is placed on the role of interior	**3 Credits**

spaces, furnishings, and art within architecture.

IAR562	**20th & 21st Century Architecture** This course is designed to relate the impact of architecture on both public and private spaces throughout the 20th century and provide a view towards the future of architecture in 21st century. The course will guide you through the major styles of architecture of the 20th 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.	**3 Credits**
IAR610	**Advanced Computer Applications** This advanced course focuses on Building Information Modeling (BIM) that integrates and synchronizes three-dimensional building modeling for us in all phases of the design process. Students are instructed to REvit and Sketch-up. Graphic skills are also developed to help students communicate interior design schemes. Additional fees: Course Computing Fee ***Pre-requisites*** *Complete the following course:* IAR515 Digital Drawing	**3 Credits**
IAR610	**Digital Visualization III** This advanced course focuses on Building Information Modeling (BIM) that integrates and synchronizes three-dimensional building modeling for us in all phases of the design process. Students are instructed to REvit and Sketch-up. Graphic skills are also developed to help students communicate interior design schemes. Additional fees: Course Computing Fee ***Pre-requisites*** *Complete any 1 of the following courses:* IAR515 Digital Drawing	**3 Credits**

IAR615 Construction Documents Studio 3 Credits

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 finsh systems and cabinetry, building codes, and accessibility. Additional Fees: Course Computing Fees

Pre-requisites
Complete all 2 of the following courses:
IAR525 Interior Architecture II

Co-requisites
IAR620 Interior Architecture III

IAR616 Visual Communication Studio 3 Credits

This course explores color theories, typology, branding, graphic organization and compositional layout relative to interior design presentation, communication, and development. Pre-requisite: IAR515, 519, 610. Additional fees: Course Computing Fee

Pre-requisites
Complete the following course:
IAR620 Interior Architecture III

IAR616 Portfolio 3 Credits

This course will allow Interior Architecture students to solidify their professional portfolio for prospective internships and employment. Students will produce a physical and digital portfolio. Addtional fees: Course Computing Fee.

Pre-requisites
Complete the following course:
IAR620 Interior Architecture III ***Pre-requisites***
Complete the following course:
IAR620 Interior Architecture Studio IV

IAR620 Interior Architecture III 3 Credits

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. Corequisite or Prerequisite: IAR630. Additional Fees: Course Computing Fee

Pre-requisites
Complete all 4 of the following courses:
IAR525 Interior Architecture II

IAR620 Interior Architecture Studio IV 3 Credits

This advanced studio addresses concept development, design development, and detailing of medium-to-large scale projects. Emphasis is placed on program analysis, user needs, universal design, space planning, three-dimensional spatial development, design language, composition, materials and assemblies, color, lighting, acoustics, envrionmental systems, building codes, and life safety. Additional Fees: Course Computing Fee.

Pre-requisites
Complete any 1 of the following courses:
IAR525 Interior Architecture II ***Pre-requisites***
Complete the following course:
IAR518 Building Codes ***Pre-requisites***
Complete any 1 of the following courses:
IAR610 Advanced Computer Applications ***Pre-requisites***
Complete the following course:
IAR635 Lighting and Acoustics Studio

IAR630 Building Systems 3 Credits

This course provides an overview of environmental control systems, including HVAC, plumbing, fire protection, power distribution, security, building codes, and data/voice telecommunication. Emphasis is placed on energy consumption and conservation, human comfort, and health and safety. Pre-requisites: IAR 535, 518

IAR631 Design for Sustainability 3 Credits

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.

IAR635 Lighting and Acoustics Studio 3 Credits

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. Pre- requisites: IAR 525, 515. Additional Fees: Course Computing Fee

Pre-requisites
Complete all 3 of the following courses:
IAR515 Digital Drawing

IAR640 Internship 6 Credits

An internship experience prvoides 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. Pre-Requisite: IAR620. Co-Requisite: IAR645

Pre-requisites
Complete the following course:
IAR525 Interior Architecture II

IAR641 Internship 3 Credits

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.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IAR642	**Internship** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
IAR643	**Internship** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**1 Credits**
IAR645	**Professional Practice** 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.	**3 Credits**
IAR645PLA	**Professional Practice: Prior Learning**	**3 Credits**
IAR650	**Interior Architecture V: Capstone Studio** 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 and research findings serve as a foundation for the investigation of a design problem from concept generation through design development and detailing. Additional fees: Course Computing Fee ***Pre-requisites*** *Complete all 5 of the following courses:* IAR620 Interior Architecture III	**6 Credits**

IAR655	**Graduate Research Methods** This graduate seminar is a review and analysis of published research in the disciplines of 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. Cross listed as LAR680 and LNS680	**3 Credits**
IAR661	**Interior Architecture Inquiry** 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.	**3 Credits**
IAR662	**Issues in Interior Architecture** 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 architectus. An awareness of current issues and how the student may impact them provides a framework as students engage in research for their thesis.	**3 Credits**
IAR665	**Special Topics in Interior Architecture** Theory, research, and application are stressed in relation to interior architecture through various course topics. Special topics may include design and culture, design for special populations, design for specific building types, programming, post occupancy evaluation, and historic preservation.	**3 Credits**

IAR670 Supervised Teaching 3 Credits

Students have the opportunity to assist with a class in interior architecture under the supervision of a faculty member.

IAR670EX Supervised Teaching: Experiential Credit 3 Credits

IAR675 Independent Study 3 Credits

In-depth investigation conducted independently by the student under the supervision of an instructor. This course may be taken to satisfy an elective requirement.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IAR680 Thesis Development 3 Credits

The thesis is independently taken by a student under the guidance of a thesis committee. The final project is a written thesis with original research or a creative design project that is supported by in-depth information information gatheringand written material.

Pre-requisites
Complete all 4 of the following courses:
ENG528 Academic Writing

IAR681 Thesis 3 Credits

The thesis is independently taken by a student under the guidance of a thesis committee. The final project is a written thesis with orignal research or a creative design project that is supported by in-depth information gathering and written material.

Pre-requisites
Complete the following course:
IAR680 Thesis Development

IAR691	**Independent Study**	**1 Credits**
IAR692	**Independent Study**	**2 Credits**
IAR693	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
IAR800	**Graduate Continuing Credit** Graduate Continuing Credit	**1 Credits**
IHS150	**Introduction to Integrative Health Studies** 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.	**3 Credits**
IHS200W	**Integrative Nutrition** This course explores the role of diet and nutrition in health and disease from the perspective of holistic and sustainable food choices. It integrates the current evidence of nutrition's impact on obesity, cardiovascular disease, cancer and diabetes and osteoporosis with the traditional study of macro- and micronutrients.	**3 Credits**
IHS210	**Dietary Supplements and Botanical Medicine** 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	**3 Credits**

Education Act. Their usage in the context of human body systems and medical disorders serves as the framework for the course.

Pre-requisites
Complete the following course:
IHS150 Introduction to Integrative Health Studies

IHS220 Acupuncture and Traditional Chinese Medicine — 2 Credits

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.

Pre-requisites
Complete the following course:
IHS150 Introduction to Integrative Health Studies

IHS300W Mind-Body Medicine — 2 Credits

This course is an investigation into the unity of the mind and body, and their combined role in healing. It 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, meditation, prayer, and energy therapies.

Pre-requisites
Complete all 2 of the following courses:
IHS150 Introduction to Integrative Health Studies

IHS310 Body-Based Practices — 2 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
IHS150 Introduction to Integrative Health Studies

IHS360 Women's Integrative Health 3 Credits

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.

Pre-requisites
Complete all 4 of the following courses:
IHS150 Introduction to Integrative Health Studies

IHS490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete all 5 of the following courses:
IHS150 Introduction to Integrative Health Studies

IHS492 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IHS493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IHS498	**Tutorial** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**4 Credits**
IHS499	**Tutorial**	**4 Credits**
IND101	**Transitions: Essential Skills for Academic Achievement at Chatham** 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 indivdual hour per week.	**1 Credits**
IND101	**Foundations of Learning: Theory & Application** In this course, students will learn the science behind how our brains learn, the significance of a growth-mindset, and how to become creators of their own success through active learning. Additionally, students will learn practical and engaging strategies for note-taking, active reading, time management, test-taking, and other study strategies.	**1 Credits**
IND104	**LSAT Preparation** his course will help students prepare for the LSAT, by focusing on study skills particular to this examination.	**1 Credits**

IND105	**Crime Scene Investigation** 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.	**3 Credits**
IND105L	**Crime Scene Investigation Lab** 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	**1 Credits**
IND105LPLA	**Crime Scene Investigation Lab: Prior Learning**	**1 Credits**
IND105PLA	**Crime Scene Investigation: Prior Learning**	**3 Credits**
IND106	**Dialogues Seminar**	**1 Credits**
IND108	**Gender and Contemporary Social Issues**	**3 Credits**
IND115	**Global Focus Seminar** 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.	**1 Credits**

IND123 Prototyping & Design for Product Development — 1 Credits

This course is designed for students with little or no background in design or product development. It provides an introductory explanation of the design process, incorporating design thinking and lean entrepreneurship principles, as well as prototyping for developing tangible products.

IND127 Drugs Around the World — 3 Credits

One semester lecture course exploring drugs in various cultures around the world. The social, economic, and physical effects of drugs on various communities will be examined. The relationship between cultures of other countries and the United States will be emphasized.

IND150 International Program — 12 Credits

International Students enroll in this course as a placeholder until they can complete their registration after they arrive on campus.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IND170 FY Research in Science — 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

IND175 Introduction to Nursing Resources — 1 Credits

This course will teach students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of resources. Over the course of five weeks, students will complete five assignments that are specific to each week's topic. This work is to be completed outside of class and is designed to help complete projects and papers

in NUR402.

IND210	**Chatham Semester International Internship Preparation Seminar** This course will prepare international students to conduct an internship search and work in a U.S. for profit or non-profit organization. Students will learn about U.S. workplace culture, U.S. interviewing techniques, networking and job search skills, and developing a professional web presence.	**3 Credits**
IND213	**Special Topics**	**3 Credits**
IND246	**Intergroup Dialogue Facilitator Training** These courses give students a foundation to facilitate intergroup dialogue classes and workshops. The topics of this course include group facilitation skills; individual and group social identity development; impact of prejudice and stereotyping; difference and dominance and the nature of social oppression; culture, culture cues, and judgements.	**3 Credits**
IND247	**Intergroup Dialogue Seminar** Students participate in conversations and readings across social identities, discuss and explore experiences across social identities and institutional contexts, and examine historical, psychological, and sociological materials leading to understanding of self and other. Social identity topics will rotate and focus on one identity (race, class, gender, sexual orientation, etc.).	**3 Credits**
IND248	**Practicum in Facilitating Intergroup Dialogues** This course supports students as they apply and improve their facilitation skills as dialogue course facilitators. It includes supporting students to plan classes in the intergroup dialogues course that they facilitate, deepen their awareness of their identity, and learn to facilitate	**4 Credits**

through conflict.

IND250	**Careers for the Digital Age** This course explores computing and digital skills that are essential to professionals in the 21st century across disciplines. Topics include the Internet, mobile technologies, coding, the collection, tracking, management and analytics of Big Data. Students will examine how these digital technologies may transform industries from music to healthcare.	**1 Credits**
IND310	**Chatham Semester International Internship Reflection Seminar** This class will allow international non degree academic students participating in the Chatham Internship to reflect on their internship experience using academic journals and course texts. ***Pre-requisites*** *Complete the following course:* IND210 Chatham Semester International Internship Preparation Seminar	**3 Credits**
IND350	**Scientific Research Methods** 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.	**2 Credits**
IND350W	**Scientific Research Methods** This course serves as an introduction to research literature and research methodology in the sciences. Topics include professional writing, experimental design, presentation techniques, and professional and research ethics. Credit is not given for both IND350W and EXS301W.	**2 Credits**

IND491	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**1 Credits**
INTACT301	**Internship - Accounting**	**1 Credits**
INTACT302	**Internship - Accounting**	**2 Credits**
INTACT303	**Internship - Accounting**	**3 Credits**
INTACT306	**Internship - Accounting**	**6 Credits**
INTART301	**Internship - Art**	**1 Credits**
INTART302	**Internship - Art**	**2 Credits**
INTART303	**Internship - Art**	**3 Credits**
INTBCH302	**Internship - Biochemistry**	**2 Credits**
INTBIO301	**Internship - Biology**	**1 Credits**

INTBIO302	**Internship - Biology**	**2 Credits**
INTBIO303	**Internship - Biology**	**3 Credits**
INTBIO305	**Internship - Biology**	**5 Credits**
INTBUS301	**Internship - Business**	**1 Credits**
INTBUS302	**Internship - Business**	**2 Credits**
INTBUS303	**Internship - Business** The Chatham University Internship program provides students with the opportunity to acquire hands-on work experience in a professional setting. The student gains metacognitive insights, deep learning, and practical skills by reflecting on the internship experience under the supervision of an academic advisor.	**3 Credits**
INTBUS304	**Internship - Business**	**4 Credits**
INTBUS305	**Internship - Business**	**5 Credits**
INTBUS306	**Internship - Business**	**6 Credits**
INTBUS409	**Internship - Business**	**9 Credits**

INTCHM301	**Internship - Chemistry**	**1 Credits**
INTCHM302	**Internship - Chemistry**	**2 Credits**
INTCHM303	**Internship - Chemistry**	**3 Credits**
INTCOM301	**Internship - Professional Communication**	**1 Credits**
INTCOM302	**Internship - Professional Communication**	**2 Credits**
INTCOM303	**Internship - Professional Communication**	**3 Credits**
INTCOM304	**Internship - Professional Communication**	**4 Credits**
INTCOM305	**Internship - Professional Communication**	**5 Credits**
INTCOM306	**Internship - Professional Communication**	**6 Credits**
INTCRM301	**Internship - Criminology**	**1 Credits**
INTCRM302	**Internship - Criminology**	**2 Credits**

INTCRM303	**Internship - Criminology**	**3 Credits**
INTCRM304	**Internship - Criminology**	**4 Credits**
INTCRM306	**Internship - Criminology**	**6 Credits**
INTCST301	**Internship - Cultural Studies**	**1 Credits**
INTCST302	**Internship - Cultural Studies**	**2 Credits**
INTCST303	**Internship - Cultural Studies**	**3 Credits**
INTCST304	**Internship - Cultural Studies**	**4 Credits**
INTDSA301	**Internship - Data Science Analytics**	**1 Credits**
INTDSA302	**Internship - Data Science Analytics**	**2 Credits**
INTDSA303	**Internship - Data Science Analytics**	**3 Credits**
INTECN301	**Internship - Economics**	**1 Credits**

INTECN302	**Internship - Economics**	**2 Credits**
INTECN303	**Internship - Economics**	**3 Credits**
INTEDU301	**Internship - Education**	**1 Credits**
INTEDU302	**Internship - Education**	**2 Credits**
INTEDU303	**Internship - Education**	**3 Credits**
INTEDU407	**Internship - Education**	**7 Credits**
INTENG301	**Internship - English**	**1 Credits**
INTENG302	**Internship - English**	**2 Credits**
INTENG303	**Internship - English**	**3 Credits**
INTENG304	**Internship - English**	**4 Credits**
INTENG305	**Internship - English**	**5 Credits**

INTENV301	**Internship - Environmental Studies**	**1 Credits**
INTENV302	**Internship - Environmental Studies**	**2 Credits**
INTENV303	**Internship - Environmental Studies**	**3 Credits**
INTEXS301	**Internship - Exercise Science**	**1 Credits**
INTEXS302	**Internship - Exercise Science**	**2 Credits**
INTEXS303	**Internship - Exercise Science**	**3 Credits**
INTFDT301	**Internship - Film and Digital Technology**	**1 Credits**
INTFDT302	**Internship - Film and Digital Technology**	**2 Credits**
INTFDT303	**Internship - Film and Digital Technology**	**3 Credits**
INTFRN302	**Internship - French**	**2 Credits**
INTFRN303	**Internship - French**	**3 Credits**

INTHIS301	**Internship - History**	**1 Credits**
INTHIS302	**Internship - History**	**2 Credits**
INTHIS303	**Internship - History**	**3 Credits**
INTIAR301	**Internship - Interior Architecture**	**1 Credits**
INTIAR302	**Internship - Interior Architecture**	**2 Credits**
INTIAR303	**Internship - Interior Architecture**	**3 Credits**
INTIHS302	**Internship - Integrative Health Studies**	**2 Credits**
INTIHS303	**Internship - Integrative Health Studies**	**3 Credits**
INTISP303	**Internship - International Studies**	**3 Credits**
INTMTH301	**Internship - Mathematics**	**1 Credits**
INTMTH302	**Internship - Mathematics**	**2 Credits**

INTMTH303	**Internship - Mathematics**	**3 Credits**
INTMUS301	**Internship - Music**	**1 Credits**
INTMUS302	**Internship - Music**	**2 Credits**
INTMUS303	**Internship - Music**	**3 Credits**
INTPHY301	**Internship - Physics**	**1 Credits**
INTPHY302	**Internship - Physics**	**2 Credits**
INTPHY303	**Internship - Physics**	**3 Credits**
INTPOL301	**Internship - Political Science**	**1 Credits**
INTPOL302	**Internship - Political Science** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
INTPOL303	**Internship - Political Science**	**3 Credits**

INTPOL304	**Internship - Political Science**	**4 Credits**
INTPOL305	**Internship - Political Science** Internship: Political Science.	**5 Credits**
INTPOL306	**Internship - Political Science**	**6 Credits**
INTPSY301	**Internship - Psychology**	**1 Credits**
INTPSY302	**Internship - Psychology**	**2 Credits**
INTPSY303	**Internship - Psychology**	**3 Credits**
INTPSY304	**Internship - Psychology**	**4 Credits**
INTPSY305	**Internship - Psychology**	**5 Credits**
INTPSY306	**Internship - Psychology**	**6 Credits**
INTPSY309	**Internship - Psychology**	**9 Credits**
INTPSY312	**Internship - Psychology**	**12 Credits**

INTREL301	**Internship - Religion**	**1 Credits**
INTREL302	**Internship - Religion**	**2 Credits**
INTREL303	**Internship - Religion**	**3 Credits**
INTSSA301	**Internship - Social Services Administration**	**1 Credits**
INTSSA302	**Internship - Social Services Administration**	**2 Credits**
INTSSA303	**Internship - Social Services Administration**	**3 Credits**
INTSSA304	**Internship - Social Services Administration**	**4 Credits**
INTSUS301	**Internship - Sustainability**	**1 Credits**
INTSUS302	**Internship - Sustainability** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
INTSUS303	**Internship - Sustainability**	**3 Credits**

INTSUS312	**Internship - Sustainability**	**12 Credits**
INTSWK301	**Internship - Social Work**	**1 Credits**
INTSWK302	**Internship - Social Work**	**2 Credits**
INTSWK303	**Internship - Social Work**	**3 Credits**
INTWGS303	**Internship - Women's and Gender Studies**	**3 Credits**
INTWST301	**Internship - Women's Studies**	**1 Credits**
INTWST302	**Internship - Women's Studies**	**2 Credits**
INTWST303	**Internship - Women's Studies**	**3 Credits**
LAR534	**Soil Science** 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.	**3 Credits**

LNG101	**Introduction to Arabic Language and Culture I** This elementary language acquisition course is intended for students with no previous knowledge of Arabic. It emphasizes the development of listening, reading, speaking, and writing skills and introduces the basic vocabularies and structures of global general education requirement.	**3 Credits**
LNG101L	**Introduction to Arabic Language and Culture I - Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course compliments LNG 101.	**1 Credits**
LNG102	**Introduction to Arabic Language and Culture II** This course follows LNG101 and buillds on the structures and vocabularies already introduced. Its emphasis is on further developing the four language skills: listening, reading, speaking, and writing. It provides cultural context to complement linguistic proficiency. The couse counts towards the International Certificate and fulfills a global general education requirement.	**3 Credits**
LNG102L	**Introduction to Arabic Language and Culture II-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 102.	**1 Credits**

LNG120 East Asian Scripts: Philosophy, Poetics, Practice — 1 Credits

An outline understanding of the language and writing systems of China, Japan, and Korea is a useful and intriguing step toward deeper work in East Asian studies. This course gives conceptual overview and practical guidance for basic pronunciation, writing, cross-cultural communication, and related arts.

LNG121 Introduction to Chinese Language and Culture I — 3 Credits

This elementary language acquisition course is intended for students with no previous knowledge of Chinese. It emphasizes the development of listening, reading, speaking, and writing skills and introduces students to the Hanyu pinyin romanization system and traditional characters. This course counts towards the International Certificate and fulfills a global general education requirement.

LNG121L Introduction to Chinese Language and Culture I-Lab — 1 Credits

A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 121.

LNG122 Introduction to Chinese Language and Culture II — 3 Credits

This course follows LNG121 and buillds on the structures and vocabularies already introduced. Its emphasis is on further developing the four language skills: listening, reading, speaking, and writing. It provides cultural context to complement linguistic proficiency. The couse counts towards the International Certificate and fulfills a global general education requirement.

LNG122L Introduction to Chinese Language and Culture II-Lab — 1 Credits

A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 122.

LNG131 Introduction to French Language and Culture I — 3 Credits

This elementary language acquisition course is intended for students with no previous knowledge of French. It emphasizes the development of listening, reading, speaking, and writing skills and introduces the basic vocabularies and structures of the language. This course counts towards the International Certificate and fulfills a global general education requirement.

LNG131L Introduction to French Language and Culture I-Lab — 1 Credits

A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 131.

LNG132 Introduction to French Language and Culture II — 3 Credits

This course follows LNG131 and buillds on the structures and vocabularies already introduced. Its emphasis is on further developing the four language skills: listening, reading, speaking, and writing. It provides cultural context to complement linguistic proficiency. The couse counts towards the International Certificate and fulfills a global general education requirement.

LNG132L Introduction to French Language and Culture II-Lab — 1 Credits

A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 132.

LNG141 Introduction to German Language and Culture I — 3 Credits

This elementary language acquisition course is intended for students with no previous knowledge of German. It emphasizes the development of listening, reading, speaking, and writing skills and introduces the basic vocabularies and structures of the language. This course counts towards the International Certificate and fulfills a global general education requirement.

LNG141L Introduction to German Language and Culture I-Lab — 1 Credits

A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 141.

LNG142 Introduction to German Language and Culture II — 3 Credits

This course follows LNG141 and buillds on the structures and vocabularies already introduced. Its emphasis is on further developing the four language skills: listening, reading, speaking, and writing. It provides cultural context to complement linguistic proficiency. The couse counts towards the International Certificate and fulfills a global

general education requirement.

LNG142L	**Introduction to German Language and Culture II - Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG142. ***Co-requisites*** LNG142 Introduction to German Language and Culture II	**1 Credits**
LNG151	**Introduction to Japanese Language and Culture I** This elementary language acquisition course is intended for students with no previous knowledge of Japanese. It emphasizes the development of listening, reading, speaking, and writing skills and introduces the basic vocabularies and structures of the language. This course counts towards the International Certificate and fulfills a global general education requirement.	**3 Credits**
LNG151L	**Introduction to Japanese Language and Culture I-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 151.	**1 Credits**
LNG152	**Introduction to Japanese Language and Culture II** This course follows LNG151 and buillds on the structures and vocabularies already introduced. Its emphasis is on further developing the four language skills: listening,	**3 Credits**

reading, speaking, and writing. It provides cultural context to complement linguistic proficiency. The couse counts towards the International Certificate and fulfills a global general education requirement.

LNG152L Introduction to Japanese Language and Culture II-Lab 1 Credits

A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 152.

LNG160 Spanish for Health Care Workers I 1 Credits

Effective communication with Spanish speaking patients is an important aspect of the health care profession. This 1-credit course is designed to equip students with the basic Spanish language skills needed in interpersonal communication in clinical settings. Emphasis is on specialized vocabulary building and oral proficiency.

LNG161 Introduction to Spanish Language and Culture I 3 Credits

This elementary language acquisition course is intended for students with no previous knowledge of Spanish. It emphasizes the development of listening, reading, speaking, and writing skills and introduces the basic vocabularies and structures of the language. This course counts towards the International Certificate and fulfills a global general education requirement.

LNG161L Introduction to Spanish Language and Culture I-Lab 1 Credits

A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in

order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 161.

LNG162	**Introduction to Spanish Language and Culture II** This course follows LNG161 and buillds on the structures and vocabularies already introduced. Its emphasis is on further developing the four language skills: listening, reading, speaking, and writing. It provides cultural context to complement linguistic proficiency. The couse counts towards the International Certificate and fulfills a global general education requirement.	**3 Credits**
LNG162L	**Introduction to Spanish Language and Culture II-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 162.	**1 Credits**
LNG201	**Intermediate Arabic Language and Culture I** This course is designed for students with one year of college-level Arabic and follows LNG102. Emphasis is on deepening linguistic and cultural knowledge to further build language proficiency. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG201L	**Intermediate Arabic Language and Culture I-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in	**1 Credits**

order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 201.

LNG202	**Intermediate Arabic Language and Culture II** This course expands upon content learned in LNG201. It allows students to strenghten their listening, speaking, reading, and writing skills and deepen their understanding of Arabic and the Arabic-speaking world. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG202L	**Intermediate Arabic Language and Culture II-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 202.	**1 Credits**
LNG221	**Intermediate Chinese Language and Culture I** This course is designed for students with one year of college-level Chinese and follows LNG122. Emphasis is on deepening linguistic and cultural knowledge to further build language proficiency. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG221L	**Intermediate Chinese Language and Culture I-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in	**1 Credits**

order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 221.

LNG222	**Intermediate Chinese Language and Culture II** This course expands upon content learned in LNG221. It allows students to strenghten their listening, speaking, reading, and writing skills and deepen their understanding of Chinese culture and language. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG222L	**Intermediate Chinese Language and Culture II** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 222.	**1 Credits**
LNG231	**Intermediate French Language and Culture I** This course is designed for students with one year of college-level French and follows LNG132. Emphasis is on deepening linguistic and cultural knowledge to further build language proficiency. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG231L	**Intermediate French Language and Culture I-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in	**1 Credits**

order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 231.

LNG232	**Intermediate French Language and Culture II** This course expands upon content learned in LNG231. It allows students to review grammer and transition from basic communication to more in-depth spoken and written discussions of the French-speaking world. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG232L	**Intermediate French Language and Culture II-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 232.	**1 Credits**
LNG241	**Intermediate German Language and Culture I** This course is designed for students with one year of college-level German and follows LNG142. Emphasis is on deepening linguistic and cultural knowledge to further build language proficiency. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG241L	**Intermediate German Language and Culture I-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in	**1 Credits**

order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 241.

LNG242	**Intermediate German Language and Culture II** This course expands upon content learned in LNG241. It allows students to review grammer and transition from basic communication to more in-depth spoken and written discussions of the German-speaking world. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG242L	**Intermediate German Language and Culture II-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 242.	**1 Credits**
LNG251	**Intermediate Japanese Language and Culture I** This course is designed for students with one year of college-level Japanese and follows LNG152. Emphasis is on deepening linguistic and cultural knowledge to further build language proficiency. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG251L	**Intermediate Japanese Language and Culture I-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in	**1 Credits**

order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 251.

LNG252	**Intermediate Japanese Language and Culture II** This course expands upon content learned in LNG251. It gives students the opportunity to strenghten their listening, speaking, reading, and writing skills and deepen their understanding of Japanese culture and language. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG252L	**Intermediate Japanese Language and Culture II-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 252.	**1 Credits**
LNG261	**Intermediate Spanish Language and Culture I** This course is designed for students with one year of college-level Spanish and follows LNG162. Emphasis is on deepening linguistic and cultural knowledge to further build language proficiency. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG261L	**Intermediate Spanish Language and Culture I-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in	**1 Credits**

order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 261.

LNG262	**Intermediate Spanish Language and Culture II** This course expands upon content learned in LNG261. It allows students to review grammer and transition from basic communication to more in-depth spoken and written discussions of the Spanish-speaking world. This course counts towards the International Certificate and Internatinal Studies major. It fulfills a global general education requirement.	**3 Credits**
LNG262L	**Intermediate Spanish Language and Culture II-Lab** A deepened understanding of the cultural values of the target language culture is a critical component of language learning and "world readiness." This course provides a platform oriented toward social and cultural experience, in order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 262.	**1 Credits**
LNG492	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
LNG560	**Spanish for Health Care Workers** Effective communication with Spanish-speaking patients is an important aspect of the health care profession. This 1-credit course is designed to equip students with the basic Spanish language skills needed in interpersonal communication in clinical settings. Emphasis is on specialized vocabulary building and oral proficiency.	**1 Credits**

MTH103	**Mathematical Reasoning** 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.	**3 Credits**
MTH104	**Statistics for Everyday Life** One semester course covering descriptive statistics, statistical measures and distributions, decision making under uncertainty, applications of probability to statistical inference, and linear correlation. Particular emphasis on examples drawn from real world situations. Fulfills Chatham's quantitative reasoning requirement.	**3 Credits**
MTH105	**College Algebra** 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.	**3 Credits**
MTH108	**Precalculus** 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. .	**3 Credits**
MTH110	**Elementary Statistics** Topics include statistical measures and distributions, decision making under uncertainty, application of probability to statistical inference, linear correlation, introduction to nonparametric statistical methods, and	**3 Credits**

application to problems drawn from the natural and social sciences. Three hours of class per week. Three hours of class per week.

MTH151 Calculus I — 4 Credits

This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometirc functions with applications. Four hours of class per week.

MTH152 Calculus II — 4 Credits

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.

Pre-requisites
Complete the following course:
MTH151 Calculus I

MTH215W Introduction to Proof — 4 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
MTH151 Calculus I

MTH221 Linear Algebra — 3 Credits

Topics include finite dimensional vector spaces, geometry of R, linear functions, systems of linear equations, and theory of matrices and determinants.

Pre-requisites
Complete the following course:
MTH151 Calculus I

MTH222 Multivariate and Vector Calculus — 3 Credits

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.

Pre-requisites
Complete the following course:
MTH152 Calculus II

MTH241 Differential Equations — 3 Credits

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.

Pre-requisites
Complete the following course:
MTH222 Multivariate and Vector Calculus

MTH244 Discrete Mathematics — 3 Credits

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, combinatories, discrete probability, graphs, and trees. Three hours of class per week.

MTH256 The History and Theory of Numbers

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.

Pre-requisites
Complete all 2 of the following courses:
MTH105 College Algebra

OR ***Pre-requisites***
Complete the following course:
MTH108 Precalculus

OR ***Pre-requisites***
Complete the following course:
MTH151 Calculus I

3 Credits

MTH310	**Probability**	**3 Credits**

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.

Pre-requisites
Complete the following course:
MTH152 Calculus II

MTH327	**Advanced Analysis**	**3 Credits**

Foundations for abstract analysis, real and complex number systems, elements of point set topology and limits, continuity, and derivatives.

Pre-requisites
Complete the following course:
MTH222 Multivariate and Vector Calculus

MTH341	**Abstract Algebra**	**3 Credits**

Introduction to elements of modern abstract algebra, including rings, groups, and fields.

Pre-requisites
Complete the following course:
MTH221 Linear Algebra

MTH417 Seminar in Advanced Calculus 3 Credits

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.

Pre-requisites
Complete the following course:
MTH241 Differential Equations

MTH418 Mathematics Seminar 3 Credits

A study of some specialized topic in mathematics not ordinarily treated in one of the regular course offerings. Three hours of class per week.

MTH490 Integrative Capstone 3 Credits

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example,
fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete the following course:
IND350 Scientific Research Methods

MTH493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

MTH494	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**4 Credits**
MTH498	**Tutorial: Mathematics**	**4 Credits**
MTH499	**Tutorial: Mathematics**	**4 Credits**
MTH562	**Numerical Methods and Mathematical Modeling** Numerical methods and mathematical models used in computational science, including techniques for solving scientific problems, scientific visualization, and distributed and massively parallel architecture.	**3 Credits**
MUS150	**History of Rock, Pop and Soul** 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.	**3 Credits**
MUS159	**Music Fundamentals** 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 MUS161: Music Theory I.	**3 Credits**

MUS161	**Diatonic Tonal Harmony** 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.	**4 Credits**
MUS171	**Choir** 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.	**2 Credits**
MUS173	**Instrumental Ensemble** Preparation and performance of chamber music for various ensembles.	**2 Credits**
MUS174	**Jazz Survey** 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.	**3 Credits**
MUS175	**Voice** One 30-minute lesson per week. Corequisite: Music 171 or another music program course. Additional Fee(s): Applied music fee.	**1 Credits**
MUS176	**Voice** One 60-minute lesson per week. Additional Fee(s): Applied music fee.	**2 Credits**

MUS177	**Voice** One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.	**3 Credits**
MUS183	**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. ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
MUS191	**Piano** One 30-minute lesson per week. Corequisite: Music 171 or another music program course. Additional Fee(s): Applied music fee.	**1 Credits**
MUS192	**Piano** One 60-minute lesson per week. Additional Fee(s): Applied music fee.	**2 Credits**
MUS193	**Piano** One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	**3 Credits**
MUS195	**Orchestral Instruments** One 30-minute lesson per week. Corerequisite: A music program course. Additional Fee(s): Applied music fee.	**1 Credits**

MUS196	**Orchestral Instruments** One 60-minute lesson per week. Additional Fee(s): Applied music fee.	**2 Credits**
MUS197	**Orchestral Instruments** One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	**3 Credits**
MUS204	**Music and Film** This course is intended for any level of undergraduate students with basic writing abilities and with no prior experience in music or film studies. This course provides a unique opportunity for students to study the interconnection between music and cinema in the context of ideas and themes that cross the boundaries of nation, language, and discipline.	**3 Credits**
MUS210	**Music & the Natural World** 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.	**3 Credits**
MUS252	**Chromatic Tonal Harmony** 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,	**4 Credits**

harmonic and rhythmic dictation.

Pre-requisites
Complete the following course:
MUS161 Diatonic Tonal Harmony

MUS262	**Introduction to Computer Music** The course is a composition-focused introduction to computer music resources. Basic principles of digital audio and acoustics/psychoacoustics, as well as the history of electroacoustic and computer music, are introduced. A range of software applications are used for recording, editing, sequencing, synthesis, and processing. Discussion of compositon strategies and aesthetic issues guide the use of such techniques in creative projects.	**3 Credits**
MUS266	**World Music** 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.	**3 Credits**
MUS267	**History of Music I** These courses examine 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.	**3 Credits**
MUS267W	**History of Music I** These courses examine 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.	**3 Credits**

MUS365 20th-Century Music Analysis 3 Credits

The course introduces students to art music of 20th-century through the technical analysis of pitch, rhythmic, formal, and timbral structures. Composers whose work is studied in this course include, but are not limited to, Arnold Schoenberg, Anton Webern, Igor Stravinsky, Pierre Boulez, Charles Ives, John Cage, Morton Feldman, and Iannis Xenakis.

Pre-requisites
Complete the following course:
MUS252 Chromatic Tonal Harmony

MUS368W History of Music II 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
MUS267 History of Music I

MUS490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

MUS492 Independent Study 2 Credits

Pre-requisites
Complete the following course:

XXX123 Permission of Instructor

MUS498	**Tutorial: Music**	**4 Credits**
MUS499	**Tutorial: Music**	**4 Credits**
N101	**Professional Concepts of Nursing** This course introduces the student to the role of the professional nurse. The concepts of communication, clinical decision making, professionalism and patient education are explored. In addition, the holistic aspects of patient care such as culture, spirituality, legal and ethical issues will be discussed. Tanner's clinical judgment model will provide the framework for the student's development of clinical judgment and decision making.	**3 Credits**
N102	**Foundational Concepts of Nursing** This course introduces the student to the foundational concepts of nursing practice across the lifespan. Basic care and comfort is explored through the concepts of nutrition, elimination, safety, mobility and sensory perception. Physical assessment is a major component of this course. The promotion of health and wellness is an underlying theme carried throughout the course. The student is introduced to basic foundational skills of nursing practice, including medication administration, through both the clinical and lab settings. Students engage in clinical experiences in inpatient medical-surgical units.	**9 Credits**
N201	**Physiological Concepts of Nursing** This course introduces the student to the physiological concepts of nursing practice across the lifespan. The fundamental aspects of oxygenation, perfusion, acid-based balance, fluid and electrolytes infection, immunity, inflammation, digestion and metabolism are explored. Through the integration of the nursing concepts, along with Tanner's clinical judgment model, the student begins to	**10 Credits**

respond to identified patient problems in the clinical setting. Students engage in clinical experiences in acute medical-surgical units.

N301 Complex Individual and Family Nursing Concepts — 11 Credits

This course introduces the student to complex individual and family concepts of nursing practice. The course explores dynamic concepts across the lifespan. Family dynamics, reproduction and growth and development alterations are a major focus of the course. Concepts of mental health nursing are explored as they relate to the individual and the overall impact on the family. Through the integration of nursing concepts, along with Tanner's clinical judgment model, the student focuses on assisting the individual and family to adjust to health alterations across the lifespan. Students engage in various clinical experiences in the areas of pediatric, obstetric, geriatric and behavioral health.

NUR111 Professional Nursing and Health Concepts — 4 Credits

The student will be introduced to the role of the professional nurse based on the Nursing Standards for Professional Practice (Professionalism concept) and explore Tanner’s Clinical Judgment model (Clinical Judgment concept) to develop a systematic approach to clinical decision making. The concept of communication will be explored utilizing self-discovery techniques creating a foundation upon which professional, therapeutic, and structured communication skills will be developed. The concept of informatics will be introduced identifying technologies to support the safe communication of health information. Navigation of the clinical information system will be experienced in the clinical setting. Course taught through UPMC: Shadyside School of Nursing.

NUR112 Basic Health Concepts — 5 Credits

The course examines foundational, patient-centered concepts for nursing practice including the concepts of functional ability and optimal human function, mobility, and sensory perception. The patient centered concepts of

motivation and adherence are examined as a foundation for teaching the student how to effectively educate patients for optimal self-management and function. Course taught through UPMC: Shadyside School of Nursing.

NUR113 Health Assessment and Nursing Practice Strategies — 1 Credits

This one credit laboratory experience is designed to complement the content in NUR112. The focus of this course is the development of the knowledge and skills needed to perform a complete physical assessment utilizing a systematic approach of data collection. This laboratory experience will permit the student to engage in developing cognitive and psychomotor skills to support nursing care related to functional ability, mobility, and patient education.Course taught through UPMC: Shadyside School of Nursing.

NUR211 Health Promotion Concepts — 4 Credits

The focus of this course is health promotion, disease prevention and healthy lifestyles. Students will begin to recognize how the environment influences health and to discriminate between healthy and unhealthy lifestyle choices. The interaction of the individual and the environment inclusive of cultural and spiritual variations as they affect health and wellness will be explored. The attributes and roles of the professional nurse are expanded and applied to diverse experiences. Concepts of health promotion, nutrition, glucose regulation and stress-coping will be emphasized. The clinical experience will focus on the role of the nurse in primary, secondary, and tertiary prevention. Course taught through UPMC: Shadyside School of Nursing.

NUR212 Family Health Concepts — 4 Credits

The focus of this course are the development tasks and adaptation as they relate to lifespan and health with the incorporation of selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. The concept of caregiving as it relates to family and health care will be

introduced. The clinical experience will explore family health care within the community and health care settings. Course taught through UPMC: Shadyside School of Nursing.

NUR215	**Pharmacology in Nursing I** This course provides students with a foundation of basic pharmacologic concepts important for safe medication management. Through the exploration of medication classifications, students identify the implications to nursing practice. Building on the concepts presented in prerequisite nursing courses, the students explore medication management across the lifespan. Utilizing the nursing standards for professional practice, students will demonstrate skillfulness in safe medication management. Clinical laboratory will enable students to apply these essential aspects culminating in a medication math calculation competency exam. Course taught through UPMC: Shadyside School of Nursing.	**2 Credits**
NUR300	**Maternal Child Nursing** This course encompasses nursing care and the promotion of growth and development of children and families. Emphasis is placed on the health promotional aspects of nursing care. Focus is on the needs of the young families in various life stages: perinatal through adolescence. The impact of acute and chronic diseases is explored from a holistic perspective utilizing a family centered approach. Students provide collaborative nursing care in both community and acute care settings. Additionally students will explore culturally appropriate nursing strategies to influence health. (4 credits theory/3 credits clinical)	**8 Credits**
NUR300B	**Nursing in Acute and Chronic Psychiatric Illness** Shadyside School of Nursing Course	**8 Credits**

NUR311	**Health and Illness Concepts** This course focuses on the health and illness continuum as it applies to human experience across the lifespan. Promotion of health, prevention of disease and the role of the nurse caring for individuals experiencing illness are examined. Concepts for nursing practice from the themes of homeostasis and regulation, protection and movement, and care coordination are explored.Course taught through UPMC: Shadyside School of Nursing.	**6 Credits**
NUR312	**Mental Health Concepts** Incorporating prior knowledge of concepts of health, illness, stress, coping, and communication, this course focuses on the nursing care of individuals across the lifespan with acute and chronic alterations of emotions, cognitions, behaviors, and coping. The student will identify the impact these alterations have on the patient's ability to actively participate and collaborate with staff in meeting care needs in all healthcare settings. Communication strategies are emphasized as pathways to safe, effective care and interdisciplinary collaboration. Course taught through UPMC: Shadyside School of Nursing.	**5 Credits**
NUR315	**Pharmacology in Nursing II** This course provides students with advanced pharmacologic concepts important for safe medication management. Through the exploration of medication classifications that are utilized in the treatment of more complex concepts, students identify the implications to nursing practice. Building on the concepts presented in pre-requisite nursing courses, the students explore medication management of acute and complex concepts. Utilizing the nursing standards for professional practice, students will demonstrate skillfulness in safe medication management. Clinical laboratory will enable students to apply these essential aspects. Course taught through UPMC: Shadyside School of Nursing.	**2 Credits**

NUR380 Complex Health Concepts 7 Credits

Using prior knowledge of concepts of health and illness, this course focuses on the nursing care of patients with acute illness and subsequent complex health alterations. The themes of homeostasis and regulation, oxygenation and perfusion and health care delivery are examined through concept analysis of acid-base balance, gas exchange, perfusion, intracranial regulation, clotting and palliation as applied to complex health issues. Family dynamics as it relates to acute illness are explored. The role of the professional nurse is further developed with an emphasis on interdisciplinary collaboration and communication. Clinical experiences will include higher acuity acute care environments and long term acute care Course taught through UPMC: Shadyside School of Nursing.

NUR382 Professional Nursing and Health System Concepts 5 Credits

This course is designed to facilitate the student's development and transition into the professional nursing role. Through guided experiences with registered nurse preceptors in the acute care setting, students are expected to integrate previous evidenced based learning. They will gradually increase accountability for the patient centered care of patients and their families experiencing functional and dysfunctional health patterns. The primary theme addressed in this course is care competencies for professional nurses that are examined through analysis of the concepts of health care quality and leadership. Course taught through UPMC: Shadyside School of Nursing.

NUR399 NCLEX Preparation 2 Credits

This course prepares the student to take the NCLEX-RN exam through a variety of individual and group strategies. Students will utilize test taking strategies to respond to high level NCLEX style questions and integrate knowledge from previous courses to meet the requirements of benchmarking for licensure as an entry level nurse. Course taught through UPMC: Shadyside School of Nursing.

NUR400A	**Professional Role Formation and Transition** This final course in the program facilitates a transition into the professional nursing role. Through precepted clinical experiences, students are paired with RN preceptors gradually increasing responsibility and accountability for nursing care for groups of patients. Additionally, nursing conceptual frameworks supportive of new graduates' transition to the workforce will be examined. Theory related to patient care management, nursing leadership principles and care delivery to groups of patients will be presented. Collaboration and professional communication will be emphasized. (2 credits theory/4.5 credits hours clinical)	**7 Credits**
NUR400B	**Professional Role Formation and Transition** Shadyside School of Nursing Course	**2 Credits**
NUR402	**Health Policy and Finance** This course is designed to explore the role of Health and Public Policy, financial considerations, formulation and role of legislation and regulation, and ethical principles related to ANA Code of Ethics. Also addressed are topics including value-based purchasing, end-of-life care, living wills, advanced directives, social networking and Affordable Care Act.	**3 Credits**
NUR403	**Women's Health Nursing** 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, physical fitness.	**3 Credits**

NUR403W Women's Health Nursing 3 Credits

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, physical fitness.

NUR404 Community, Environmental Health Nursing 3 Credits

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).

NUR405 Cross-Cultural Nursing 3 Credits

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.

NUR406 Issues in Geriatric Health Nursing 3 Credits

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.

NUR407	**Scholarship for Evidence-Based Practice** This course will 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 protection of human subjects and other ethical accountabilities focusing on research utilization and evidence-based practice will be explored.	**3 Credits**
NUR408	**Nursing in Underserved Populations** 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).	**3 Credits**
NUR409	**Clinical Prevention, Population and Environmental Health** This course provides a framework for the development of nursing interventions promoting population and environmental health for individuals and communities. Health promotion will be a significant focus of this course.	**3 Credits**
NUR410	**Global Cultural Diversity and Specialty Population Nursing** This course is focused on various cultural and specialty populations. Multiple aspects of culture, vulnerability, and needs of individual populations will be analyzed and discussed. Content includes issues of ethics, social justice, health literacy, and barriers to care. (35 practice experience hours required)	**3 Credits**

NUR411	**Geriatric Nursing** Multiple aspects of geriatric health and the aging population 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 the continuum of care. (35 practice experience hours required)	**3 Credits**
NUR412	**Nursing Communication and Quality Improvement** This course will prepare the student for effective communication and collaboration amongst the interprofessional team with the goal of practicing high quality, safe, patient-centered care. Topics of quality improvement and interprofessional communication will be emphasized.	**3 Credits**
NUR499	**Nursing Leadership and Professionalism Practicum** This culminating course encompasses various aspects of professionalism and leadership while shadowing multiple leaders in the clinical setting. Students will apply leadership concepts and decision making skills in the provision of high quality nursing care. (70 clinical hours required)	**4 Credits**
NUR499W	**Nursing Leadership and Professionalism Practicum** This culminating course encompasses various aspects of professionalism and leadership while shadowing multiple leaders in the clinical setting. Students will apply leadership concepts and decision making skills in the provision of high quality nursing care. (70 clinical hours required)	**4 Credits**

NUR499W	**Nursing Leadership and Professional Practicum** This culminating course encompasses various aspects of professionalism and leadership while shadowing multiple leaders in the clinical setting. Students will apply leadership concepts and decision making skills in the provision of high quality nursing care. (70 practical experience hours required)	**4 Credits**
NUR501	**Scientific Underpinnings for Practice** 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. Course elements include gaining knowledge of research design, statistical concepts and search strategies.	**3 Credits**
NUR502	**Applied Pathophysiology and Pharmacology for Professional Practice** 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 on the symptomatology of various acute and chronic illnesses.	**3 Credits**
NUR503	**Informatics Foundation and Health Care Technology** This course will assist students within the graduate program to develop a strong foundation of knowledge in understanding the impact technology and informatics has in the delivery of care across various settings. Students will be introduced to current and emerging technologies while exploring the impact on patient outcomes and staff satisfaction.	**3 Credits**

NUR504	**Organizational, Quality & Systems Leadership** The course content includes theories, research, and applications that focus on managing organizational behavior, quality improvement, and systems leadership within and across all aspects and of integrated health care delivery system. This course provides an overview of these topics with an emphasis on leadership decisions making.	**3 Credits**
NUR504	**Introduction to Organizational Leadership in Nursing** Emphasizing leadership decision making, this course includes an overview of theories, research, and applications that focus on managing organizational behavior, quality improvement, and systems leadership across health care delivery systems. Students will learn how patient care systems are structured, processes developed, and outcomes affected by actions of leaders and employees.	**3 Credits**
NUR505	**Applied Physical Assessment and Health Promotion for Professional Practice** 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.	**3 Credits**
NUR505	**Health Assessment and Promotion Across the Lifespan** This course provides an exploration of key concepts in pathophysiology, physical assessment, and pharmacotherapy across the lifespan for the masters prepared nurse. The role of gender, genetics, and cultural influences in the context of health assessment and promotion will also be analyzed.	**3 Credits**

NUR506	**Professional Role: Communication & Collaboration for Improving Pt. Outcome** This course will assist nurses to develop, analyze and apply skills in collaboration and communication, including the Interprofessional Education Collaborative's core competencies, effective communication strategies based on complexity and transformational leadership theory, skills of presentation and publication to improve patient care and advance nursing practice.	**3 Credits**
NUR507	**Health Policy & Advocacy** 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.	**3 Credits**
NUR630	**Health Care Economics and Financial Management** The Health Care Economics and Financial Management 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. Content focuses on concepts of budget and leadership management, infuencing policy makers, and linking patient care outcomes to resource management.	**3 Credits**
NUR631	**Integrating Technology into a Health Care Environment** 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. ***Pre-requisites*** *Complete the following course:*	**3 Credits**

NUR503 Informatics Foundation and Health Care Technology

NUR632 Curriculum Design and Evaluation in Nursing Education — 3 Credits

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.

NUR640 Leadership for Change — 3 Credits

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, and managing human and financial resources.

NUR642 Professional Role and Responsibility of the Nurse Educator — 3 Credits

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 will be explored.

Pre-requisites
Complete all 2 of the following courses:
NUR632 Curriculum Design and Evaluation in Nursing Education

NUR650 Leadership and Health Care Operations — 3 Credits

This course provides an overview of three distinct and necessary areas of leadership knowledge with an emphasis on managerial decision-making including legal

aspects of health care, human resource management, and health policy. Students will work through specific scenarios in each of these areas to identify legal, ethical, and political issues.

Pre-requisites
Complete all 3 of the following courses:
NUR504 Organizational, Quality & Systems Leadership

NUR651	**Database Management for Evidence-based Decision making**	**3 Credits**

This course is designed to assist the student in understanding the various database systems used within a healthcare setting. Key to this course is understanding how healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes.

Pre-requisites
Complete all 2 of the following courses:
NUR503 Informatics Foundation and Health Care Technology

NUR652	**Teaching Strategies and Information Technology for the Nurse Educator**	**3 Credits**

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-requisites
Complete the following course:
NUR632 Curriculum Design and Evaluation in Nursing Education

NUR660C	**Health Care Leadership Practicum**	**3 Credits**

The Leadership Seminar focuses on relevant and timely health care leadership issues confronting today's health care leaders. Topics will include how to become a better leader, getting support in a leadership role, mentoring others, being a role model, identifying resources for success in a leadership role.

Pre-requisites
Complete all 2 of the following courses:
NUR630 Health Care Economics and Financial Management

NUR660D Health Care Leadership Practicum — 4 Credits

The Leadership Seminar focuses on relevant and timely health care leadership issues confronting today's health care leaders. Topics will include how to become a better leader, getting support in a leadership role, mentoring others, being a role model, identifying resources for success in a leadership role.

Pre-requisites
Complete all 2 of the following courses:
NUR630 Health Care Economics and Financial Management

NUR661 Health Care Informatics Practicum — 3 Credits

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 includes a formal preceptorship.

Pre-requisites
Complete all 3 of the following courses:
NUR503 Informatics Foundation and Health Care Technology

NUR662 Healthcare Education Practicum — 3 Credits

The practicum focuses on the role of the professional nurse in the healthcare environment. Students will work closely with healthcare professionals who are directly or indirectly involved in improving care quality, organizational processes, or safety engaging in a learning experience that further integrates program content. Practicum experience includes a formal preceptorship.

Pre-requisites
Complete the following course:
NUR632 Curriculum Design and Evaluation in Nursing

Education

NUR670C Healthcare Leadership Capstone — 3 Credits

This capstone course focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of their capstone plan 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 the project.

Pre-requisites
Complete any 2 of the following courses:
NUR504 Organizational, Quality & Systems Leadership

NUR670D Healthcare Leadership Capstone — 4 Credits

This capstone course focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of their capstone plan 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 the project.

Pre-requisites
Complete all 3 of the following courses:
NUR504 Organizational, Quality & Systems Leadership

NUR671 Healthcare Informatics Capstone — 3 Credits

This capstone course focuses on the expanded role of the healthcare informatics professional in the healthcare environment. The student will facilitate the implementation of their capstone project developed in the practicum course. The student will work in a collaborative relationship with a preceptor and other identified healthcare professionals who are involved in their project.

Pre-requisites
Complete all 4 of the following courses:
NUR503 Informatics Foundation and Health Care Technology

NUR672 Healthcare Education Capstone 3 Credits

This capstone focuses on the expanded role of the professional nurse in the healthcare environment. The student will facilitate the implementation of their capstone project developed in the practicum course. The student will work in a collaborative relationship with their preceptor and other identified healthcare professionals who are involved in their project.

Pre-requisites
Complete all 4 of the following courses:
NUR632 Curriculum Design and Evaluation in Nursing Education

NUR693A Independent Study 1 Credits

Independent Study

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

NUR693B Independent Study: 2 Credits

Independent Study

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

NUR693C Independent Study: 3 Credits

Independent Study

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

NUR697A Nursing Practice Experience 1 Credits

This course provides an opportunity for students to gain practice experience (PE) related to an area of interest. The student will select a practice area and work under the guidance of a preceptor. This course is designed for those planning admission to Chatham University's DNP program

and lack the required practice experience hours.

NUR697B	**Nursing Practice Experience** This course provides an opportunity for students to gain practice experience (PE) related to an area of interest. The student will select a practice area and work under the guidance of a preceptor. This course is designed for those planning admission to Chatham University's DNP program and lack the required practice experience hours.	**2 Credits**
NUR697C	**Nursing Practice Experience** This course provides an opportunity for students to gain practice experience (PE) related to an area of interest. The student will select a practice area and work under the guidance of a preceptor. This course is designed for those planning admission to Chatham University's DNP program and lack the required practice experience hours.	**3 Credits**
NUR700	**Structure & App of Contemporary Nursing Knowledge** 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.	**3 Credits**
NUR702	**Developing Evidence-Based Practice** 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.	**3 Credits**

NUR703 Ethics and Public Policy in Healthcare Delivery — 3 Credits

This course focuses on ethical issues and public policy in healthcare. Students develp strategies to manage ethical dilemmas and analyze health policy to educate, advocate and provide leadership in shaping healthcare policy.

NUR704 Quality Improvement in Health Care — 3 Credits

This course focuses on quality improvement initiatives, including the protection of human subjects. The emphasis is on skills and competencies needed to provide leadership in quality and systems change. This course includes 125 clinical hours and is the foundation for the culminating Capstone project focusing on improved practice and outcomes.

Pre-requisites

Complete all 2 of the following courses:

NUR700 Structure & App of Contemporary Nursing Knowledge

NUR705 Advancing Practice: Scholarship and Grant Writing — 3 Credits

This course provides further investigation of evidence-based practice advancing nursing leadership and clinical outcomes. Students will develop skills for clinical scholarship including manuscript development and grant writing.

Pre-requisites

Complete all 5 of the following courses:

NUR700 Structure & App of Contemporary Nursing Knowledge

NUR706 Communication and Collaboration for Health Care Leadership — 3 Credits

This course focuses on strategies to improve professional communication with peers, subordinates, and patients in the health care environment.

Pre-requisites

Complete all 2 of the following courses:

NUR700 Structure & App of Contemporary Nursing Knowledge

NUR707 Information Technology and Data-Driven Decision Making — 3 Credits

This course provides students with an opportunity to examine the value of technology and information systems to support evidence-based practice, guidelines and policy across various health settings. Various methods for gathering, managing, and synthesizing data will be introduced in order to conduct analyses for quality improvement, financial and outcome evaluations.

Pre-requisites
Complete all 2 of the following courses:
NUR700 Structure & App of Contemporary Nursing Knowledge

NUR799 Capstone Experience — 6 Credits

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.

Pre-requisites
Complete all 6 of the following courses:
NUR700 Structure & App of Contemporary Nursing Knowledge

OTD733 Global Health Perspectives: A Field Experience — 2 Credits

This course is intended to provide an opportunity for occupational therapy doctoral students to study and experience global health issues by participating in an international fieldwork experience. Not everything that is germane to understanding global health can be covered in a single elective course; this experience is intended to give students the opportunity to 1) understand the culture and contemporary health care issues of the visiting 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.

OTD740	**Occupational Science** Professional students examine landmark occupational science literature and apply learned concepts of human nature and meaningful occupation to observation exercises within their practice focus.	**3 Credits**
OTD741	**Evidence-Based Practice** 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.	**3 Credits**
OTD742	**Advanced Practice Concepts and Skills** Students apply The Occupational Therapy Practice Framework: Domain and Process (AJOT, 2014) 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.	**3 Credits**
OTD750	**Occupational Therapist as Entrepreneur** 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.	**3 Credits**

OTD751 Capstone Project Design 3 Credits

Students continue to develop their ability to critically evaluate scientific evidence within their practice focus. Through a critical review of the literature, the professional student generates an evidence-based plan of assessment or intervention. This is linked to the Capstone Rotation (faculty approval).

OTD752 Education Theory and Technology 3 Credits

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.

OTD760 Leadership and Professionalism 3 Credits

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.

OTD761 Proposal Development 1 Credits

This course provides the experienced therapist with the skills and resources necessary for developing competitive proposals, including an IRB proposal, a proposal for a professional presentation, and a proposal for a professional publication. Students will explore and evaluate presentation and publication opportunities, participate in discussions to understand human subject protection, and refine their preliminary IRB proposal, created in OTD 751, to gain approval for their capstone project.

Pre-requisites
Complete all 2 of the following courses:

OTD741 Evidence-Based Practice

OTD766	**Methods of Evaluation** 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.	**3 Credits**
OTD770	**Capstone I: Design and Implementation** The methods of evidence-based practice culminate in the professional student’s design and implementation of an intervention within their practice setting.	**3 Credits**
OTD771	**Capstone II: Evaluation and Presentation** 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.	**3 Credits**
OTD772	**Capstone Implementation and Evaluation** The methods of evidence-based practice culminate in the professional student's design and implementation of an intervention within their clinical setting. Although an independent study, students network with faculty mentors, administrators, and other professionals to successfully engage in the evidence-based occupational therapy capstone project. Professional students apply concepts from previous courses as they evaluate the efficacy of their individual implemented programs and present their findings. Presentations are conducted on the Chatham University campus to the Master of occupational therapy Program's faculty, students, and area practitioners. ***Pre-requisites*** *Complete all 3 of the following courses:* OTD741 Evidence-Based Practice	**5 Credits**

OTD791 Independent Study — 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

OTD792 Independent Study — 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

OTH601 Foundations of Occupation & Occupational Therapy — 3 Credits

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.

OTH603 Intro to OT Assessment & Intervention Skills — 4 Credits

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.

OTH605 Mental Health & Occupational Performance — 4 Credits

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 will be explored. The social, economic, political, and

demographic factors influencing mental health service provision will be addressed.

OTH610	**Advanced Topics in Occupational Therapy** 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.	**2 Credits**
OTH612	**Evidence-based Practice I** 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.	**2 Credits**
OTH622	**Occupational Performance in Children & Adolescents** Students explore occupational development of children and adolescents, and the interrelationship between the child, occupation, and the 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.	**4 Credits**
OTH623	**Occupational Performance in the Aging Population** This course examines the normal aging process with emphasis on occupational performance, activity limitation, and participation restrictions of individuals from adulthood through the life span. Students review the assessment and treatment of clients, including prevention, remediation, and	**4 Credits**

maintenance of wellness. Various practice areas for the adult and aging populations are discussed.

OTH624	**Biomechanics & Occupational Performance** 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.	**4 Credits**
OTH626	**Occupational Therapy Models of Practice** 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 occupation therapy process using selected models. Students analyze and relate pertinent occupations therapy literature and case studies to models of practice.	**2 Credits**
OTH628	**Evidence-Based Practice II** 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.	**3 Credits**
OTH632	**Environmental Interventions** 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.	**3 Credits**

OTH633 Global Health Perspectives: A Field Experience — 2 Credits

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. Not everything that is germane to understanding global health can be covered in a single elective course; this experience is intended to give students the opportunity to 1) understand the culture and contemporary health care issues of the visiting 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.

OTH635 Pediatric Fieldwork I-A & Seminar — 1 Credits

This course provides students the opportunity to observe and engage with practitioners who provide occupational therapy services to infants, children and/or adolescents. This course uses guided assignments and small group discussions to bridge didactic classroom knowledge with the occupational therapy process and practices observed in pediatric settings.

OTH636 Adult Fieldwork I-B & Seminar — 1 Credits

This course provides students the opportunity to observe and engage with practitioners who provide occupational therapy services in adult/geriatric settings. Guided assignments and small group discussions are used to bridge didactic classroom knowledge with the occupational therapy process and practices observed in adult/geriatric settings.

OTH637 Functional Neuroscience — 4 Credits

This course applies content presented concurrently in BIO509 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.

OTH641	**Neurological Conditions & Occupational Performance** This course emphasizes preparatory, purposeful, and occupation-based interventions as well as exploration of current innovations commonly used in 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.	**4 Credits**
OTH643	**Evidence-Based Practice III** 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.	**2 Credits**
OTH644	**Community Based Fieldwork I-C & Seminar** This community-based fieldwork experience emphasizes higher level management and leadership skills, including program development, advocacy and consultation. Students learn about community agencies, population and organizational needs, and the role of occupational therapy practitioners in community based settings. Students complete an organizational analysis, needs assessment, and a program plan which is implemented and evaluated.	**2 Credits**

OTH645	**Professional Leadership & Management** 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.	**3 Credits**
OTH646	**Evidence-Based Practice Capstone Project** In this course, students prepare a critical appraisal of topic using evidence gathered and analyzed in OTH612, OTH628, and OTH643. Students develop a scholarly agenda and learn how to collect and analyze data in preparation for entry level based practice. Objectives are achieved through written and oral assignments.	**3 Credits**
OTH660	**Fieldwork II Seminar** This course provides students with resources and skills that will facilitate their success during Level II fieldwork. In addition, job search skills, resume writing, and interviewing techniques are integrated. Students become familiar with fieldwork II evaluation methods as well as the application requirements and processes for the certification examination and state licensure.	**1 Credits**
OTH662	**Fieldwork Level II-A** This 12-week, full time experience takes place in practice settings that provides occupational therapy services to individuals in order to enhance occupational performance. Students develop entry-level skills in evaluation, intervention planning and implementation, documentation, problem solving, and professionalism in facilities using a variety of service delivery models reflective of current occupational therapy practice.	**12 Credits**

OTH665	**Fieldwork Level II-B** This 12-week, full time experience takes place in practice settings that provides occupational therapy services to individuals in order to enhance occupational performance. Students develop entry-level skills in evaluation, intervention planning and implementation, documentation, problem solving, and professionalism in facilities using a variety of service delivery models reflective of current occupational therapy practice.	**12 Credits**
OTH690	**Introduction to Evidence-Based Practice for Occupational Therapists** Students acquire evidence based practice literature skills by learning to search data bases for peer reviewed occupational therapy literature and appraising the evidence in terms of a focused research question. Students acquire knowledge of principles needed to critically read peer reviewed evidence through instructor demonstration of evidence appraisal, online group discussions/critiques of research articles, and writing assignments that require the student to summarize and paraphrase salient information in professional language.	**3 Credits**
OTH695	**Models of Practice in Occupational Therapy** This course presents occupation based models that guide the practice of occupational therapy. Students will analyze and compare selected models via assigned readings and group discussions. Students will become familiar with elements and characteristics, assessment tools and techniques, treatment planning and intervention strategies, and documentation formats associated with the models presented, and apply selected models to their professional practice.	**3 Credits**
OTH800	**Graduate Continuing Credit** Graduate Continuing Credit	**1 Credits**

PAS600	**Essentials for the Physician Assistant I** 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, Units 1, 2, and 3.	**9 Credits**
PAS600A	**Essentials for the Physician Assistant I** 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.	**0 Credits**
PAS600B	**Essentials for the Physician Assistant I** 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.	**0 Credits**

PAS600C Essentials for the Physician Assistant I — 9 Credits

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.

PAS601 Essentials for the Physician Assistant II — 9 Credits

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.

Pre-requisites
Complete the following course:
PAS600C Essentials for the Physician Assistant I

PAS602 Clinical Application of Basic Sciences I — 4 Credits

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.

PAS603 Clinical Application of Basic Sciences II — 4 Credits

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.

Pre-requisites
Complete the following course:
PAS602 Clinical Application of Basic Sciences I

PAS604 Critical Reading of the Literature I — 1 Credits

Students critically evaluate medical literature and resources used in the Essentials for the Physician Assistant courses, including research design, data collection, and statistical analysis.

PAS605 Critical Reading of the Literature II — 1 Credits

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.

Pre-requisites
Complete the following course:
PAS604 Critical Reading of the Literature I

PAS606 Clinical Pharmacology I — 2 Credits

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.

PAS607 Clinical Pharmacology II — 2 Credits

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.

Pre-requisites
Complete the following course:
PAS606 Clinical Pharmacology I

PAS610 Introduction to Clinical Experiences I — 2 Credits

This course will introduce the student to various types of medical documentation and medical terminology. It will address HIPAA and OSHA regulations, as well as Universal Precautions. Professional comportment while on rotations will also be introduced.

PAS611 Introduction to Clinical Experiences II — 2 Credits

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.

Pre-requisites
Complete the following course:
PAS610 Introduction to Clinical Experiences I

PAS612 Introduction to the PA Profession — 1 Credits

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.

PAS614 Medical Ethics — 1 Credits

Contemporary professional medical ethics issues are discussed and debated. Instruction is provided through classroom discussions, guest lectures, and small group discussions/presentations.

PAS617	**Clinical Procedures** Laboratory course covering theory and application of common clinical procedures that a physician assistant will encounter during practice. Students demonstrate competence through practical evaluations.	**2 Credits**
PAS625	**Clinical Decision Making I** 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.	**1 Credits**
PAS626	**Clinical Decision Making II** 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.	**1 Credits**
PAS627I	**Clinical Decision Making III Part One** 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.	**1 Credits**
PAS627II	**Clinical Decision Making III Part Two** 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.	**1 Credits**

PAS628 Clinical Decision Making IV — 1 Credits

Drawing on skills acquired in PAS 625, 626 & 627, as well as knowledge that has been acquired throughout the curriculum, students develop case presentations which include history, physical examination, diagnostics, treatment, and patient education, based on specific disease entities. Additionally, students complete summative program evaluations related to medical knowledge base and clinical assessment skills.

PAS630 Topics in Clinical Medicine — 3 Credits

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.

PAS633 Physical Diagnosis I — 3 Credits

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.

Pre-requisites
Complete the following course:
PAS616 History and Physical Examination

PAS634 Physical Diagnosis II — 3 Credits

This course is a continuation of PAS 633. Practical laboratory course covering application of interviewing, history taking and physical exam skills, as well as elicitation and documentation of patient data. Students demonstrate competence through practical evaluations and written documentation. Students perform system-based and problem-focused physical examinations for both primary care and specialty complaints that support the coinciding

information that students will cover in PAS 601 Essentials for the Physician Assistant II. A comprehensive examination of all body systems is also included.

Pre-requisites
Complete the following course:
PAS633 Physical Diagnosis I

PAS635 Healthcare Policy 1 Credits

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.

PAS636 Program to Practice 1 Credits

This course assists students with the transition of becoming a clinically practicing physician assistant. The course will provide information on how to prepare for the new career, including obtaining certification, licensure, malpractice insurance, and other essential items needed before they begin practicing.

PAS637 Clinical Skills for the Physician Assistant I 4 Credits

This skills-based course will cover history, physical examination, documentation of patient data and diagnostic aspects of the head and neck, integumentary, lymphatic, musculoskeletal, pulmonary and cardiac systems. History taking will also be introduced. Course format will include lectures, demonstrations, online simulation modules, and high-fidelity simulation.

PAS638 Clinical Skills for the Physician Assistant II 4 Credits

This skills-based course will cover history, physical examination, and documentation of patient data and diagnostic aspects of the abdominal, genitourinary, and neurologic examinations. The comprehensive patient examination will also be covered. Course format will include lectures, demonstrations, online simulation modules, and high-fidelity simulation.

Pre-requisites
Complete the following course:
PAS637 Clinical Skills for the Physician Assistant I

PAS640	**Clinical Experiences I** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.	**3 Credits**
PAS641	**Clinical Experiences II** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.	**3 Credits**
PAS642	**Clinical Experiences III** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.	**3 Credits**
PAS643	**Clinical Experiences IV** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.	**3 Credits**
PAS644	**Clinical Experiences V** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA	**3 Credits**

practice.

PAS645	**Clinical Experiences VI** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.	**3 Credits**
PAS646	**Clinical Experience VII** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.	**3 Credits**
PAS647	**Clinical Experience VIII** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.	**3 Credits**
PAS648	**Clinical Experiences IX** These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program expectations and acquire the competencies needed for clinical PA practice.	**3 Credits**
PATEST	**PA Test** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**0 Credits**

PED100	**Special Topics** PED special topics courses offer students a variety of exercise opportunities by incorporating the latest trends in the fitness field.	**1 Credits**
PED102	**Varsity Sports** 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 a failing grade. The course is graded pass/fail only. May be repeated once for credit.	**1 Credits**
PED103	**Weight Training for Women** 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.	**1 Credits**
PED106	**Flag Football**	**1 Credits**
PED108	**Yoga and Relaxation** 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.	**1 Credits**

PED115	**Squash** 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.	**1 Credits**
PED123	**Indoor Soccer** 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.	**1 Credits**
PED124	**Beginning Boxing** Beginning Boxing is a safe, fun, fast paced, non-competitive sports class that uses actual boxing equipment to teach pugilistic skills. While not an aerobics class, students will improve their cardio levels, hand eye coordination, and body strength, while learning punches, practicing defense, grasping boxing movements and sparring lightly.	**1 Credits**
PED126	**Oriental Sword** Oriental Sword is a fun, fast paced, non competitive fitness class that uses traditional Japanesse 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.	**1 Credits**
PED141	**Walking for Fitness** 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.	**1 Credits**

PED145	**Aerobic Dancing** 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.	**1 Credits**
PED155	**Swimming** 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.	**1 Credits**
PED158	**Scuba** 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.	**1 Credits**
PED170	**Whitewater Kayaking** This course will introduce students to Whitewater Kayaking including paddling skills, river navigation, group dynamics, equipment and safety. Much of the 7 week course will be instructed in the campus pool. Students will be required to participate in weekend river trips. Dates will be communicated in advance by the instructor.	**1 Credits**

PED245	**Step Bench Aerobics I** 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.	**1 Credits**
PED491	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**1 Credits**
PED492	**Independent Study**	**2 Credits**
PHI113	**Introduction to Philosophy** 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.	**3 Credits**
PHI121	**Introduction to Logic** An introduction to critical thinking, induction, deduction, and contemporary symbolic logic including argument symbolization, proof construction, and truth tables.	**3 Credits**
PHI210	**Biomedical Ethics** 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.	**3 Credits**

PHI218	**Ethics and Women's Issues** 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.	**3 Credits**
PHI225	**Environmental Ethics** 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.	**3 Credits**
PHI241	**Love, Sex, and Friendship** 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.	**3 Credits**
PHI301	**Biomedical and Research Ethics** This course is an intensive examination of ethical issues within the professional domains of biomedicine and human subjects research. Topics covered may include patient autonomy, confidentiality, informed consent, life and death, human subjects research, and profession-specific ethical standards.	**3 Credits**

PHY151 Fundamentals of Physics I — 3 Credits

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.

Pre-requisites
Complete the following course:
MTH108 Precalculus

Co-requisites
PHY255L Physics Laboratory I

PHY152 Fundamentals of Physics II — 3 Credits

This is the second course in an algebra-based sequence. Topics include electricity and magnetism, circuits, sound, optics, and relativity.

Pre-requisites
Complete the following course:
PHY151 Fundamentals of Physics I

Co-requisites
PHY256L Physics Laboratory II

PHY251 Principles of Physics I — 4 Credits

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.

Pre-requisites
Complete the following course:
MTH151 Calculus I

PHY252 Principles of Physics II — 4 Credits

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.

Pre-requisites
Complete the following course:
PHY251 Principles of Physics I

Co-requisites
PHY256L Physics Laboratory II

PHY255L Physics Laboratory I 1 Credits

Experimental techniques of classical mechanical physics. Three hours of laboratory per week. Additional Fee(s): Laboratory fee.

Pre-requisites
Complete the following course:
PHY251 Principles of Physics I

PHY256L Physics Laboratory II 1 Credits

Experimental techniques of classical physics with applications to electricity, magnetism, sound, and optics. Three hours per week. Additional Fee(s): Laboratory fee.

Pre-requisites
Complete the following course:
PHY252 Principles of Physics II

PHY492 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PHY498 Tutorial: Physics 4 Credits

PHY499 Tutorial: Physics 4 Credits

POL100	**Introduction to Comparative Politics** 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.	**3 Credits**
POL101	**American Government and Public Policy** 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.	**3 Credits**
POL104	**Introduction to International Relations** 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.	**3 Credits**
POL202L	**Public Policy Analysis Field Experience** A community partnership provides a real-world context for students to assess an issue of public policy. Students develop and research policy alternatives, create an appropriate system for analyzing and evaluating alternatives, make a recommendating for action, and present their findings to a decision-making body.	**1 Credits**
POL202W	**Understanding Public Policy** 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. ***Pre-requisites*** *Complete any 1 of the following courses:* GOV101 American Government and Public Policy	**3 Credits**

POL207	**Internship Prep - Social Sciences** This course helps students succeed in a variety of professional environments in the social sciences. It serves as preparation for internships as well as permanent full-time employment. Students identify important professional and interpersonal skills, identify internship opportunities, consider strategies to secure an internship, and develop their list of learning outcomes.	**1 Credits**
POL213	**Special Topics**	**3 Credits**
POL217	**European Identities** This course explores general theories of indentity formation and applies them to European, national and regional levels. This course also serves as an introduction to the history and structure of the European Union and policies the EU has in place that affect identity formation.	**3 Credits**
POL229	**Campaigns and Elections** 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. ***Pre-requisites*** *Complete the following course:* POL101 American Government and Public Policy	**3 Credits**
POL230	**Civic Engagement** This course is designed to introduce students to the dynamics and importance of mass civic engagement to the political process. Students will gain an understanding of factors affecting both voting and non-voting forms of	**3 Credits**

political participation and why both are vital to the health of a democracy and democratizing countries.

Pre-requisites
Complete the following course:
POL101 American Government and Public Policy

POL234 Non-Profits and Policy Activism 3 Credits

This course will provide a basic foundation for understanding how the non-profit sector functions, exploring NGO's relationships with both the public and private sector, and examining the advocacy work organizations conduct. Students will work directly with organizations to learn about policy needs and some of the tools used by non-profits.

POL246 State and Local Government 3 Credits

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.

Pre-requisites
Complete the following course:
POL101 American Government and Public Policy

POL262 Women and Politics 3 Credits

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.

Pre-requisites
Complete the following course:
POL101 American Government and Public Policy

POL270 Special Topics: Applied Politics and Policy 1 Credits

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 activites, such as the PLEN conferences, and completion of related disciplinary course work as defined by the nstructor.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

POL302 Ethnic Conflict 3 Credits

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. In the first part of class we will examine sources of ethnic identity and how governments have attempted to reinforce or deemphasize those identites. second, we will examine how domestic factors have and have not worked to suppress ethnic conflict. Finally, we wille xamine how the international community or other third parties ahve attempted to bring about the peaceful resolution of conflicts.

Pre-requisites
Complete any 1 of the following courses:
POL100 Introduction to Comparative Politics

POL303 Constitutional Law I: US Govt Powers/Relationships 3 Credits

This course examinse 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 Courst, 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.

Pre-requisites
Complete the following course:
POL101 American Government and Public Policy

POL311W Selected Topics in Social Science Research — 3 Credits

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.

POL319 Politics of the European Union — 3 Credits

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.

POL320 Politics of the Former Soviet Union — 3 Credits

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.

Pre-requisites
Complete the following course:
POL100 Introduction to Comparative Politics

POL324 U.S. Foreign Policy — 3 Credits

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.

Pre-requisites
Complete the following course:
POL104 Introduction to International Relations

POL490 Integrative Capstone 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete any 1 of the following courses:
POL311 Selected Topics in Social Science Research

POL491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

POL493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

POL498 Tutorial: Political Science 4 Credits

POL499	**Tutorial: Political Science**	**4 Credits**
PSY101	**General Psychology** 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.	**3 Credits**
PSY152	**Human Growth and Development** Physical, cognitive, social, and emotional development are studied throughout the life span. Major theories of development are discussed. Applications and examples are presented from applied contexts. Special needs of individuals at various stages throughout the life span are addressed. This course is NOT a substitute for 200 and 300 level development courses that apply toward majors in psychology and social work and certification in education. Does not count towards the psych major.	**3 Credits**
PSY206	**Infant Mental Health**	**3 Credits**
PSY210	**Psychology of Eating** 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. ***Pre-requisites*** *Complete the following course:* PSY101 General Psychology	**3 Credits**
PSY211	**PAAR Training in Sexual Assault Counseling** This course will provide students with 40 hours of volunteer training developed and implemented by the	**3 Credits**

Pittsburgh Action Against Rape (PAAR). Successful completion of the training will qualify them as a Sexual Assault Counselor.

PSY213	**Statistics and Research Design** 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. ***Pre-requisites*** *Complete the following course:* PSY101 General Psychology	**3 Credits**
PSY215	**Theories of Counseling and Psychotherapy** 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. ***Pre-requisites*** *Complete the following course:* PSY101 General Psychology	**3 Credits**
PSY217W	**Critical Thinking in Psychology** ***Pre-requisites*** *Complete the following course:* PSY101 General Psychology	**3 Credits**
PSY225	**Death and Dying** 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	**3 Credits**

understood by family members, physicians, nurses, and the dying themselves.

Pre-requisites
Complete any 1 of the following courses:
SWK101 Introduction to Sociology

PSY230 Animal Behavior 3 Credits

A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY236 Psychology of Women 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY243 Health Psychology 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY243EX Health Psychology: Experiential Credit 3 Credits

PSY251 Human Growth and Development 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY307 Cognitive Psychology 3 Credits

A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY313 Special Topics in Psychology 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY314W Foundations of Behavioral Research 3 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
PSY101 General Psychology

PSY323 Personality 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY324 Motivation 3 Credits

A survey of concepts and data related to the arousal and direction of behavior.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY326 Psychology of Learning 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY331 Social Psychology 3 Credits

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.

Pre-requisites
Complete the following course:

PSY101 General Psychology

PSY333 Abnormal Behavior 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY340 Psychopharmacology 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY341 Psychobiology 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY351 Childhood and Adolescence 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY352 Adult Development — 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY357 Adolescence & the Transition to Adulthood — 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY357W Adolescence & the Transition to Adulthood — 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY401 Individual Research 1 Credits

Intensive study of a specific research problem by survey of literature, data collection, and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology. Prerequisite(s): PSY 101, 213, 214, or permission of the instructor.

Pre-requisites
Complete all 3 of the following courses:
PSY101 General Psychology

PSY402 Individual Research 2 Credits

Intensive study of a specific research problem by survey of literature, data collection, and data analysis with the supervision and collaboration of a faculty member, possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or interim; repeated registration to a total of three permitted. This course is ideal preparation for tutorial work in psychology. Prerequisite(s): PSY 101, 213, 214, and permission of the instructor.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY403 Individual Research 3 Credits

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): Psychology 101, 213, 214, and permission of the instructor.

Pre-requisites
Complete the following course:

XXX123 Permission of Instructor

PSY430 Introduction to Sport and Exercise Psychology — 3 Credits

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.

Pre-requisites
Complete the following course:
PSY101 General Psychology

PSY490 Integrative Capstone — 3 Credits

The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete all 2 of the following courses:
PSY213 Statistics and Research Design

PSY491 Independent Study — 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY492	**Independent Study**	**2 Credits**
	Pre-requisites *Complete the following course:* XXX123 Permission of Instructor	
PSY493	**Independent Study**	**3 Credits**
	Pre-requisites *Complete the following course:* XXX123 Permission of Instructor	
PSY494	**Independent Study**	**4 Credits**
	Pre-requisites *Complete the following course:* XXX123 Permission of Instructor	
PSY498	**Tutorial: Psychology**	**4 Credits**
PSY499	**Tutorial: Psychology**	**4 Credits**
PSY501	**Foundations of Counseling Psychology** 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.	**3 Credits**
PSY503	**Applied Biological Psychology** 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	**3 Credits**

include stress and health, mental disorders such as depression, anxiety, and schizophrenia, and contemporary issues in biological psychology.

PSY506	**Essentials of Infant Mental Health** 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.	**3 Credits**
PSY509	**Infant Development** 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.	**3 Credits**
PSY510	**Infant-Toddler Assessment** 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.	**3 Credits**
PSY511	**PAAR Training in Sexual Assault Counseling** This course will provide students with 40 hours of volunteer training developed and implemented by the Pittsburgh Action Against Rape (PAAR). Successful completing of the training will qualify them as a Sexual Assault Counselor.	**3 Credits**

PYS512 Practices & Principles of Infant Mental Health Int — 3 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
PSY506 Essentials of Infant Mental Health

PSY514 Infant Attachment: A Dual Relationship — 3 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
PSY506 Essentials of Infant Mental Health

PSY516 The NICU Experience — 3 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
PSY506 Essentials of Infant Mental Health

PSY518 Family Interactions — 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
PSY506 Essentials of Infant Mental Health ***Pre-requisites***
Complete any 1 of the following courses:
PSY509 Infant Development

PSY530 Introduction to Sport and Exercise Psychology — 3 Credits

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.

PSY555 Statistics and Research Methods — 3 Credits

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

PSY602 Sport and Exercise Psychology Interventions — 3 Credits

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.

Pre-requisites
Complete the following course:
PSY530 Introduction to Sport and Exercise Psychology

PSY617	**Psychology of Culture and Identity** 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.	**3 Credits**
PSY621	**Advanced Seminar in Diversity Issues** 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.	**3 Credits**
PSY627	**Vocational/Career Counseling** 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.	**3 Credits**
PSY629	**Human Development across the Life Span** 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.	**3 Credits**
PSY632	**Positive Psychology** Positive Psychology is the study of how humans do well and flourish. This course is an introduction to positive psychology theories and techniques. Didactic, experiential, and interactive elements will be used to explore concepts, research, interventions, and exercises that positive psychology has contributed to the larger field of psychology.	**3 Credits**

PSY635	**Concepts of Mental Health and Illness** 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.	**3 Credits**
PSY642	**Assessment** 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, psycho-physiological strategies, psychological tests related to various diagnostic groupings, and program evaluation.	**3 Credits**
PSY645	**Environmental Psychology** 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.	**3 Credits**
PSY646	**Intergroup Dialogue Facilitation Training** This course gives students a foundation to facilitate intergroup dialogue classes and workshops. The topics of this course include group facilitation skills; individual and group social identity development; impact of prejudice and stereotyping; difference and dominance and the nature of social oppression; culture, cultural cues and judgments.	**3 Credits**

PSY647 Intergroup Dialogues: 3 Credits

To facilitate intergroup understanding, students participate in face-to-face conversations and readings across social identities. Students discuss relevant material and explore group experiences, cross social identities and instructional contexts and examine historical, psychological and sociological materials leading to understanding of self and other.

PSY653 Reflective Observation 3 Credits

This supervised field placement observation experience focuses on integration of infant mental health theory and practice. The course requires 100 hours of field observation and attendance at weekly reflective consultation seminars. Classes will involve shared exploration and examination of observed dyadic interactions within various child and family serving systems and environments.

Pre-requisites
Complete all 4 of the following courses:
PSY506 Essentials of Infant Mental Health

PSY655 Reflective Consultation I 3 Credits

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.

Pre-requisites
Complete all 4 of the following courses:
PSY506 Essentials of Infant Mental Health

PSY656 Reflective Consultation II 3 Credits

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.

Pre-requisites
Complete all 4 of the following courses:
PSY506 Essentials of Infant Mental Health

PSY657 Psychopathology & Resilience 3 Credits

The course provides an overview of psychopathology. Students learn to recognize the complex biological, cultural, and environmental contributors to mental illness, and to diagnose mental disorders using standarized criteria. Students will also study the concept of resilience and its role in contributing to health and well-being.

PSY658 Evidence-Based Practice 3 Credits

This course provides an introduction to evidence-based practice in applied psychology, emphasizing a counseling psychology perspective to understanding human problems. The course focuses on the methodological issues in developing an empirical basis for psychological treatments, and understanding the evidence base for treatment, therapist, client, and therapeutic relationship effects.

PSY660 Counseling Theories and Techniques I 3 Credits

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.

PSY661	**Counseling Theories and Techniques II** 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.	**3 Credits**
PSY662	**Theories and Techniques of Counseling** This course explored a variety of counseling theories and techniques to provide a foundation for the practice of professional counseling from a culturally sensitive perspective. The course emphasizes current professional research and practice related to counseling theories and techniques, and provides opportunities for skill practice.	**3 Credits**
PSY663	**Foundations of Health Psychology** Students will explore how psychological processes influence physical health. Further, the psychological sequellae 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.	**3 Credits**
PSY665	**Addictions Counseling** 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.	**3 Credits**

PSY668	**Crisis, Trauma and Recovery** 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.	**3 Credits**
PSY671	**Mindfulness Counseling** 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.	**3 Credits**
PSY672	**Group Counseling** 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.	**3 Credits**
PSY673	**Couples Counseling** This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories. ***Pre-requisites*** *Complete any 1 of the following courses:* PSY660 Counseling Theories and Techniques I	**3 Credits**
PSY674	**Foundations of Family Therapy** 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	**3 Credits**

modalities introduced, with an emphasis on selected theories and applications.

Pre-requisites
Complete all 2 of the following courses:
PSY660 Counseling Theories and Techniques I

PSY676	**Counseling Children and Adolescents** 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.	**3 Credits**
PSY677	**Grief Counseling** 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.	**3 Credits**
PSY678	**Risk and Resilience in Childhood** 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.	**3 Credits**
PSY681	**Professional Integration Seminar** 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	**3 Credits**

discussed.

PSY682	**Practicum** 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.	**3 Credits**
PSY683X	**Special Topics** Special Topics Psychology Course with Course Fees.	**3 Credits**
PSY685	**Supervised Internship I** 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. ***Pre-requisites*** *Complete the following course:* PSY682 Practicum	**3 Credits**
PSY686	**Supervised Internship II** 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. ***Pre-requisites*** *Complete the following course:* PSY682 Practicum	**3 Credits**
PSY687	**Advanced Internship I** 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	**3 Credits**

worked with in prior field placements. Additional fee(s): Clinical fee.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY691 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY692 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY693 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY706 History of Psychology 3 Credits

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.

PSY707 Social Psychology 3 Credits

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.

PSY708	**Cognitive & Affective Bases of Behavior** 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 inhuman activities will be examined. Affect will be examined through review of early attachment relationships, emotional regulation, and social-emotional processes.	**3 Credits**
PSY709	**Intellectual Assessment** 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.	**3 Credits**
PSY711	**Multicultural & Diversity Issues in Counseling Psych** 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.	**3 Credits**
PSY712	**Advanced Research Design** 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.	**4 Credits**

PSY714	**Personality Theory and Assessment** 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.	**3 Credits**
PSY715	**Ethical Issues in Counseling Psychology** 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.	**3 Credits**
PSY716	**Psychometrics** 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.	**2 Credits**
PSY718	**Psychology and Sustainability** 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.	**3 Credits**
PSY741	**Pre-Practicum** This course prepares students, and is a pre-requisite, for field placements in settings that provide psychological services. The course reviews the Diagnostic & Statistical	**3 Credits**

Manual and emphasizes integration of basic assessment and intervention activities, as well as ethical and professional issues in psychology.

PSY746 **Practicum I** **3 Credits**

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.

PSY747 **Practicum II** **3 Credits**

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.

Pre-requisites
Complete the following course:
PSY746 Practicum I

PSY749 **Practicum II** **2 Credits**

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.

PSY750 **Practicum II** **1 Credits**

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.

PSY750A	**Practicum II** 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.	**1 Credits**
PSY750B	**Practicum II** 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.	**2 Credits**
PSY750C	**Practicum II** 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.	**3 Credits**
PSY780	**Professional Seminar in Counseling Psychology** This seminar explores the history of counseling psychology, professional identity, professional organizations, diverse populations, research and publishing, training issues, and professional ethics. Students will explore the scientific foundations of the counseling psychology profession and application of that	**3 Credits**

foundational knowledge in counseling interviews.

PSY801	**Family-Focused Systemic Interventions** 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.	**3 Credits**
PSY804	**Vocational Issues in Counseling Psychology** 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.	**3 Credits**
PSY805	**Group Processes and Interventions** 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.	**3 Credits**
PSY806	**Supervision and Leadership** 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.	**3 Credits**

PSY807 Biopsychology — 3 Credits

This course focuses on the development of the brain and nervous system, interconnections between the human body's biological systems, and types and mechanisms of psychopharmacological interventions for psychological disorders.

PSY809 Advanced Developmental Psychology — 3 Credits

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.

PSY810 Advanced Data Analysis — 4 Credits

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

Pre-requisites
Complete the following course:
PSY712 Advanced Research Design

PSY814 Psychopathology, Resilience, and Evidence-Based Practice — 3 Credits

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.

PSY815 Organizations, Communities, and Consultation — 3 Credits

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.

PSY816 Health Psychology Practice — 3 Credits

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.

PSY831 Independent Study — 1 Credits

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.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY832 Independent Study — 2 Credits

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.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY840	**Practicum III** 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.	**1 Credits**
PSY840A	**Practicum III** 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.	**1 Credits**
PSY840B	**Practicum III** 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.	**2 Credits**
PSY840C	**Practicum III** 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.	**3 Credits**

PSY841A Practicum IV 1 Credits

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.

PSY841B Practicum IV 2 Credits

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.

PSY841C Practicum IV 3 Credits

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.

PSY842 Practicum V 1 Credits

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.

PSY842A	**Practicum V** 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.	**1 Credits**
PSY842B	**Practicum V** 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.	**2 Credits**
PSY842C	**Practicum V** 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.	**3 Credits**
PSY843	**Practicum III** 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.	**2 Credits**

PSY844 Practicum IV 2 Credits

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.

PSY845 Practicum V 2 Credits

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.

PSY846 Practicum III 3 Credits

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.

PSY847 Practicum IV 3 Credits

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.

PSY848 Practicum V 3 Credits

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.

PSY851 Supervised Field Experience 1 Credits

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.).

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY852 Supervised Field Experience (2 credits) 2 Credits

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.).

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

PSY853 Supervised Field Experience (3 credits) 3 Credits

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.).

Pre-requisites

Complete the following course:
XXX123 Permission of Instructor

PSY862	**Dissertation I** These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	**3 Credits**
PSY862A	**Dissertation I** These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	**1 Credits**
PSY862B	**Dissertation I** These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	**2 Credits**
PSY862C	**Dissertation I** These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	**3 Credits**
PSY683	**Dissertation II** These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	**1-3 Credits**
PSY863A	**Dissertation II** These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	**1 Credits**

PSY863B	**Dissertation II** These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	**2 Credits**
PSY863C	**Dissertation II** These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	**3 Credits**
PSY871A	**Doctoral Internship** The doctoral internship is a year-long field experience for doctoral students who have completed all academic course work, comprehensive examinations, and dissertation proposal. The internship is a full-time supervised clinical experience obtained through a national search and matching process, and is required for the completion of the degree.	**1 Credits**
PSY871B	**Doctoral Internship** The doctoral internship is a year-long field experience for doctoral students who have completed all academic course work, comprehensive examinations, and dissertation proposal. The internship is a full-time supervised clinical experience obtained through a national search and matching process, and is required for the completion of the degree.	**2 Credits**
PSY871C	**Doctoral Internship** The doctoral internship is a year-long field experience for doctoral students who have completed all academic course work, comprehensive examinations, and dissertation proposal. The internship is a full-time supervised clinical experience obtained through a national search and matching process, and is required for the completion of the degree.	**3 Credits**

PSY871D	**Doctoral Internship** The doctoral internship is a year-long field experience for doctoral students who have completed all academic course work, comprehensive examinations, and dissertation proposal. The internship is a full-time supervised clinical experience obtained through a national search and matching process, and is required for the completion of the degree.	**4 Credits**
PSY871E	**Doctoral Internship** The doctoral internship is a year-long field experience for doctoral students who have completed all academic course work, comprehensive examinations, and dissertation proposal. The internship is a full-time supervised clinical experience obtained through a national search and matching process, and is required for the completion of the degree.	**5 Credits**
PSY871F	**Doctoral Internship** The doctoral internship is a year-long field experience for doctoral students who have completed all academic course work, comprehensive examinations, and dissertation proposal. The internship is a full-time supervised clinical experience obtained through a national search and matching process, and is required for the completion of the degree.	**6 Credits**
PSY872	**Pre-Doctoral Internship 2** The pre-doctoral internship is a year-long field experience for doctoral students who have completed all academic course work, comprehensive examinations, and dissertation proposal. The internship is a full-time supervised clinical experience obtained through a national search and matching process, and is required for the completion of the degree.	**6 Credits**

PSY873 Pre-Doctoral Internship 3 — 6 Credits

The pre-doctoral internship is a year-long field experience for doctoral students who have completed all academic course work, comprehensive examinations, and dissertation proposal. The internship is a full-time supervised clinical experience obtained through a national search and matching process, and is required for the completion of the degree.

PTH633 Global Health Perspectives — 2 Credits

This course provides an opportunity for physical therapy students to study and experience global health issues by participating in an international service experience. It is intended to give students the opportunity to understand the culture and health care issues of the visited country.

PTH700 Introduction to Clinical Skills — 2 Credits

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.

PTH701 Foundations of Movement Science I — 7 Credits

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.

Pre-requisites
Complete all 2 of the following courses:
BIO502 Human Gross Anatomy

PTH702 Foundations of Movement Science II 3 Credits

This course includes the study and application of theories of motor control, motor learning, and motor development that are utilized to guide examination of children and adults with neuromuscular dysfunction. Movement analysis is expanded along a continuum from infancy to older age, incorporating age-related movement changes and theories of aging.

Pre-requisites
Complete the following course:
BIO504 Human Physiology

PTH703I Musculoskeletal Physical Therapy Part One 2 Credits

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.

PTH703II Musculoskeletal Physical Therapy- Part Two 10 Credits

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.

PTH704 Fundamentals of Exercise Physiology 3 Credits

This course provides the basic principles of exercise physiology based upon how normal structure and physiological functioning in humans alters in response to bouts of physical activity. The importance of health promotion and wellness is emphasized. Laboratory sessions allow for participation in the components of a comprehensive fitness assessment.

PTH707 Cardiovascular and Pulmonary Physical Therapy — 7 Credits

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.

PTH708 Pediatric Physical Therapy — 4 Credits

This problem-based course will provide in-depth information on the examination, evaluation, and management of pediatric neuromusculoskeletal 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.

Pre-requisites
Complete all 2 of the following courses:
PTH702 Foundations of Movement Science II

PTH709 Neuromuscular Physical Therapy — 9 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
PTH702 Foundations of Movement Science II

PTH713I Multi-System Physical Therapy Part One — 1 Credits

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.

Pre-requisites
Complete the following course:
PTH709 Neuromuscular Physical Therapy

PTH713II Multi-System Physical Therapy-Part Two — 2 Credits

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.

PTH722 Research I — 3 Credits

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.

PTH724I Research II Part One — 1 Credits

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.

Pre-requisites
Complete the following course:
PTH722 Research I

PTH724II	**Research II-Part Two** 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.	**1 Credits**
PTH730	**Clinical Experience I-A** The first part of this ten-week, full-time experience is scheduled at the completion of musculoskeletal system coursework. Students will be placed in outpatient facilities or general hospitals with an expectation that students, under the supervision of a licensed physical therapist, will primarily evaluate and treat patients with musculoskeletal conditions. Satisfactory completion of all previous academic requirements is required.	**4 Credits**
PTH731	**Clinical Experience I-B** The second part of this ten-week, full-time experience is scheduled at the completion of musculoskeletal system coursework. Students will be placed in outpatient facilities or general hospitals with an expectation that students, under the supervision of a licensed physical therapist, will primarily evaluate and treat patients with musculoskeletal conditions. Satisfactory completion of all previous academic requirements is required.	**3 Credits**
PTH733	**Clinical Experience II** A ten (10) week full-time experience scheduled at the completion of study of didactic and laboratory course work. Students will generally be placed in acute care, acute rehabilitation, skilled nursing, pediatric, sub-acute, outpatient, or home health settings. Students will, under the supervision of a licensed physical therapist, primarily evaluate and treat patients with cardio/pulmonary and neurological conditions. Satisfactory completion of all previous academic requirements is required.	**7 Credits**

PTH735I Clinical Experience V-Part One 1 Credits

A sixteen (16) week full-time experience completed at the conclusion of didactic and laboratory course work. Student is assigned to an area of academic need and/or interest. During this experience the student will continue to develop competency in his/her entry-level professional physical therapy skills, under the supervision of a licensed physical therapist. An alternative to this course is the combination of PTH 746 Clinical Experience IV (8 weeks) and PTH 747 Clinical Experience V (8 weeks). Prerequisite(s): Satisfactory completion of all previous academic requirements.

PTH735II Clinical Experience V-Part Two 11 Credits

A sixteen (16) week full-time experience completed at the conclusion of didactic and laboratory course work. Student is assigned to an area of academic need and/or interest. During this experience the student will continue to develop competency in his/her entry-level professional physical therapy skills, under the supervision of a licensed physical therapist. An alternative to this course is the combination of PTH 746 Clinical Experience IV (8 weeks) and PTH 747 Clinical Experience V (8 weeks). Prerequisite(s): Satisfactory completion of all previous academic requirements.

PTH737 Correlative Neuroscience 1 Credits

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. Co-requisites: BIO 506 and PTH 701.

Pre-requisites
Complete any 1 of the following courses:
BIO502 Human Gross Anatomy

PTH741	**Principles of Practice I: Intro to PT Practice** 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.	**3 Credits**
PTH742I	**Principles of Practice II: Communication and Ethics-Part One** Communication and Ethics enhances basics 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. ***Pre-requisites*** *Complete the following course:* PTH741 Principles of Practice I: Intro to PT Practice	**1 Credits**
PTH742II	**Principles of Practice II: Communication and Ethics-Part Two** Communication and Ethics enhances basics 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.	**2 Credits**
PTH743	**Principles of Practice III: Ethical Action and Social Responsibility** 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.	**1 Credits**

PTH744 Principles of Practice IV: Service Learning — 1 Credits

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
Complete all 3 of the following courses:
PTH741 Principles of Practice I: Intro to PT Practice

PTH745I Principles of Practice V: Health Care, Management & Policy Part One — 1 Credits

Principles of Practice V integrates the principles of health care delivery, management, policy and leadership within the physical therapy profession.

Pre-requisites
Complete all 4 of the following courses:
PTH741 Principles of Practice I: Intro to PT Practice

PTH745II Principles of Practice V: Healthcare, Management & Policy- Part Two — 2 Credits

Principles of Practice V integrates the principles of health care delivery, management, policy and leadership within the physical therapy profession.

PTH746I Clinical Experience III-Part One — 1 Credits

An eight-week, full-time experience in combination with PTH 747 Clinical Experience V (eight weeks) completed at the conclusion of 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, under the supervision of a licensed physical therapist. An alternative to this course in combination with PTH 747 Clinical Experience V is PTH 735 Clinical Experience III (16 weeks). Satisfactory completion of all

previous academic requirements is required.

PTH746II Clinical Experience III-Part Two — 5 Credits

An eight-week, full-time experience in combination with PTH 747 Clinical Experience V (eight weeks) completed at the conclusion of 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, under the supervision of a licensed physical therapist. An alternative to this course in combination with PTH 747 Clinical Experience V is PTH 735 Clinical Experience III (16 weeks). Satisfactory completion of all previous academic requirements is required.

PTH747 Clinical Experience IV — 6 Credits

An eight-week, full-time experience in combination with PTH 746 Clinical Experience IV completed at the conclusion of 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). Satisfactory completion of all previous academic requirements is required.

PTH748 Research III: Evidence in Practice — 2 Credits

In this course, students integrate previous curricular topics related to evidence based practice. Students develop and complete a presentation of the systematic review completed in PTH 724. Students also complete a Knowledge-to-Action project aimed at increasing the use of research evidence in clinical practice.

Pre-requisites
Complete the following course:
PTH745 Principles of Practice V: Health Care Delivery, Management, & Policy

PWR601	**Introduction to Professional Writing** 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 idea without floundering, 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.	**3 Credits**
PWR606	**Grant Writing** This course focuses on teaching the conventions and fundamentals of writing successful grants for nonprofit organizations, educational institutions, and government agencies.	**3 Credits**
PWR613A	**Special Topics:** This course will explore different special topics in professional writing.	**1 Credits**
PWR616	**Technical Writing** 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.	**3 Credits**

PWR617	**Teaching Technical Writing** This course prepares the student to seek technical writing training and teaching positions, as well as pursue subsequent doctoral studies in professional writing. Topics covered include best-practices in teaching, as well as developing course objectives and syllabi. Professional journal publishing and curriculum vita preparation will also be presented.	**3 Credits**
PWR620	**Political and News Writing** 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.	**3 Credits**
PWR621	**Use of New and Social Media** 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. ***Pre-requisites*** *Complete the following course:* PWR601 Introduction to Professional Writing	**3 Credits**
PWR625	**Business and Organizational Writing** This course teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. All sections are offered in networked computer classrooms to ensure that students taking the course are prepared for the writing environment of the 21st century workplace. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations. ***Pre-requisites***	**3 Credits**

Complete the following course:
PWR601 Introduction to Professional Writing

PWR632	**Science and Environmental Writing** 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.	**3 Credits**
PWR641	**Financial Writing** 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.	**3 Credits**
PWR662	**Writing for Digital Media** This class will prepare students to enter these fields by teaching the strategies and skills needed to make compelling interactive experiences. Specifically, students will focus on developing their abilities to conceptualize, design, and create multimedia applications. Areas of focus will include: strategies for understanding and documenting audience needs and expectations; basics of effective user interface design; and typical process and artifacts involved with multimedia application development.	**3 Credits**

PWR670	**Principles of Information Architecture** 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. We will build on these basics with practical and contemporary applications and tools. ***Pre-requisites*** *Complete the following course:* PWR601 Introduction to Professional Writing	**3 Credits**
PWR673	**Web Design and Development I** 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.	**3 Credits**
PWR674	**Web Design and Development II** A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools.	**3 Credits**
PWR675	**Visual and Interface Design** 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. ***Pre-requisites*** *Complete the following course:* PWR601 Introduction to Professional Writing	**3 Credits**

PWR694	**Client Project** 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.	**3 Credits**
PWR699	**Professional Writing Portfolio** 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.	**3 Credits**
SDE090	**SSON Prep: Science and Math** This course is designed for the student who is preparing for the Nursing School Entrance examination and would benefit from a structures review of science and math. Modules are taught covering basic mathematics, statistics, algebra and geometry as well as general and biological chemistry, cell biology, genetics, human anatomy and physiology, and human health and disease. Four hours of class per week.	**2 Credits**
SDE101	**Strategies for Success in College** SDE101 provides strategies to transition to the college environment, introducing the Chatham community, culture, traditions, and additional relevant topics. All students with first-year standing, regardless of transfer or advanced standing credits, are required to enroll during their first semester. Gateway and transfer students with 12 or more	**1 Credits**

credits are exempt.

SDE118 Wellness Event Symposium — 1 Credits

This course 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.

SDE133 SHARP: Sexual Harassment and Rape Prevention — 1 Credits

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.

SDE138 Peer Education Training — 3 Credits

This course is designed to prepare students to participate in the 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 activites. Pass/fail grading only. Student must be a Resident Advisor to enroll in this course.

SDE140 Peer Tutor Training — 1 Credits

This course is designed to prepare students to be effective peer tutors. Through a combination of in-class and online course activities and discussion, tutors will learn best practices and troubleshooting strategies. Pass/fail grading only. Student must be in the Peer Tutor Program to enroll in this course.

SDE301	**Strategies for Success in College Transfer** This is a one credit, pass/fail course designed to facilitate a successful transition for transfer students entering Chatham. Emphasis will be placed on academic success, personal growth and self-management, campus/community resources and involvement, as well as career preparation and college planning with the Chatham Plan.	**1 Credits**
SDE310	**Career Preparation**	**1 Credits**
SDE493	**Independent Study**	**3 Credits**
SSA490	**Integrative Capstone** The integrative capstone , undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs. ***Pre-requisites*** *Complete all 2 of the following courses:* PSY213 Statistics and Research Design	**3 Credits**
SSA491	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**1 Credits**

SSA492	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
SSA493	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
SSA498	**Tutorial: Social Service Administration**	**4 Credits**
SSA499	**Tutorial: Social Service Administration**	**4 Credits**
SSC214	**Special Topics**	**3 Credits**
SUS100	**Sustainable Systems** Through the lens of the natural and cultural history of Eden Hall and its surroundings, students learn about cultural, social, economic, natural and other systems. The course will focus on land use over time, the economic and social drivers and impacts of those land uses, and the implications for environmental wellbeing.	**3 Credits**
SUS100	**Sustainability Science** Through the lens of the natural and cultural history of Eden Hall and its surroundings, students learn about cultural, social, economic, natural and other systems. The course will focus on land use over time, the economic and social drivers and impacts of those land uses, and the implications for environmental wellbeing.	**3 Credits**

SUS102	**Foundations of Sustainability** Students examine core concepts of sustainability, and explore its origins, history, and achievements across the globe at multiple scales. Students gain a foundation for more in-depth study of sustainability. Students also focus on their personal conception of sustainability and engage in a sustainability group project linked to community partners.	**3 Credits**
SUS102	**Sustainability and Society** Students examine core concepts of sustainability, and explore its origins, history, and achievements across the globe at multiple scales. Students gain a foundation for more in-depth study of sustainability. Students also focus on their personal conception of sustainability and engage in a sustainability group project linked to community partners.	**3 Credits**
SUS105	**Sustainability: Issues to Actions** Intended for all first-year undergraduate students, this course provides an overview of key sustainability principles. Through lectures, panels, and discussions, students will explore, analyze, and evaluate local sustainability and resilience issues with global relevance. The course captures the liberal arts outcomes and includes community service through civic engagement opportunities.	**3 Credits**
SUS125	**Leadership in Sustainability** Explore topics and careers in the sustainability field through experiential sessions at the Eden Hall Campus and around PIttsburgh. Develop a strategic project action plan that targets personal leadership goals and drives community transformation around complex problems. Topics include: green buildings, foo dsystems, urban planning, social justice, energy, ecology, transportation.	**3 Credits**

SUS132	**Sustainable Trail Development: Resource Management** Students will learn the history, methods, and techniques of sustainable trail development and its importance in the context of resource management on public lands. Students will be exposed to a variety of sustainable trail methodologies and through hands-on projects, will gain the skills necessary to become qualified trail crew leaders.	**3 Credits**
SUS150	**Food, Farm & Field** This course explores food, farm, and environment through readings, films, lectures, demonstrations, field trips, and on-farm and kitchen experiences in research and production problems. Activities include presentations on specific topics, group discussions, hands-on lab and field activities, individual and group presentations, field trips, and reflection through writing, video, and photography.	**1 Credits**
SUS201	**Integrative Biology** This course will introduce traditional biological concepts from molecules to organisms within an integrative and applied framework. Students will learn the interdisciplinary nature and common approaches of biology through applied topics relevant to sustainability such as human and ecological health, freshwater and marine fisheries, energy sources, and climate dynamics.	**3 Credits**
SUS201L	**Integrative Biology Lab** Laboratory exercises including data collection, small-scale experimentation, data modeling, and simulation will be experienced to complement the material covered in SUS 201. Two hours of laboratory will be held per week at the Eden Hall Campus aquatic science lab. Corequisite: SUS 201. Additional Fee(s): Laboratory fees = S50.	**1 Credits**

SUS202	**Dynamic Earth Systems** The earth is a dynamic, evolving system. This course provides an introduction to earth's formation, its materials composition and distribution, and the processes of the lithosphere, atmosphere, hydrosphere, and biosphere that interact to shape surface and subsurface features and conditions. The complex adaptive systems framework will be applied.	**3 Credits**
SUS203	**Global Environmental Health** This course addresses the connection between health and environment. Topics include: environmental epidemiology, toxicology, policy, radiation and energy disease, and water, air, soil qualities. The work of scientists and public health specialists to discover, assess, and reduce risk to environment health problems are explored. Case studies provide context and background for environmental health issues past and present.	**3 Credits**
SUS210	**Sustainability and Technology** This course discusses opportunities and challenges for using technology for sustainability. We will discuss innovation for sustainability and societal adoption, and will explore ways to use renewable energy and other technologies for homes and workplaces, the internet of Things, closed loops and new materials, sustainable transportation, and smart water systems.	**3 Credits**
SUS213	**Special Topics**	**3 Credits**
SUS301	**Global Change Science** The climate system of Earth is rapidly changing due to complex and interacting phenomena. This course offers an in-depth investigation of the science behind climate change, including a survey of model forecasts. Emphasis will also include the current and projected consequences of climate change on natural resources.	**3 Credits**

Pre-requisites
Complete any 1 of the following courses:
ENV116 Global Environmental Challenges

SUS302	**Social Justice and Sustainability** This course focuses on social justice and sustainability. We examine environmental risks and benefits as they are unequally distributed in society. We look especially at environmental problems in relation to social constructs such as gender, race, ethnicity, and class. We will also focus on solutions and responses to these problems.	**3 Credits**
SUS302W	**Social Justice and Sustainability** This course focuses on social justice and sustainability. We examine environmental risks and benefits as they are unequally distributed in society. We look especially at environmental problems in relation to social constructs such as gender, race, ethnicity, and class. We will also focus on solutions and responses to these problems.	**3 Credits**
SUS304	**Environment and Culture** This course considers "culture" and "environment" and how these concepts both help and hinder efforts towards a sustainable and healthy world. Topics include: socio-cultural ways of knowing and reasoning, human adaptation, engagements with food, animals and places, and why race, class, and gender are critical to conversations about sustainability.	**3 Credits**
SUS305	**Environmental Toxicology** To be determined	**3 Credits**
SUS315	**Food Access and Policy** If food is a basic human right, how do societies create universal access to food? This course explores the ethical basis for making citizens food secure despite global inequality. Major topics include private vs public solutions	**3 Credits**

and the relationship between food access, gender, cultural appropriateness, nutrition, sustainability, and justice.

SUS322 Natural Resource Management Policy and Law — 3 Credits

Contemporary natural resource management policy issues are addressed emphasizing deomestic policy solutions. Major initiatives and implementation toward sustainable resource use and healthy environments are discussed and analyzed to determine implementation strategy success levels, to assess adequacy within bioregional/ecosystem approaches, and to integrate economic and environmental decisions. Local site visit(s) expected.

Pre-requisites
Complete any 1 of the following courses:
SUS102 Sustainability and Society

SUS327W Writing about Environmental Science — 3 Credits

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. Cross-listed as ENV327W.

SUS335 Renewable Energy and Society — 3 Credits

This course explores the relationship of energy production and consumption with sustainability. Non-renewable and renewable energy resources and their environmental and social impacts will be discussed. We will explore the Eden Hall energy systems and investigate in more detail how solar energy could be used on a larger scale.

SUS380 Economics in a Changing World — 3 Credits

An interdisciplinary approach to economics including concepts from sociology, politics, behavioral and evolutionary economics. It explores the limits of conventional economics in explaining and predicting economic phenomena. It situates economics as a behavioral science and looks at economic sustainability at the local, to global scale, incorporating social and political issues.

Pre-requisites
Complete any 1 of the following courses:
SUS102 Sustainability and Society

SUS403 Sustainable Food Systems — 3 Credits

This course explores the sustainability of food and agricultural systems from the local to the global level, focusing on economic, social, ethical, and environmental factors. It also explores the roles of food access and culture, sustainable production at various scales, and the development of resources to support sustainable food systems.

SUS404 Quantitative Ecology — 3 Credits

Drawing from case studies in landscape design and natural resource management, this course will apply quantitative methods to ecological data analysis. Students will work with the software program R to apply statistical inference and mathematical modeling using previously collected data sets on single species, species interactions, communities, and food webs.

Pre-requisites
Complete all 2 of the following courses:
SUS201 Integrative Biology ***Pre-requisites***
Complete the following course:
MTH110 Elementary Statistics

SUS404L	**Quantitative Ecology Laboratory** Laboratory exercises from this course will complement material covered in SUS 404. Activities will primarily involve data collection and retrieval in ecosystems surrounding Eden Hall and in the Laurel Highlands. Additional fees: $50 laboratory fee. ***Co-requisites*** SUS404 Quantitative Ecology	**1 Credits**
SUS406	**Sustainability & Policy: Water** This course addresses water policy, management, and sustainability. We will consider water resources with specific attention to the challenges that come with managing a resource that crosses a range of boundaries and scales. Topics include U.S. water policy, water privatization, water resources in the global south, infrastructure and climate change.	**3 Credits**
SUS406	**Environmental Policy** This course addresses water policy, management, and sustainability. We will consider water resources with specific attention to the challenges that come with managing a resource that crosses a range of boundaries and scales. Topics include U.S. water policy, water privatization, water resources in the global south, infrastructure and climate change.	**3 Credits**
SUS407	**Natural Resource Leadership** This course addresses topical environmental challenges (e.g.. water) and develops sustainable, leadership-based skills for managing these challenges. Students will learn about the social, ecological, and economic aspects of the topic, and then apply their knowledge to field experiences. Field experiences include service projects, fieldwork, or training.	**3 Credits**

SUS416 Sustainable Decision Analysis 3 Credits

The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders.

SUS421 Ecotoxicology & Environmental Health 3 Credits

Human health is intimately connected to environmental conditions and ecosystem integrity. Introducing concepts and measures of ecosystem and human health, this course covers the principles and practice of contributing fields including ecotoxicology, epidemiology, environmental health and risk assessment. Students will move from inquiry to action for key issues.

Pre-requisites
Complete the following course:
BIO118 Environmental Health Issues

SUS426 Sustainable Aquaculture 3 Credits

This course examines the historical development and cultural importance of aquaculture, as well as practical considerations for managing modern aquaculture systems. Emphasis is on low-impact aquaculture systems and approaches, which minimize adverse environmental impacts, and encourage socially responsible development that enhances both the natural resource base and community livelihoods.

SUS435 Green and Social Innovation 3 Credits

Students will develop skills for managing innovation to positively impact the environment and society. Students work with actual ideas and/or entrepreneurs using Eden Hall to test products. The class focuses on helping students to develop product management skills which use innovation to solve major social and environmental

problems.

SUS461 Aquatic Entomology 3 Credits

Aquatic environments harbor a vast number of insect species that are widely used as biological indicators of environmental health. This course introduces the physiological, ecological, and biomonitoring attributes of aquatic insects and emphasizes taxonomic identification. Preparation for a formal identification certification test from the Society for Freshwater Science is optional.

Pre-requisites
Complete the following course:
SUS201 Integrative Biology ***Pre-requisites***
Complete all 2 of the following courses:
BIO143 The Cell

SUS470 Corporate Social Responsibility (CSR) 3 Credits

This course helps students to understand the roles and responsbilities of organizations beyond just making an economic profit. Students are exposed to approaches to managing CSR. CSR is explored as a way for organizations to create value, thus, CSR is seen as crucial for business success in the 21st century.

SUS490 Integrative Capstone 3 Credits

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example,
fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SUS492	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**2 Credits**
SUS493	**Independent Study** ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
SUS502	**Sustainability and Systems** 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.	**3 Credits**
SUS504	**Foundations of Sustainability** 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.	**3 Credits**
SUS506	**Sustainability & Policy: Water** This course addresses water policy, management, and sustainability. We will consider water resources with specific attention to the challenges that come with managing a resource that crosses a range of boundaries and scales. Topics include U.S. water policy, water privatization, water resources in the global south,	**3 Credits**

infrastructure and climate change.

SUS507	**Natural Resource Leadership** This course addresses topical environmental challenges (e.g.. water) and develops sustainable, leadership-based skills for managing these challenges. Students will learn about the social, ecological, and economic aspects of the topic, and then apply their knowledge to field experiences. Field experiences include service projects, fieldwork, or training.	**3 Credits**
SUS508	**Environmental Statistics** Students in this course will become proficient in executing quantitative methods pertinent sustainability science, including multiple linear regression, descriptive multivariate statistics, and time series analyses. All assignments aim to generate experience with applied problem-solving and will require scriptwriting in program R to maximize analytical and data management efficiency. This course requires a foundation in statistical methods.	**3 Credits**
SUS511	**Project Design, Methods, and Evaluations**	**3 Credits**
SUS512A	**Sustainability in Pittsburgh** Pittsburgh and the surrounding region have experienced several waves of change; the current described as a "green renaissance". Students will engage in 7 weekly workshops and guest lectures with introducing them to the city's history, key sustainability initiatives and job prospects. Students will provide 7 weekly blogs, one or each visit.	**1 Credits**
SUS512B	**Sustainability in Pittsburgh** Pittsburgh and the surrounding region have experienced several waves of change; the current described as a "green renaissance". Students will engage in 10 weekly field trips with participant observation giving a glimpse of the socio-ecological history of the city. Students will provide a	**2 Credits**

10 blogs one or each visit, and a final paper.

SUS512C	**Sustainability in Pittsburgh** Pittsburgh and the surrounding region have experienced several waves of change; the current described as a "green renaissance". Students will engage in 14 weekly field trips with participant observation giving a glimpse of the socio-ecological history of the city. Students will provide a 14 blogs one or each visit, and a final paper.	**3 Credits**
SUS514	**Building Sustainable and Resilient Cities** This class analyzes cities as systems with subsystems including living, transportation, food, water, energy and waste that can all contribute to sustainability and quality of life. Using systems thinking, we will study approaches toward urban sustainability and climate resiliency.	**3 Credits**
SUS516	**Sustainable Decision Analysis** The class contributes to a foundation for sustainability management by exploring different quantitative approaches to sustainable decision-making including: Life Cycle Analysis, Ecosystem Services Valuation, Carbon and Water Footprinting, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various stakeholders.	**3 Credits**
SUS517	**Climate Change and Sustainability** Climate change is one of today's most critical issues. We will study the science of climate change impacts and examine frameworks used by the global community to develop climate projections, build resiliency, and mitigate emissions. Through team projects we investigate topics in climate resiliency or emissions reduction in more depth.	**3 Credits**

SUS521	**Ecotoxicology and Environmental Health** 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.	**3 Credits**
SUS526	**Sustainable Aquaculture** This course examines the historical development and cultural importance of aquaculture, as well as practical considerations for managing modern aquaculture systems. Emphasis will lie on low impact aquaculture systems and approaches, which minimize adverse environmental impacts, and encourage socially responsible development that enhances both the natural resource base and community livelihoods.	**3 Credits**
SUS550	**Eden Hall Experience** 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.	**3 Credits**
SUS551	**Eden Hall Experience: Digital Storytelling** This course allows students to engage Chatham faculty/staff, local community members, contractors, and designers on topics related to the development and maintenance of the Eden Hall campus. It is a unique opportunity for students to be involved in understanding this sustainable campus, and helping to shape and promote it.	**2 Credits**

SUS562	**Economics of the Environment** This course is designed to introduce you to how economists think about the environment. The theory of externalities and market failure provide the basis for applying microeconomic concepts to the study of environmental issues. Analytical tools, particularly cost-benefit analysis, are explained and applied to problems with environmental dimensions.	**3 Credits**
SUS580	**Sustainable Behavior Change** This hybrid course combines classroom and online instruction with real-world application. Students learn the latest science concerning sources of environmental degradation. In teams, students apply motivational theory, collect secondary and primary data, and develop an action plan for increasing pro-environmental behaviors (PEB) in a specific context.	**3 Credits**
SUS581	**Entrepreneurial Alternatives** The class examines alternative paths to entrepreneurship for students interested in owning and operating an existing business. There is an emphasis on food-related businesses (production/processing, distribution, retail). Students will learn about acquiring an existing business or franchise. Skills covered include selecting targets, evaluation, appropriate financial valuation, deal structuring, arranging financing and post-closing operations planning.	**3 Credits**
SUS590	**Careers in Sustainability** This is a graduate level course that will contribute to the mission of SSE in training students in the theories, applications, and assessment of sustainability in a broad range of contexts.	**3 Credits**
SUS591	**Independent Study** Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.	**1 Credits**

SUS592	**Independent Study** Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest.	**2 Credits**
SUS593	**Independent Study** Students work with a professor/instructor to develop and follow a curriculum which covers a topic of speical interest.	**3 Credits**
SUS601	**Applied Ecology** 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). ***Pre-requisites*** *Complete any 1 of the following courses:* SUS504 Introduction to Sustainability and Systems	**3 Credits**
SUS602	**The Political Economy of Sustainability** 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. ***Pre-requisites*** *Complete the following course:* SUS502 Sustainability and Systems ***Pre-requisites*** *Complete any 1 of the following courses:* SUS504 Introduction to Sustainability and Systems	**3 Credits**

SUS603 Sustainability: Ethics, Equity, Justice — 3 Credits

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.

Pre-requisites
Complete any 1 of the following courses:
SUS504 Introduction to Sustainability and Systems

SUS605 Leadership for Transitions to Sustainability — 3 Credits

This class builds a foundation for sustainability management through exploration of Transition Management, a methodology for sustainable innovation. Students study innovation management, learn steps in managing a transition through analyzing systemic socio-technical problems, learn to develop potential solutions, and understand the organizational and societal structures necessary to support long-term change.

SUS606 Urban Planning and Political Ecology — 3 Credits

This course explores urban processes through the field of planning and a critical look at human/environment relationships in cities. Students will advance their knowledge of cities and how they function through in depth readings of governance, urban ecology, urban political ecology, food, infrastructure, policy, and inequality in metropolitan areas.

SUS607 Applied Green and Social Innovation — 3 Credits

The class helps students develop skills for managing innovation focusing on Food, Agriculture, Environmental and Social Product and Service innovations. Students will work with actual ideas and or start-ups from local incubators and entrepreneurs. The class focuses on helping students to develop skills to use innovations for solving major social and environmental problems.

SUS611 Decision Making Under Uncertainty — 3 Credits

The application of design principles to data provides a bridge between the increasing volume of information that we encounter everyday to evidence-based, decision-making toward sustainable systems. This course provides a hands-on introduction to data analysis, data visualization techniques, and software for translating complexity and uncertainty into useful products.

SUS614 Film and Sustainability — 2 Credits

Students will critically assess the visual media of film across a range of formats for their design and effectiveness as part of sustainability efforts. Students will then utilize the knowledge to create a film proposal to address a sustainability issue of their choice.

SUS617 Sustainable Energy Systems — 3 Credits

This course explores the relationship of energy production and consumption with sustainability. We investigate environmental and climate impacts, renewable energy technologies and the integration of renewables into the grid given the ongoing restructuring of US electricity markets and new options such as large-scale solar networks, microgrids and community solar.

SUS619 The Water's Edge: Science and Policy from Summit to Sea — 3 Credits

The water's edge is rich with ecological and cultural activity. Through online discussions, field excursions, public service, participation in research, interactions with practitioners, and a curated exhibit, this course bridges theory with application for the science and policy relevant to the aquatic-terrestrial interface (e.g., streams, rivers, lakes, and coastal shorelines).

Pre-requisites
Complete any 1 of the following courses:
SUS501 Fundamentals of Sustainability

SUS621	**Applied Methods** This skill-based course conveys specific qualitative, quantitative, or mixed methods for conducting the systematic investigation of a business, client project, practical problem, or applied research situation. Each section will address a different method; examples of topics include GPS and mapping, introduction to statistics, surveys, sustainability audits, and water quality monitoring.	**2 Credits**
SUS622	**Engaging Animals** 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.	**3 Credits**
SUS624	**New Media, Science, & Society** Digital photography, the world wide web, and social media have changed the options for communicating scientific knowledge to, and co-creating knowledge with, broader audiences. Taking a Rachel Carson 2.0 approach focused on photojournalism and multimedia, students will develop skills to visually communicate evidence-based connections between the environment and health.	**3 Credits**
SUS625	**Restorative Environmental Justice** This course analyzes the environmental justice movement around the world. It draws lessons from the conditions that have led to environmental injustices, the historical development of the movement, the policy responses of governments and international agencies, the solutions pursued by communities, and the role played by the private sector. The course explores the role of natural asset-building strategies that simultaneously reduce poverty and address environmental issues.	**3 Credits**

SUS640	**Sustainable Community Development** 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. ***Pre-requisites*** *Complete any 1 of the following courses:* FST508 Food Systems	**3 Credits**
SUS681	**Special Topics** This course explores the role of "social justice" as one of the pillars of sustainability by integrating the concepts associated with it into a local community-based project. Students have an opportunity to pursue a project designed and implemented in conversation with a community partner that incorporates key components of environmental and social justice.	**1 Credits**
SUS683	**Special Topics** This course is designed to allow students to explore in depth a specific topic or area of sustainability.	**3 Credits**
SUS691	**Internship**	**1 Credits**
SUS692	**Internship**	**2 Credits**
SUS693	**Internship**	**3 Credits**

SUS697	**Thesis Practicum** Course assists students in the preparation of thesis facilitating the transition from research and project development to writing. Includes a review of research methods and design, literature review, time management demands, project management, and presentation skills.	**1 Credits**
SUS698A	**Final Project** Course provides supervision and research guidance for the final project. Students will complete a final project independently or as part of a group to complete the MSUS degree requirements. The form of the final project is flexible and should be linked to the student's self-defined sustainability challenge. Part one of two.	**1 Credits**
SUS698C	**Final Project** Course provides supervision and research guidance for the final project. Students will complete a final project independently or as part of a group to complete the MSUS degree requirements. The form of the final project is flexible and should be linked to the student's self-defined sustainability challenge.	**3 Credits**
SUS699	**Advanced Seminar in Sustainability** In this course students in the final semester of the Master of Sustainability program revisit materials from the first semester of the program in the context of their projects, areas of focus, and summer placements. ***Pre-requisites*** *Complete all 2 of the following courses:* SUS601 Applied Ecology	**3 Credits**
SUS699	**Advanced Seminar in Sustainability** In this course students in the final semester of the Master of Sustainability program revisit materials from the first semester of the program in the context of their projects, areas of focus, and summer placements.	**3 Credits**

Pre-requisites
Complete all 2 of the following courses:
SUS601 Applied Ecology

SUS800	**Graduate Continuing Credit** Graduate Continuing Credit	**1 Credits**
SWK101	**Introduction to Sociology** This course introduces students to the basic sociological concepts, including sociological imagination, socialization, social institutions, social stratification, and social inequality. Emphasis is placed on conceptual tools necessary for the analysis of the influence of social structures on human behavior and life chances.	**3 Credits**
SWK102	**Introduction to Social Work, Social Justice and Social Issues** 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 is appropriate for students who are considering social work as a profesion and as well as for those with an interest in related fields such as psychology, counseling, and public policy.	**3 Credits**
SWK164	**Diversity in Health and Illness** 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.	**3 Credits**

SWK201W Human Behavior in the Social Environment I — 3 Credits

This course examines the development of individuals, couples, and families from birth to adolescence within the framework of social work research and theory. Also explored are systems that influence gender, race, ethnicity, social, and economic influences within the context of families, groups, organizations, institutions, and communities.

Pre-requisites
Complete the following course:
PSY101 General Psychology

SWK202 Human Behavior in the Social Environment II — 3 Credits

This course is a continuation of SWK 201W. It examines the development of individuals, couples, and families from adolescence to death within social work research and theory. Also explored are systems that influence gender, race, ethnicity, social, and economic influences within the context of families, groups, organizations, institutions, and communities.

Pre-requisites
Complete the following course:
SWK201W Human Behavior in the Social Environment I

SWK224 Juvenile Justice — 3 Credits

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.

SWK321 Social Welfare and Social Justice — 3 Credits

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.

SWK322W Social Welfare: Women and Policy — 3 Credits

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 wil utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice.

Pre-requisites
Complete the following course:
SWK321 Social Welfare and Social Justice

SWK325 Deviant Behavior — 3 Credits

This course examines deviance using biological, psychological, and sociological perspectives. Emphasis is placed on examining the influence of social, cultural, historical, political, and economic context in the identification, labeling, and control of deviant behavior.

Pre-requisites
Complete the following course:
SWK101 Introduction to Sociology

SWK351 Practice 1: Interviewing and Assessment with Individuals — 3 Credits

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.

Pre-requisites
Complete the following course:
SWK102 Introduction to Social Work, Social Justice and Social Issues

SWK352 Practice 2: Interventions with Individuals and Families — 3 Credits

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.

Pre-requisites
Complete the following course:
SWK351 Practice 1: Interviewing and Assessment with Individuals

SWK354 Practice 3: Working with Groups 3 Credits

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.

Pre-requisites
Complete the following course:
SWK351 Practice 1: Interviewing and Assessment with Individuals

SWK355 Practice 4: Working with Organizations and Communities 3 Credits

The focus of this course is generalist social work practice as applied to macro practice activities. It introduces students to generalist social work practice intended to bring changes to organizations, communities, and institutions with the goal of advancing the achievement of individual and collective social and economic justice.

Pre-requisites
Complete the following course:
SWK351 Practice 1: Interviewing and Assessment with Individuals

SWK377 Special Topics 3 Credits

SWK451 Field Placement I 1 Credits

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.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SWK451A Field Placement I 1 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
SWK352 Practice 2: Interventions with Individuals and Families

SWK451B Field Placement II 2 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
SWK352 Practice 2: Interventions with Individuals and Families

SWK451C Field Placement III 3 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
SWK352 Practice 2: Interventions with Individuals and Families

SWK451D Field Placement IV 4 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
SWK352 Practice 2: Interventions with Individuals and Families

SWK451E Field Placement V 5 Credits

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.

Pre-requisites
Complete all 3 of the following courses:
SWK352 Practice 2: Interventions with Individuals and Families

SWK452 Field Placement II 2 Credits

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.

Pre-requisites

Complete the following course:
XXX123 Permission of Instructor

SWK453 Field Placement III — 3 Credits

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.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SWK454 Field Placement IV — 4 Credits

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.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SWK455 Field Placement V — 5 Credits

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.

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SWK460 Integrative Seminar in Social Work 3 Credits

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. Co-requisite: Field placement.

SWK461 Integrative Seminar in Social Work II 2 Credits

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. Co-requisite: Field placement.

SWK490 Integrative Capstone 3 Credits

The integrative capstone, undertaken by the student during the senior year, is an extended project that helps the student complete their transition from an undergraduate student to a world-ready professional. The study usually centers on the student's major and may be conducted, at least in part, in the context of a group experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must have the approval of both academic programs.

SWK491 Independent Study 1 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SWK492 Independent Study 2 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SWK493 Independent Study 3 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SWK494 Independent Study 4 Credits

Pre-requisites
Complete the following course:
XXX123 Permission of Instructor

SWK498 Tutorial: Social Work 4 Credits

SWK499 Tutorial: Social Work 4 Credits

THT141 Acting One 3 Credits

Through exercises, improvisations, and scene work, students broaden and develop their own creativity, gain a deeper understanding of human behavior and interaction, and strengthen analytical skills through character study. Students learn to work with scene partners and develop self-confidence in a performance situation.

THT145 Practicum in Technical Theatre 2 Credits

Students gain experience at stage managing; constructing sets, costumes, and props; hanging and focusing lights; operating lighting and sound systems; and organizing and maintaining the theatre program’s stock of sets, costumes, props, and lighting instruments. Under supervision of the

theatre program's designer/technical director, students accumulate 45 hours of work. Additional Fee(s): Applied Art Fee.

THT240	**Special Topics** Students explore in depth a specific area of technical theatre. Topics will vary each semester and may include scene painting, stage management, construction techniques, and prop makeup and costume design.	**3 Credits**
VCD510	**Visual Communication Design: Branding** This course offers a systematic approach to concept development and the problem-solving process applied to brand construction. Students build visual identities for a variety of organizations through generative design processes for communication goals. Particular attention is given to logo and typemark development, photography/illustration, use of the grid system, color story, typography and messaging.	**3 Credits**
VCD520	**Visual Communication Design: Typography** This course examines the concrete and conceptual aspects of typography as a communications tool. Typographic history, anatomy of form, type specimens, and grid structures, serve as foundations for the intersections between form and meaning. Typographic projects will range from typographic compositional studies, expressive typography, to information-focused typographic design systems.	**3 Credits**
VCD530	**Print Design** This course introduces students to the roles that graphic design plays in society as shapers of style and ritual within contexts of community and commerce. The class will work collaboratively in the development of concepts, process design, layout, scheduling, production and the construction, expense, and production of the print publication artifact.	**3 Credits**

VCD540	**History of Communication Design** To be determined	**3 Credits**
VCD590	**Masters Thesis in Interdisciplinary Design: Applied** This capstone course celebrates innovation, imagination, and creative solutions to design projects. The objective of this course is to enable students to synthesize design history and theory to demonstrate conceptual understanding of the aesthetic and technical aspects of design that combine inquiry, research, creative problem-solving, and design prototyping.	**3 Credits**
VCD610	**Green Graphic Design** Students will explore sustainable design within the context of graphic design. Through studio projects and exercises students will develop green graphic design standards: material/health selection, production techniques, eco-labeling/packaging, and green branding. Sustainable graphic design strategies while addressing environmental, social and cultural implications within core graphic design practices.	**3 Credits**
VCD620	**Digital Illustration Methods** Digital illustration tools and methods are explored within the context of publication and branding. The contemporary illustrator becomes a conceptual interpreter of content through the potential mixing of primary graphic assets and secondary collected and manipulated graphic assets from digital archives and resources. Methods of information gathering are developed from photography, library, and archival research. This course includes a foundation to Wacom drawing tablet capabilities. Processes and techniques from printmaking, painting, 2-D design, photography and drawing are mediated through digital software and hardware.	**3 Credits**

VCD630	**Information Design** This course examines the role of information design and how it serves society as a tool for communication and shaping agendas. Students apply dynamic solutions that utilize design fundamentals and methods of data visualization that address real world design solutions and operate as effective information tools.	**3 Credits**
VCD650	**Portfolio** 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 LAB Fee	**3 Credits**
VCD670	**Package Design** Packaging design systems combines graphics, fundamentals of marketing and an understanding of form and structure. Packages are evaluated based on creative strategies developed from marketing positions. Individual brand identities are developed which include: naming, type, visual graphics, color schemes, and applied to various forms of packaging and extended lines. Packaging projects range from mass marketed food/beverage, electronic, and household sectors to luxury goods. Additional Fee(s): Course Computing LAB Fee	**3 Credits**
VCD690	**MFA Thesis: Interdisciplinary Design Applied Project** The mastery production components: a self-directed project with an approved thesis topic generated by individual student interest. The final project is completed under joint	**3 Credits**

guidance of the class instructor and an outside advisor. Cross-listed with FDT program. Additional Fee(s): Course LAB Fee

VCD693	**Independent Study** Independent Study ***Pre-requisites*** *Complete the following course:* XXX123 Permission of Instructor	**3 Credits**
WGS101	**Introduction to Women's Studies** 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.	**3 Credits**
WGS101	**Introduction to Women's and Gender Studies** 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.	**3 Credits**
WGS201W	**Feminist Theory** 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. ***Pre-requisites*** *Complete any 1 of the following courses:* WGS101 Introduction to Women's Studies	**3 Credits**

WGS202	**Women's Leadership in the 21st Century** This interdisciplinary seminar provides a foundation in leadership theory and models, including women's diverse ways of leading; women's roles as leaders and agents of change; feminist leadership styles and agendas; and the impact of intersectional identities (such as race, ethnicity, sexuality, and religion and worldview) on leadership styles and agendas. ***Pre-requisites*** *Complete any 1 of the following courses:* CST183 Representations of Race and Gender	**3 Credits**
WGS322W	**Social Welfare: Women and Policy** 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.	**3 Credits**
WST101	**Introduction to Women's Studies** 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.	**3 Credits**