

course catalog / 2019-2020 catalog

2019-2020 Course Catalog

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Mission and Vision

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.

Accreditation

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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 \(ACOTE\)](#)
- [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 \(IACBE\) \(MBA, MAcc, Undergraduate Business \)](#)
- [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.

Traditions

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

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.

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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

###a href="Download" class="redactor-linkify-object"><https://my.chatham.edu/documen...>

Non-Discrimination and Grievance Procedure

Awards & Accolades

Chatham is proud of the recognitions we've garnered, locally, nationally, and internationally. This page offers a selection of our awards and accolades.

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Chatham routinely ranks within the top 25 universities in the world for sustainability as measured by the Association for the Advancement of Sustainability in Higher Education ([AASHE](#))'s **Sustainability Tracking**,

Assessment & Rating System (STARS).

Chatham University was selected for the *Princeton Review's* 2019 **Green Honor Roll** for receiving a score of 99 (the highest possible score) in the 2019 Green Rating tallies. Only 26 schools out of 648 colleges were selected for this honor.

Chatham University has been recognized as a college that is a best place to learn, to grow, and to succeed by **Colleges of Distinction**. Chatham's inclusion was determined through criteria focusing on excellence in engagement, teaching, community, and outcomes – the aspects that have been shown to result in effective undergraduate education.

For five consecutive years, Chatham University has been admitted to the **President's Higher Education Community Service Honor Roll** (2011, 2012, 2013, 2014, 2015) for engaging its students, faculty, and staff in meaningful service that achieves measurable results in the community.

Chatham is consistently ranked as a **best college** by *U.S. News & World Report* and among the top master's-level institutions in the Northeast by *The Princeton Review*. Chatham was also ranked as a Best Value School in the same category in 2019.

Chatham University's Eden Hall Campus and K-12 Program received a 2018 Best of Green Schools Award from the Center for Green Schools at the U.S. Green Building Council (USGBC), in collaboration with the Green Schools National Network (GSNN).

Eden Hall Campus was recognized nationwide with a 2018 Education Facility Design Award of Excellence from the American Institute of Architects.

Chatham has been recognized as a **Tree Campus USA** for seven years running (2012-2018) in recognition of the University's commitment to promoting healthy trees and engaging students and staff in the spirit of conservation.

In 2019, *Sierra Magazine*, the official publication of the Sierra Club, ranked Chatham University as the country's **14th greenest university** in its annual ranking of the nation's Cool Schools. This is the fifth year in a row that Chatham has earned this top 25 honor.

In 2013, Chatham received a prestigious **Climate Leadership Award** from Second Nature, a nonprofit that works to create a healthy, just, and sustainable society by transforming higher education. Also in 2013, the International Sustainable Campus Network honored Chatham with a Sustainable Campus Excellence Award, the only North American institution so honored that year.

Chatham has been recognized by the U.S. Green Building Council, the U.S. Environmental Protection Agency (2012, 2013), and the Citizens for Pennsylvania's Future (2011), and was the first university in Pennsylvania to be recognized by the League of American Bicyclists as a Bike Friendly University.

Chatham was **ranked ninth in the country in undergraduate participation in study abroad** among the Top 40 Master's Colleges and Universities (based on the 2010 Carnegie Classification of Institutions of Higher Education) in the 2012 Open Doors Report. It placed in the Top 50 in 2015.

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

Chatham's online programs were recently ranked as one of the "Best Online Colleges in Pennsylvania for 2018" by The Best Colleges. **Chatham was also ranked #2 for "Most Affordable Online Colleges in Pennsylvania"** across all accredited colleges in PA that were reviewed.

In 2018, Chatham's graduate and undergraduate nursing programs earned a **"Best Online Program"** ranking by *U.S. News & World Report*. The MSN and DNP programs were ranked in the top 100 of all online programs.

In 2007, *Poets & Writers* named Chatham's MFA in Creative Writing 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 the "Four top schools you should consider" and in 2009, named it one of ten programs that offer a specialty focus.

Chatham is **one of only five universities in our region to have a Phi Beta Kappa chapter**, the most prestigious national undergraduate honors society.

Chatham's Board of Trustees was one of six institutions honored with the 2016 John W. Nason Award for Board Service by the Association of Governing Boards of Universities and Colleges.

Chatham's Women's Business Center, hosted by The Center for Women's Entrepreneurship at Chatham University, was selected by the U.S. Small Business Administration as the 2018 Women's Business Center of the Year.

Chatham University has been recognized as a university committed to increasing college student voting rates with the recognition of a "silver seal" award from the ALL IN Campus Democracy Challenge.

In 2019, Chatham was proud to have celebrated its **150th anniversary**.

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Catalog Disclaimer

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.

Admission Info

We strive to make applying to Chatham as convenient, simple and easy as possible.

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Get Started

It's a great time to be a Chatham Cougar! **Select your student type from the list below to review important details on applying to Chatham.** Ready to apply? Hit the button below.

Apply Today

Have questions about the admission process? Contact us!

800-837-1290

undergraduate@chatham.edu

Your student type:

[Current High School Student](#)

[Transferring From Another College](#)

[Online Student](#)

[International Student](#)

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▶ [Transfer Students](#)

Transfer Students

Admission information for those transferring from another college or university.

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View Admission Steps

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undergraduate@chatham.edu

Contact Us



Requirements



Deadlines



Apply



Financial Aid





Let us know you are interested! Fill out an inquiry form or schedule a visit to campus to learn more about our school and academic programs. Each transfer student is assigned their own Transfer Admissions Counselor who will help you through the admissions process, remind you of important deadlines, and assist you in submitting your transcripts to make sure you get credit for previous coursework.

- [Contact Us](#) →
- [Request Info](#) →
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Next Step:

Requirements



Requirements

Transfer student applicants must submit the following:

- Completed [application for admission](#)
- Official academic transcripts from all past colleges and universities in which the student was enrolled
- 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 a professor, community member, employer, etc.
- ***Transfer students with more than 24 transferrable credits do not need to provide their official high school transcript or test scores.***

Students with fewer than 24 credits 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.

General Education Requirements

Chatham University requires undergraduate students to complete a minimum of 40 credits of general education as specified by the Pennsylvania Department of Education. Students transferring to the University who have completed 40 credits of general education at an accredited institution of higher learning will be considered to have completed their general education requirements.

Submission of Credits

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.

Articulation Agreements

If you are transferring credits, we have Articulation Agreements with a number of schools to make the process easier and your hard work count.

[Contact Us](#) →

Next Step:

[Deadlines](#)



Undergraduate admissions at Chatham University has a rolling deadline, we will accept your application to study with us at any time of the year! However, there are important deadlines for priority housing and class registration.

Housing

To have priority housing at Chatham University for the fall term, students must **deposit by May 1**. Once deposited, students will receive a housing questionnaire that will help place them with potential roommates and assign them a residence hall.

Class Registration

New student registration days begin in March for fall terms and November for spring term starts. Students **must be deposited to register for classes**. Registration occurs on a first-come first-serve basis; the earlier you are able to deposit, the sooner you will be able to meet with an academic advisor and choose your classes for the upcoming term.

Next Step:

[Apply](#)



This application is for students applying to Chatham's Bachelor-level **undergraduate programs and integrated degree programs**. The links to your right will redirect you to [The Common Application](#) or the [Chatham Undergraduate Application](#).

[Apply to Chatham →](#)

The Common Application will allow you to apply to multiple schools at once while the Chatham Application is specific to our school and our requirements for admission.

Next Step:

[Financial Aid](#)



Chatham University is proud to offer both need-based grants and merit-based scholarships to incoming undergraduate students. Merit-based scholarships are awarded to student upon acceptance into Chatham University. Additional scholarships you can apply to receive can be found on our [Scholarships & Grants page](#).

[Undergraduate Scholarships & Grants →](#)
[Loans and Payment Options →](#)

Our Financial Aid office is designed to assist you with the financial aid process, including submitting your FAFSA, applying for loans, payment options and many other topics. Please use the links to the right to easily navigate all of Chatham's financial aid information.

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▶ [International Students](#)

International Students

Admission information for citizens of a country other than the United States.

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View Admission Steps

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800-837-1290

undergraduate@chatham.edu

Contact Us



Requirements



Deadlines



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Financial Aid





Let us know you are interested! Send us an e-mail or fill out an inquiry form to learn more about our school and academic programs.

[Contact Us](#) →

[Request Info](#) →

Next Step:

Requirements



International student applicants must submit the following:

- Completed online application for admission
- Admissions essay or personal statement
- All official secondary and postsecondary transcripts, mark sheets or records. Original transcripts and official English translations are required for non-English institutions. Professional credential evaluation may be required for non-U.S. postsecondary academic records.
- Official test scores - TOEFL or IELTS(Chatham code: 2081), ITEP, PTE, ACTFL, or STEP
- SAT and ACT scores (optional)
- One letter of recommendation
- Copy of passport photo page (with identification information)
- Copy of immigration documents (if currently living in the United States)
- Proof of financial support (official bank statement, signed bank letter, or financial guarantee indicating enough funds to cover the first year of education at Chatham).

[Application for Admission](#) →

Transcript Evaluation Policy

Credentials from an educational system other than the United States will be reviewed initially by a Chatham in-house credential evaluator. Applicants may be required to have their transcripts evaluated by a foreign credential evaluation service such as NACES, ECE, WES, or IERF. Any costs incurred for the professional evaluation are the responsibility of the applicant.

If applicants are transferring from a US institution, official college transcripts from all colleges attended must be submitted to Chatham University.

English Language Proficiency Requirements

Students who have studied in the United States, United Kingdom, Canada (not including Quebec), Ireland, New Zealand, Australia or an English-speaking Caribbean island may be exempt from submitting English Language Proficiency requirements. All other international applicants **whose first language is not English** must meet one of the following language proficiency requirements for regular admission to Chatham University.

Test of English as a Foreign Language (TOEFL)

- Internet-based test: score of 79
- Paper-based test: score of 550

International English Language Testing System (IELTS)

- Score of 6.5 or higher

International Test of English Proficiency (ITEP)

- Score of 3.8 or higher

Pearson Test of English (PTE)

- Score of 53 or higher

American Council of Teaching of Foreign Languages (ACTFL)

- Low Advanced level or higher

Conditional Admission based on Language Proficiency

Students with acceptable academic credentials who do not meet language proficiency requirements may be admitted under conditional admission through the English Language Program. All conditionally admitted students are required to take an English placement exam upon arrival and may be required to take supplemental courses.

IELTS	TOEFL IBT	TOEFL ITP	ELP Level
3.5	~32	~400	Low Intermediate
4.5-5.0	~45	~450	Intermediate
5.5	60-71	497-525	Higher Intermediate
6.0	71-79	525-547	Pathways (100-level courses)

Proof of Finance

US government regulations require that all students prove the availability of sufficient funding to meet their educational expenses for the first year of study. Each student must consider how they will fund their studies for the entire length of their academic program. Proof of financial support may include:

- an official bank statement showing available funds
- a signed bank letter verifying available funds
- an official Financial Sponsorship Letter
- an affidavit of support completed by a non-parental sponsor

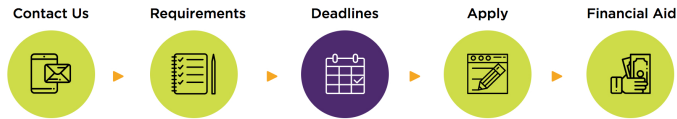
Transfer Students

Students who have attended accredited colleges and universities may apply as transfer students. Transfer students must submit all of the application requirements listed above, with the following considerations:

- Secondary school records are not required if applicant will complete 24 credits before matriculation.
- Language Proficiency can be satisfied with completion of 24 credits or more at universities in the United States, United Kingdom, Canada (not including Quebec), Ireland, New Zealand, Australia or an English-speaking Caribbean island

Next Step:

[Deadlines](#)



In order to support successful application and enrollment into Chatham as an international student, we recommend the following application deadlines:

- November 1 for spring enrollment
- June 1 for fall enrollment

Housing

To have priority housing at Chatham University for the fall term, students must **deposit by May 1**. Once deposited, students will receive a housing questionnaire that will help place them with potential roommates and assign them a residence hall.

Class Registration

New student registration days begin in March for fall terms and November for spring term starts. Students **must be deposited to register for classes**. Registration occurs on a first-come, first-serve basis; the earlier you are able to deposit, the sooner you will be able to meet with an academic advisor and choose your classes for the upcoming term.

Next Step:

[Apply](#)



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[Application for Admission →](#)

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Next Step:

[Financial Aid](#)



Chatham University is proud to offer merit-based scholarships to incoming international undergraduate students. Merit-based scholarships are awarded to students upon acceptance into Chatham University.

[Undergraduate Scholarships & Grants →](#)

Additional need-based grants and federal United State government loans are not available to international students. Our Financial Aid office will be happy to assist you with the details and options around financial aid for international students.

Non-Degree-Seeking

It's possible to take up to 12 credits in any program—graduate or undergraduate—at Chatham as a non-degree-seeking student. [Apply here](#). If you're looking to quickly acquire valuable skills, Chatham also offers affordable, 12-credit [online graduate certificates](#) in Healthcare Informatics, Healthcare Analytics, Technical and Grant Writing, and in Web Development.

In this section



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Non-degree-seeking students include visiting high school dual enrollment students, Pittsburgh Consortium of Higher Education (PCHE) students, visiting college students outside of

PCHE, or adult students wishing to take courses for continuing education.

Non-degree applications for both undergraduate and graduate course study are accepted.

Students taking classes in one of Chatham's 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 12 credits before having to enroll in the program, at which time they become Degree-Seeking Students eligible for financial aid as either an undergraduate or a graduate student.

Cost Per Credit

Undergraduate Non-Degree Seeking Students ---

2019-2020 cost per credit for undergrad: \$906

2020-2021 cost per credit for undergrad: \$934

Dual Enrollment, College in High School ---

2019-2020 and 2020-2021 College in High School (dual enrollment) Non Degree Seeking students:

\$250 cost per credit

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Transfer Students

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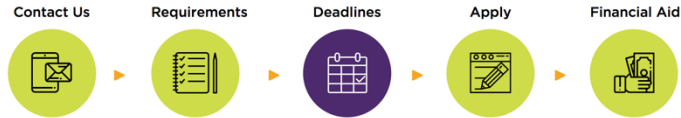
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[Contact Us](#) →



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Nursing (Pathways to Nursing)

[Homepage](#) ▶ [Academics](#) ▶ [Undergraduate Degrees](#) ▶ Bachelor of Science in Nursing



Nursing (Pathways to Nursing) Overview

Chatham University and UPMC Shadyside School of Nursing are proud to offer Nursing (Pathways to Nursing), a collaborative track to a Bachelor of Science in Nursing (BSN) degree. Nursing (Pathways to Nursing) prepares world-ready nurses to develop the skills necessary in today's healthcare system. In four years, a Nursing (Pathways to Nursing) student can graduate with a BSN, RN license, and a year of work experience as an RN.

- Take general education and science courses at [Chatham's Shadyside Campus](#), and prelicensure nursing courses at [UPMC Shadyside School of Nursing \(SSON\)](#).
- You will officially become a Chatham RN-to-BSN student when you pass the NCLEX-RN during your third (junior) year and become an RN.
- After successfully passing the NCLEX-RN you will enter Chatham's accredited online RN-BSN program for your final (senior) year.

Degrees Offered

BS

Program School

School of Health Sciences

Chatham's Pathways to Nursing Program

Take an “inside look” at UPMC Shadyside School of Nursing (SSON), part of a partnership exclusive to Chatham University’s unique Nursing (Pathways to Nursing) BSN degree. Nursing (Pathways to Nursing) students take undergraduate courses at Chatham and their nursing courses at SSON.

Watch the Video

Explore the Nursing (Pathways to Nursing) Degree:

Program Highlights

- Get the most out of Chatham's excellent science curriculum, our 150-year heritage of education, and the ability to experience the full undergraduate experience, including residential life, student activities and all the added benefits of living in Pittsburgh – consistently voted one of America's and the world's most livable cities.
- Chatham and UPMC SSON offer dedicated nursing faculty (not teaching assistants) and the same academic advisor for all four years.

- Earn your nursing diploma through UPMC SSON, a National League for Nursing Center of Excellence in Nursing Education and accredited by the Accreditation Commission for Education in Nursing.
- Chatham's RN-BSN program is fully accredited by the Commission on Collegiate Nursing Education.

Sample Courses & Curriculum

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.

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.

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.

[View Full Curriculum](#)

Admission Requirements

Applications for admission to the Chatham University Nursing (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
- High school GPA of 3.0 or greater

- SAT > 1050 or ACT > 21 or TEAS test score of “proficient” or higher.
Offered by ATI and required for admission to UPMC Shadyside School of Nursing.

If accepted for admission to UPMC Shadyside School of Nursing, 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 Nursing (Pathways to Nursing), all students are required to satisfy the requirements for participation in clinical rotations including background checks and a health screening, and a current CPR certification.

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 Nursing (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” and assign a new advisor if the appropriate documentation is not completed within the timeframe designated in the notification letter.

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.

Faculty

If one word could best sum up Chatham's faculty, it would be engaged. Professors bring experiences to relate the course lessons to real-world situations.

Full Faculty



Diane Hunker

Program Director of Nursing, DNP
Program Coordinator & Professor



Emily Hopkins

Associate Professor, MSN Program
Coordinator, IRB Co-Chair



Julie Slade

Assistant Professor
Coordinator

State of the Art Facilities and Practices

UPMC Shadyside School of Nursing offers a state-of-the-art human simulation lab and a curriculum based on quality and safety principles.

Careers and Future Development

Once you earn your degree, you will have opportunities for career placement at facilities like UPMC Shadyside Hospital, a Magnet® recognized facility. You can also advance your career potential with a Master of Science in Nursing (MSN) and a Doctor of Nursing Practice (DNP) degree from Chatham University.

In Touch Newsletters

Learn about nursing student and faculty accomplishments, alumni achievements, and various activities that occurred over the last academic year—in Pittsburgh, and all over the country.

Learn More

Nursing (RN-BSN, Online)

[Homepage](#) ▶ [Academics](#) ▶ [Undergraduate Degrees](#)



▶ Bachelor of Science in Nursing for RNs (RN-BSN)

Nursing (RN-BSN, Online) Overview

Chatham University's Nursing (RN-BSN, Online) program is delivered **fully-online and is designed to offer working professional nurses skills that can be immediately implemented into practice**. Earning your BSN will increase your professional knowledge and nursing skills while adding tremendous flexibility and mobility to your career. Chatham is well known for preparing nursing professionals for successful careers, and the interactive nature of the courses will provide you with valuable professional networking opportunities. The degree and additional knowledge you gain will enhance your leadership and professional skills. The program also provides you with a gateway for furthering your education.

Degrees Offered

BS

Program School

School of Health Sciences

CREDITS REQUIRED

Varies

The number of credits required to complete the RN-BSN program varies based on individual academic history. Please contact Admissions for your credit evaluation.

COST PER CREDIT

\$562

Cost consists of **program tuition** (cost per credit times number of credits) as well as any applicable University and degree-specific fees.

EXPAND YOUR EDUCATION

Graduate Certificate

Once your RN-BSN is completed, further your education with the **Nurse Educator Certificate**. It can be completed in two terms, pending course availability, for a total of 12 credits.

NATIONAL RECOGNITION

Accreditation

The RN-BSN, MSN, and DNP programs at Chatham University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-463-6930.

Explore the RN-BSN Degree:

Building upon a liberal arts foundation, the Nursing (RN-BSN, Online) 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.

Program Highlights

- You may transfer up to 90 credit hours of college level courses into the program. A minimum of 30 credits, including the 26 required core Nursing (RN-BSN, Online) credits, must be completed at Chatham University. Students who have earned a previous bachelor's degree from an accredited institution of higher education and an Associate or Diploma degree from a nursing program, may transfer in 94 credits, pending a transcript review.
- The 26 required core Nursing (RN-BSN, Online) credits are offered through online courses and are delivered in an accelerated, seven-week format.
- Choose to pursue an optional minor (18 credits) in business or psychology.
- Explore areas related to women's health, geriatric care, health policy and finance, as well as scholarship for evidence-based practice. In addition, you will be completing course-related activities to fulfill the practice experience requirements.
- New students are admitted to the program six times per year.
- Students may choose to take classes as a full-time or part-time student.
- Chatham's distinctive Nursing (Online RN-to-BSN) program is fully accredited by the Commission on Collegiate Nursing Education.

Sample Courses & Curriculum

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 inter-professional communication will be emphasized.

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.

Scholarship for Evidence-Based Practice

This course is designed to enable students to critically review nursing research, choose a relevant clinical issue to examine, explore literature, and utilize nursing research in clinical practice. Ethical principles of nursing research, particularly the protection of human subjects and other ethical accountabilities focusing on research utilization and evidence-based practice, will be explored.

[View Full Curriculum](#)

Admission Requirements

Applicants 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

Additional Information

Articulation Agreements

Chatham University currently holds an articulation agreement with various institutions of higher education.

[Learn More](#)

Scholarship Information

A limited number of nursing scholarships may be available. For information about potential scholarships visit our [Scholarships & Grants](#) page. A FAFSA form must be completed and on file to be considered for

scholarships. To fill out the FAFSA, please visit [their website](#) (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 may have 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

“

The Nursing (RN-BSN, Online) program offers students a unique opportunity to enhance their professional knowledge and skills in an online environment, while they continue to work full-time and live their personal lives. Dedicated faculty and staff offer their skills and talents to the students in support of them reaching their educational goals.

—JULIE SLADE, DNP, RN, assistant professor of nursing

”

Our Faculty

If one word could best sum up Chatham's faculty, it would be engaged. Professors bring experiences to relate the course lessons to real-world situations.

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BSN Program Coordinator

Scholarships

The AfterCollege/AACN Scholarships support students who are seeking a baccalaureate, masters or doctoral degree in nursing. Eight \$2,500 scholarships will be awarded throughout the year. The application deadlines are January 31, April 30, July 31, and October 31. A limited number of other nursing scholarships may be available. A FAFSA form must be completed and on file to be considered for the scholarship. To fill out the FAFSA, please visit their website and use school code: 003244.

School of Health Sciences

The RN-BSN is a program within Chatham's School of Health Sciences. The School of Health Sciences has developed a strong reputation for its sought-after healthcare professionals. From high first-time licensure rates to advanced clinical aptitude, our graduates enter their careers ready to meet the needs of patients and contribute to improving the quality of care their organizations deliver.

[Learn More](#)

Nurse Educator Certificate

Once your RN-BSN is completed, further your education at Chatham with the Nurse Educator Certificate. This a 12-credit certificate can be completed in two terms, and provides the nurse with the basic educational tools necessary to teach nursing and/or nurses in an academic or clinical setting.

[Learn More](#)

In Touch Newsletters

Learn about nursing student and faculty accomplishments, alumni achievements, and various activities that occurred over the last academic year—in Pittsburgh, and all over the country.

[Learn More](#)

Explore areas related to women's health, geriatric care, health policy and finance, completing course-related activities to fulfill the practice experience requirement

1 / 2

First-Year Students

Admission information for those applying from high school.

In this section

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▶ [First-Year Students](#)

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Admission Info

To get started, review the steps and details at the bottom of the

page. When ready, begin your application at the link below.

[View Admission Steps](#)

Have questions about the admission process? Contact us!

800-837-1290

undergraduate@chatham.edu

Contact Us

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Financial Aid



Let us know you are interested! Fill out an inquiry form or schedule a visit to campus to learn more about our school and academic programs. Each student is assigned their own Admissions Counselor who will help you through the admissions process, remind you of important deadlines, and keep you updated on your application status.

- [Contact Us](#) →
- [Request Info](#) →
- [Visit Campus](#) →

Next Step:

Requirements



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).

The Office of Admission reviews each application in its entirety using a holistic review process to determine whether a student will thrive at Chatham. Since not all students showcase their abilities in the same way, each application is given careful consideration before an admission decision is reached.

First-year student applicants must submit the following:

- Completed application for admission
- Official high school transcripts
- SAT (Chatham code: 2081) or ACT (Chatham Code: 3538) scores
- Essay or writing sample
- One or more letters of recommendation from guidance counselor or teachers.

- Requirements Links**
- [Application for Admission](#) →

Next Step:

Deadlines



Undergraduate admissions at Chatham University has a rolling deadline, we will accept your application to study with us at any time of the year! However, there are important deadlines for priority housing and class registration.

Housing

To have priority housing at Chatham University for the fall term, students must **deposit by May 1**. Once deposited, students will receive a housing questionnaire that will help place them with potential roommates and assign them a residence hall.

Class Registration

New student registration days begin in March for fall terms and November for spring term starts. Students **must be deposited to register for classes**. Registration occurs on a first-come first-serve basis; the earlier you are able to deposit, the sooner you will be able to meet with an academic advisor and choose your classes for the upcoming term.

Next Step:

Tests



Test Score Submission

To submit your standardized test scores, please use the following codes:

- SAT (Chatham code: 2081)
- ACT (Chatham Code: 3538) scores

Test Optional Policy

Students may apply using our test optional policy and choose not to submit their standardized test scores at the time of application. Minimum cumulative GPA for test optional consideration: 3.0 on a 4.0 scale. If not submitting their scores, in addition to the required application materials, applicants must submit the following:

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

Next Step:

Apply



This application is for students applying to Chatham's Bachelor-level **undergraduate programs and integrated degree programs**. The links to your right will redirect you to [The Common Application](#) or the Chatham Undergraduate Application.

The Common Application will allow you to apply to multiple schools at once while the Chatham Application is specific to our school and our requirements for admission.

Apply Now!

[Apply to Chatham →](#)

Next Step:

[Financial Aid](#)



Chatham University is proud to offer both need-based grants and merit-based scholarships to incoming undergraduate students. Merit-based scholarships are awarded to student upon acceptance into Chatham University. Additional scholarships you can apply to receive can be found on our [Scholarships & Grants page](#).

Our Financial Aid office is designed to assist you with the financial aid process, including submitting your FAFSA, applying for loans, payment options and many other topics. Use the links to the right to navigate all of Chatham's financial aid information.

For more information

[Undergraduate Scholarships & Grants →](#)

[Loans and Payment Options →](#)

Integrated Degrees

Earn your spot for a graduate degree from day one.

In this section



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▶ **[Integrated Degrees](#)**

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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 brochure for more information about recommended undergraduate/graduate program combinations and maintaining guaranteed admission. If you have any questions, please reach out to a Chatham admissions counselor at 800-837-1290.

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.

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 our competitive health and lab science programs.

Learn More

Programs in the School of Arts, Science, and Business and in the 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.

Learn More

Transfer Students & 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.

Learn More

Collaborations With Other Schools

Chatham also offers a number of collaborations with other universities and institutions that allow students to be guaranteed admission, speed time to graduation with an advanced degree, and save money.

Learn More

Admission Info

We strive to make applying to Chatham as convenient, simple and easy as possible.

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Get Started

Thank you for your interest in a graduate program at Chatham University. **Select your student type from the list below to review important details on applying to Chatham.** Ready to

apply? Hit the button below.

Apply Today

Have questions about the admission process? Contact us!

412-365-1825

graduate@chatham.edu

I'm applying as a:

An on-campus grad student

An online grad student

An international grad student

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 Arts in Teaching \(M.A.T.\)](#)
- [Master of Arts/Master of Fine Arts in Interdisciplinary Design \(MA/MFA\)](#)
- [Master of Arts in Biomedical Studies \(MABS\)](#)
- [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 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 \(DNP\)](#)
- [Doctor of Occupational Therapy, Entry Level \(OTD\)](#)
- [Professional Doctorate of Occupational Therapy, Post-Professional \(OTD\)](#)
- [Doctor of Physical Therapy Program \(DPT\)](#)
- [Doctor of Psychology in Counseling Psychology Program \(PsyD\)](#)
- [Master of Arts in Psychology \(MA\)](#)
- [Master of Physician Assistant Studies Program \(MPAS\)](#)
- [Masters of Science in Athletic Training \(MSAT\)](#)
- [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 \(MSUS\)](#)

International Students

Admission information for citizens of a country other than the United States applying to a graduate program at Chatham.

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Graduate Students

To get started, review the steps and details at the bottom of the page. When ready, begin your application at the link below.

View Admission Steps

Have questions about the admission process? Contact us!

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graduate@chatham.edu

Contact Us

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Let us know you are interested! Send us an e-mail, fill out an inquiry form or attend an info session (online or on-campus) to learn more about our school and academic programs. Each prospective student is assigned to a Graduate Admissions Counselor specific to your program who will help you through the admissions process, remind you of important deadlines, and keep you updated on your application status.

- [Contact Us →](#)
- [Request Info →](#)
- [Attend an Info Session →](#)

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[Requirements](#)



Each graduate program has specific application requirements that will give us insight on your ability to succeed at Chatham. Follow the link on the right to view the requirements and application components for your graduate program of interest.

[View Graduate Programs →](#)

Application Requirements

The following documents are required in order to complete the application:

- Completed Graduate Student Application for Admission. Students applying to the Master of Physician Assistant Studies, Master of Occupational Therapy, Doctor of Physical Therapy or Master of Athletic Training must apply using the Centralized Application System (CAS).
- All official postsecondary transcripts, mark sheets, and degree conferrals. Original transcripts and official English translations are required for non-English institutions. Professional credential evaluation may be required for non-U.S. postsecondary academic records.
- Copy of passport photo page (with identification information)
- Copy of immigration documents if living in the U.S.
- Official test scores - TOEFL or IELTS (Chatham code: 2081), ITEP, PTE or ACTFL
- Application requirements are outlined by each program.
- Official bank statement, signed bank letter or financial guarantee verifying sufficient funds to cover the full cost of the first year of education at Chatham University.

Transcript Evaluation Policy

Applicants are required to have their transcripts evaluated by WES, a foreign credential evaluation service. Any costs incurred for the professional evaluation are the responsibility of the applicant.

English Language Proficiency Requirements

Students who have graduated from a baccalaureate or master's program in the United States, United Kingdom, Canada (not including Quebec), Ireland, New Zealand, Australia or an English-speaking Caribbean island country are exempt from submitting English Language Proficiency requirements. All other international applicants **whose first language is not English** must meet one of the following language proficiency requirements for regular admission to Chatham University. Select programs require higher minimum language proficiency test scores than listed below.

Test of English as a Foreign Language (TOEFL)

- Internet-based test: score of 79
- Paper-based test: score of 550

International English Language Testing System (IELTS)

- Score of 6.5 or higher

International Test of English Proficiency (ITEP)

- Score of 3.9 or higher

Pearson Test of English (PTE)

- Score of 58 or higher

American Council of Teaching of Foreign Languages (ACTFL)

- Low Advanced level or higher

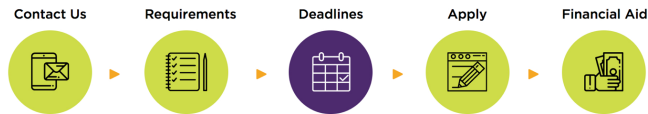
Conditional Admission based on Language Proficiency

Students with acceptable academic credentials who do not meet language proficiency requirements may be admitted under conditional admission through the English Language Program. All conditionally admitted students are required to take an English placement exam upon arrival and may be required to take supplemental courses.

IELTS	TOEFL IBT	TOEFL ITP	ELP Level
3.5	~32	~400	Low Inter
4.5-5.0	~45	~450	Inter
5.5	60-71	497-525	Higher Intermediate
6.0	71-79	525-547	Advanced (100-level courses)

Next Step:

[Deadlines](#)



Application deadlines for our graduate school vary by program. Check out our dates for priority, fall, spring, and summer applications for each program.

Program	Priority	Fall	Spring	Summer
ACCOUNTING (MAcc)	NA	July 1	November 1	April 1
BIOLOGY (MS)	January 15	July 1	December 1	April 1
BUSINESS ADMINISTRATION (MBA)	NA	July 1	November 1	April 1
COMMUNICATION (MComm)	January 15	July 1	December 1	NA
COUNSELING PSYCHOLOGY (MSCP)	NA	July 1	November 1	NA
COUNSELING PSYCHOLOGY (PsyD)	January 15	NA	NA	NA
CREATIVE WRITING (MFAW): Full residency	January 15	April 1	NA	NA
CREATIVE WRITING (MFAW): Low residency	January 15	April 15	December 1	NA
FILM AND DIGITAL TECHNOLOGY (MFAFDT)	January 15	April 1	November 1	NA
FOOD STUDIES (MAFS)	February 1	June 15	November 1	NA
FOOD STUDIES & BUSINESS ADMINISTRATION (MAFS + MBA)	February 1	June 15	November 1	NA
GREEN CHEMISTRY (MSGC)	NA	April 1	November 1	NA
HEALTHCARE INFORMATICS (MHI)	NA	July 1	NA	NA
INTERDISCIPLINARY DESIGN (MA/MFA)	January 15	April 1	December 1	NA
INTERIOR ARCHITECTURE (MIA)	January 15	July 1	December 1	NA
INTERIOR ARCHITECTURE (MSIA)	NA	July 1	December 1	NA
NURSING (MSN)	NA	July 1	December 1	NA
NURSING (DNP)	NA	July 1	November 1	NA
PROFESSIONAL DOCTORATE OF OCCUPATIONAL THERAPY (OTD)	NA	July 15	November 15	NA
PROFESSIONAL DOCTORATE OF OCCUPATIONAL THERAPY BRIDGE PROGRAM (OTD)	NA	July 15	NA	NA
PROFESSIONAL WRITING (MPW)	NA	NA	NA	NA
PSYCHOLOGY (MAP)	NA	July 1	November 1	NA
SPECIAL EDUCATION (MEd)	NA	July 1	NA	April 1
SUSTAINABILITY (MSUS)	NA	July 1	November 1	NA
SUSTAINABILITY & BUSINESS ADMINISTRATION (MSUS + MBA)	February 1	July 1	November 1	NA
TEACHING (MAT)	NA	July 1	NA	April 1

Next Step:

[Apply](#)



Graduate Application

All applicants to Chatham's graduate programs will use Chatham's application with the exception of the entry-level Occupational Therapy, Physical Therapy, Physician Assistant Studies, and Athletic Training programs. Chatham accepts application to these programs through the Central Application Service for each program. Direct links are here:

[Chatham Graduate Application →](#)

[Master of Physician Assistant Program \(CASPA\)](#)

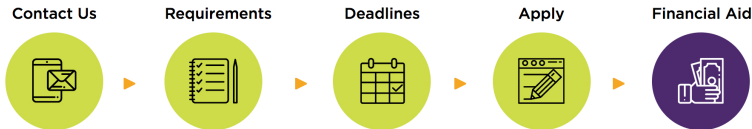
[Doctorate of Physical Therapy \(PTCAS\)](#)

[Doctorate of Occupational Therapy \(OTCAS\)](#)

[Master of Athletic Training \(ATCAS\)](#)

Next Step:

[Financial Aid](#)



Types of Graduate Aid

Assistantships and Fellowships

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 →](#)

[Loans & Payment Options →](#)

Alumni Discount Program

Chatham University is pleased to offer Chatham alumni holding an undergraduate degree from Chatham University a special 20% tuition reduction benefit for most graduate programs at Chatham University. Check to see if your program is eligible for this discount!

Corporate Discount 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. Check out our list of partners to see if you are eligible!

Student Loan Programs

United State government student loans are not available to international students. Our Financial Aid office will be happy to assist you with the details and options around financial aid for international students.

On-Campus Students

Admission information for those applying to an on-campus graduate program.

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BUSINESS ADMINISTRATION (MBA)	NA	July 1	November 1	April 1
COMMUNICATION (MComm)	January 15	July 1	December 1	NA
COUNSELING PSYCHOLOGY (MSCP)	NA	July 1	November 1	NA
COUNSELING PSYCHOLOGY (PsyD)	January 15	NA	NA	NA
CREATIVE WRITING (MFACW): Full residency	January 15	April 1	NA	NA
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FILM AND DIGITAL TECHNOLOGY (MFAFDT)	January 15	April 1	November 1	NA
FOOD STUDIES (MAFS)	February 1	June 15	November 1	NA
FOOD STUDIES & BUSINESS ADMINISTRATION (MAFS + MBA)	February 1	June 15	November 1	NA
HEALTHCARE INFORMATICS (MHI)	NA	July 1	NA	NA
INTERDISCIPLINARY DESIGN (MAID)	January 15	April 1	December 1	NA
INTERIOR ARCHITECTURE (MIA)	January 15	July 1	December 1	NA
INTERIOR ARCHITECTURE (MSIA)	NA	July 1	December 1	NA
NURSING (MSN)	NA	July 1	December 1	NA
NURSING (DNP)	NA	July 1	November 1	NA
OCCUPATIONAL THERAPY, POST-PROFESSIONAL (OTD)	NA	July 15	November 15	NA
OCCUPATIONAL THERAPY, POST-PROFESSIONAL BRIDGE (OTD)	NA	July 15	NA	NA
PROFESSIONAL WRITING (MPW)	NA	NA	NA	NA
PSYCHOLOGY (MAP)	NA	July 1	November 1	NA
SPECIAL EDUCATION (MEd)	NA	July 1	NA	April 1
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Student Loan Programs

Learn more about federal and private loans and how to compare your options of funding your degree.

[Assistantships and Fellowships →](#)

[Loans & Payment Options →](#)

Online Students

Admission information for those applying to an online graduate program.

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- [Request Info →](#)
- [Attend an Info Session →](#)

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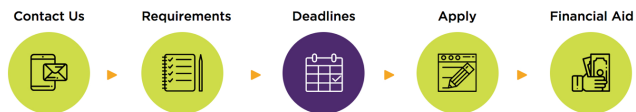


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PROFESSIONAL DOCTORATE OF OCCUPATIONAL THERAPY BRIDGE PROGRAM (OTD)	NA	July 15	NA	NA
PROFESSIONAL WRITING (MPW)	NA	NA	NA	NA
PSYCHOLOGY (MAP)	NA	July 1	November 1	NA
SPECIAL EDUCATION (MED)	NA	July 1	NA	April 1
SUSTAINABILITY (MSUS)	NA	July 1	November 1	NA
SUSTAINABILITY & BUSINESS ADMINISTRATION (MSUS + MBA)	February 1	July 1	November 1	NA
TEACHING (MAT)	NA	July 1	NA	April 1

Next Step:

[Apply](#)



Graduate Application

All applicants to Chatham's online graduate programs will use Chatham's application. Select the link to the right to begin your application.

[Graduate Application →](#)

Next Step:

Financial Aid



Types of Graduate Aid

Assistantships and Fellowships

Graduate Assistantships and Fellowships are currently not available to online graduate students.

Alumni Discount Program

Chatham University is pleased to offer Chatham alumni holding an undergraduate degree from Chatham University a special 20% tuition reduction benefit for most graduate programs at Chatham University. Check to see if your program is eligible for this discount!

Corporate Discount 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. Check out our list of partners to see if you are eligible!

Student Loan Programs

Learn more about federal and private loans and how to compare your options of funding your degree.

[Discount Programs →](#)

[Loans & Payment Options →](#)

Non-Degree-Seeking

It's possible to take up to 12 credits in any program—graduate or undergraduate—at Chatham as a non-degree-seeking student. [Apply here](#). If you're looking to quickly acquire valuable skills, Chatham also offers affordable, 12-credit [online graduate certificates](#) in Healthcare Informatics, Healthcare Analytics, Technical and Grant Writing, and in Web Development.

In this section



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Non-degree-seeking students include visiting high school dual enrollment students, Pittsburgh Consortium of Higher Education (PCHE) students, visiting college students outside of

PCHE, or adult students wishing to take courses for continuing education.

Non-degree applications for both undergraduate and graduate course study are accepted.

Students taking classes in one of Chatham's 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 12 credits before having to enroll in the program, at which time they become Degree-Seeking Students eligible for financial aid as either an undergraduate or a graduate student.

Cost Per Credit

Undergraduate Non-Degree Seeking Students

2019-2020 cost per credit for undergrad: \$906

2020-2021 cost per credit for undergrad: \$934

Dual Enrollment, College in High School

Financial Aid

Our Mission: To provide information, support, and resources necessary to help both current and prospective students finance their Chatham University education.

Chatham University offers both need-based financial aid and merit-based scholarships. More than 98% of our students receive financial assistance from Chatham, with over \$5 million in need-based and merit-based grants and scholarships awarded annually!

The Office of Financial Aid is pleased to announce that we are now sending Financial Aid Award Letters electronically to your Chatham e-mail account. Each student will receive a secured link which can be accessed to obtain the award. From the electronic award letter, you will be able to obtain helpful information about financial aid, apply for loans, and approve or decline your awards.

We are always happy to answer any financial aid questions that you may have, so please e-mail or call should you need assistance!

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

Financial Aid

Braun Hall

1st Floor

412-365-2781 (p)

412-365-1871 (f)

financialaid@chatham.edu

Admission & Aid

[Homepage](#) ▶ Admission & Aid

Find your fit at Chatham. In this section, you'll find everything you need to know about admissions and financial aid.

Undergraduate

Whether you're a high-school student, a transfer student, an international student, or an online student, here you'll find information about requirements, deadlines, financial aid—everything you need to apply to Chatham.

[Learn More](#)

Graduate

It's easy to apply to our over 20 graduate programs in sustainability, the health & lab sciences, business & communication, and the arts & humanities. Click [Learn More](#) to get started.

[**Learn More**](#)

Non-Degree Seeking

Students who wish to take classes at Chatham University 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 course study are accepted.

[**Learn More**](#)

Meet Our Staff

The Office of Admissions is your resource to answer questions about Chatham University, to assist you in the application process, and to help you make the most informed decision possible about your college education.

[**Learn More**](#)

Next Steps

Ready to learn more about Chatham? Explore this page for information on how to request information, schedule a visit, view events, and apply.

[**Learn More**](#)

Plan a Visit

We are delighted that you are planning a campus visit and we hope that your time arrange a personal tour and interview or to RSVP for one of our upcoming events,

[Learn More](#)

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Meet Our Staff

[Homepage](#) ▶ [Admission & Aid](#) ▶ Meet Our Staff

The Office of Admissions is your resource to answer questions about Chatham University, to assist you in the application process, and to help you make the most informed decision possible about your college education.

General Questions

Undergraduate Admissions

800-837-1290
undergraduate@chath...

Graduate Admissions

412-365-1825
graduate@chath...

Undergraduate Admissions

Cassidy Atteberry-Leahy, Undergraduate Admission Counselor

412-365-1315

c.atteberryleahy@chatham.edu

Mitchell Czerniak, Undergraduate Admissions Counselor

412-365-1142

m.czerniak@chatham.edu

Brian Dwyer, Assistant Director of Undergraduate Admissions

412-365-1779

bdwyer@chatham.edu

Drucella Garcia, Undergraduate Admissions Counselor

412-365-1618

d.garcia@chatham.edu

Brandy Gershon, Associate Director of Undergraduate Admissions

412-365-1298

b.gershon@chatham.edu

Rachel McCloskey, Undergraduate Admissions Counselor

412-365-1557

r.mccloskey@chatham.edu

Graduate Admissions

Rachel Fiscus, Graduate Admission Recruiter

412-365-1141

r.fiscus@chatham.edu

Patricia Golla, Assistant Director of Graduate Admissions

412-365-1386

pgolla@chatham.edu

Tyson Schrader, Graduate Admissions Recruiter

412-365-2758

t.schrader@chatham.edu

Melanie Jo Elmer, Assistant Director of Graduate Admissions

412-365-1394

melmer@chatham.edu

Online Admissions

Amy Stoebe, Assistant Director of Graduate Admissions

412-365-1498
a.stoebe@chatham.edu

International Admissions

Alyssa Bixby, Assistant Director of International Admissions

412-365-2736
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Financial Aid

Jennifer Burns, Assistant Vice President of Financial Aid

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412-365-1401
r.blanch@chatham.edu

Sarah Fink, Assistant Director of Financial Aid

412-365-1816
sfink@chatham.edu

Erin Mays, Financial Aid Coordinator

412-365-2775
e.mays@chatham.edu

Leadership

Amy M. Becher, Vice President for Enrollment Management

412-365-1139
abecher@chatham.edu

David Spivey, Assistant Vice President of Graduate Admissions

412-365-2247
d.spivey@chatham.edu

Loans & Payment Options

With financial aid at Chatham, there are lots of ways to pay for college. Here, we go through them with you.

In this section



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Chatham's dedicated financial aid counselors are here to help all students to understand their options in financing their education. Even after you graduate, we are still here to help you with any of your loan repayment questions.

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

Loans & Lenders

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 six 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 U.S. 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 the [Federal Student Aid website](#) 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](#). 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](#), 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 must first complete a Parent PLUS Loan Application online. 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. The Master Promissory Note must only be completed once, but the Parent PLUS Loan Application 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.

Entrance Counseling

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 the Federal Student Aid website
- 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 the [Federal Student Aid website](#)
- 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 the [Federal Student Aid website](#)
- 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

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. 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

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

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. 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.

Know What Questions to Ask and 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?

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.

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.

Payment Options

Payment Methods

Chatham University accepts tuition payments by cash, check or money order made payable to Chatham University, or credit card (MasterCard, American Express, and Discover). Payments may be made online or at the Student Accounts Office in person, by mail, or by phone. Student may also pay online through the student portal. There is a 2% processing fee on the total payment amount for all credit card transactions. This is true for payments completed on the portal as well as in the office. Credit Cards accepted are MasterCard, Discover and American Express. It is very important to remember that you, the student, are ultimately responsible for payment of your student account, regardless of actions taken, or not taken, by your employer.

Tuition Installment Plan Options

Tuition Installment Plans provide families options to finance charges without interest over the course of the year or term. Each of the plans below have a one-time \$25.00 application fee, which is due at time of enrollment into the plan. Chatham University uses ECSI to process and maintain both of our Tuition Installment Plans.

YEAR-BASED (10-Month) Installment Plan: This plan offers ten equal payments of your remaining balance (after financial aid) over the course of the fall and spring terms. Monthly installments begin on July 15, 2020 and continue through April 15, 2021.

TERM-BASED (4-Month) Installment Plan: This plan offers four payments of your remaining balance (after financial aid) over the course of either the fall or spring term. Payments for the fall term begin on July 15, 2020 and end October 15, 2020. Payments for the spring term begin on December 15, 2020 and end on March 15, 2021. Please contact the Office of Student Accounts for additional information regarding the 2020-21 Tuition Installment Plan Options.

Full-Year Tuition Payment Plan and Discount

Undergraduate families have the option of paying their student's full year tuition bill before the start of the fall term. By paying in full on or before July 15, 2020, the family will receive a discount equal to 2% of the total tuition balance due for the fall 2020 and spring 2021 terms. Eligibility Undergraduate students enrolled full-time at Chatham for the fall 2020 and spring 2021 terms are eligible. Students must be registered for classes and in good financial standing with the University. Charges for items not included in tuition must be paid as they become due. Leave of Absence/Withdrawal In the event the student requests and is granted an official leave of absence or withdrawal from the University, a refund of prepaid tuition will be made for the current year in accordance with the Chatham University Institutional Refund Policy. For additional information or to enroll in the Full-Year Tuition Payment Program, please contact Chatham University Office of Student Accounts, Woodland Road, Pittsburgh PA 15232.

Financial Aid Websites

- [PHEAA](#)
- [Department of Education](#)
- [Student Loan Locator](#)
- [FAFSA on the Web](#) (school code: 003244)
- [Pell Grants](#)

Contact Financial Aid

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871

[Email](#)

Contact Student Accounts

If you have questions about student accounts, please contact the Office of Student Accounts located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2719

Fax: 412-365-1834

[Email](#)

Funding Opportunities

Chatham provides several ways to help fund your graduate degree. The resources on this page will guide you through the various funding opportunities available to students.

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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. A limited number are available per

term, and newly-admitted graduate students will be given preference.

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.

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 further information.**

Assistantships & Campus Employment

Assistantship & Fellowship Requirements

- 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 a 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

- The priority deadline to submit an assistantship application is February 15, 2020 for the MA in Creative Writing program and February 1, 2020 for all other graduate programs. Additional applications will be accepted through March 1, 2020 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.

Apply.

Graduate Assistantships for Falk School of Sustainability & Environment

Food Studies and dual degree Food Studies+MBA

Project Assistant

This assistant will support the food studies faculty in organizing thesis submissions, including setting up and maintaining a database of final research projects. The assistant will also assist with organizing speaker events and workshops for the food studies program.

Food Hub Research Assistant

This assistant will work with the faculty to conduct surveys, library research, and informational interviews related to ongoing research on the topic of food hubs. The assistant will develop and may present workshops related to food hubs, and will help develop a guidebook and assessment tools for outreach and future research on the topic.

Teaching Assistantship

This individual will assist the faculty with teaching responsibilities, research activities, and administrative tasks. Specific responsibilities include assisting with course preparation and management; grading; assisting professors during class time; providing students with feedback outside of class time; and conducting literature reviews. There will also be opportunities to lead classes and develop course content.

Community Research Assistant

This assistant will focus on the development of programs and events connecting coursework and community development for the Food Studies program. The assistant will coordinate and help execute an ongoing series of activities for the program, as well as plan and organize events related to food or sustainable agriculture for both Chatham and the local community. This may include (but is not limited to) conferences, workshops, speakers, film viewings, and community discussions.

Food Systems Policy Assistant

This assistant will provide support for research and community work related to local food systems policy analysis and advocacy. Working with city and county government, local non-profits, businesses, and academic partners, assistant will help develop a food system assessment for the city and specific communities within. The assistant will support the faculty member in providing data analysis and policy briefs on food and agriculture issues in the region.

Eden Hall Agroecology Research Assistant

This assistant will work with the faculty to coordinate Chatham research projects on the Eden Hall campus. Responsibilities include (1) comparative research on the ecosystem services provided by different forms of urban to rural agriculture; (2) participatory research with community stakeholders designed to enhance the sustainability of agro-ecological systems, and (3) agro-ecological experiments at the Eden Hall Campus. Tasks include some farm and garden work in order to learn the basics of sustainable agriculture, and a summary analysis of the status of various projects at Eden Hall.

Pedagogy Research Assistant

This assistant will work with the Food Studies faculty to on pedagogy and experiential learning. Work will include gathering and analyzing data on pedagogical practices; conducting literature reviews; managing logistics for research processes; and assisting with other aspects of research as needed.

Sustainability and dual degree Sustainability+MBA

Projects and Events Coordinator

This graduate assistant will assist the Dean in organizing speaker events and workshops for the Falk School of Sustainability, mostly at the Eden Hall campus. The assistant will also set up and maintain a database of student implemented projects within the school, which will include descriptive material and photographs to be used in publicizing the projects through web stories and display posters.

Sustainability Communications Assistant

This graduate assistant has primary responsibility for providing communications materials and content for Chathams institutional sustainability initiatives, including electronic and print; assist the director with program communication and production, including but not limited to events, presentations, publications, and community activities; coordinate the Eco-reps program, leading training and education sessions, providing event guidance and supervision, interfacing with other campus offices for Eco-reps work.

Stream Monitoring Assistant

The graduate research assistant will be primarily tasked with supporting research efforts in the ecological sciences conducted in the Falk School of Sustainability. Position obligations will involve a mix of tasks in the field, laboratory, and database management system. The position will involve some degree of flexibility and work may contribute to thesis research.

Quantitative and Field Ecology Graduate Assistant

This graduate assistant will be interested in quantitative and field ecology, and assisting in research to support the various initiatives at Eden Hall and the surrounding terrestrial and aquatic ecosystems. The assistant will provide support with field work, data analysis and management, protocol drafting, and logistical planning associated with multiple initiatives. Opportunities to apply learned skills towards a thesis or capstone project are associated with this position, pending student interest.

Aquaculture and Aquatic Ecology Graduate Assistant

The graduate assistant will support research projects and education opportunities related to the Eden Hall Aquaculture Laboratory, including: (1) food fish production and development of alternative feeds; (2) aquaponic culture systems; and (3) ecotoxicology and other ecological investigations focusing on native aquatic flora and fauna. Associated responsibilities will include regular water quality monitoring and system maintenance, food preparation and feeding, disease monitoring and control, and assistance with teaching laboratory preparation on an as-needed basis. Opportunities to develop novel research pathways leading to individual thesis or capstone projects utilizing laboratory systems and resources are available, based on student interest.

Sustainable Business and Green Innovations Graduate Assistant

This graduate assistant will support research and education opportunities in the areas of sustainable business and green innovation. Original research will look at the methods that local small and medium sized businesses use to manage their businesses sustainably. Research on green innovation seeks to identify drivers for successful innovative product adoption. The assistant will also support educational opportunities such as identifying and coordinating student projects related to classes and research.

Forester - Professional Graduate Assistant

This Assistant will perform a variety of outdoor assignments, which allow the public to safely access and enjoy the Eden Hall woodlands. Duties include, but are not limited to, clearing downed trees from hiking trails and helping to remove invasive plant species; helping to promote the woodlands as an organizing focus for community development; planning and implementing community service projects and citizen engagement activities focused on trail improvement/enhancement; and developing citizen science programming to involve the community in collecting, analyzing, and making conclusions about woodlands data.

Food Studies or Sustainability

Graduate Assistant - Eden Hall Campus

This assistant will work with the Executive Director and Dean of the Eden Hall campus on issues related to campus development and advancement. Specific duties will be to assist in the creation of a community-based docent program for Eden Hall working with volunteers from the region and

alumni of Chatham; supporting the work of campus working groups and task forces; creating a guidebook for Eden Hall gardens and meadows; and aiding with programming by members of the Shadyside and Eastside campuses.

Additional Funding for Falk School of Sustainability & Environment

The following scholarships are available on a competitive basis to students applying to the Falk School graduate programs for full-time enrollment:

- Three full scholarships, covering 42 credits of tuition (currently \$40,236)
- Six partial scholarships, covering 21 credits of tuition (currently \$20,118)

Selection for these awards will be based on students' academic achievement and financial need.

Paul D. Coverdell Fellow Program for Returned Peace Corps Volunteers (RPCV)

The Falk School of Sustainability & Environment is proud to participate in the **Coverdell Fellows Program for Returned Peace Corps Volunteers**. FSSE will provide up to five (5) Coverdell Fellowships each year to RPCV who have been accepted to the Master of Sustainability, Master of Arts in Food Studies, or dual-degree MSUS+MBA and MAFS+MBA programs. Each Fellowship will be worth 25% of the cost of tuition and mandatory fees. For more information, please [email](#) FSSE Assistant Director of Graduate Admissions [Patricia Golla](#).

AmeriCorps Discount

Chatham University offers a 20% tuition reduction grant to full-time students who have completed AmeriCorps service. To be eligible for this benefit, students must submit a signed verification form to the University, along with a copy of their AmeriCorps Certificate of Service, prior to their first term at Chatham. Chatham students who choose to use the Tuition Reduction Benefit Program are not eligible for other reduced tuition rates at the University.

Graduate Assistantships for School of Arts, Science & Business

Biology

Teaching Assistant - Introductory Biology

These teaching assistants will work closely with the biology faculty to help administer the introductory biology laboratory course for undergraduate students. Duties frequently include lecture/lab assistance, class prep, grading, tutoring, and exam review.

Teaching Assistant

These teaching assistants will work closely with the biology faculty to help administer undergraduate biology courses. Duties frequently include lecture/lab assistance, class prep, grading, tutoring, and exam review. Job duties vary according to department teaching needs.

Graduate Assistant

This assistant will provide teaching and administrative support to the faculty and department.

Graduate Assistant - Cell and Tissue Biology

This position will aid in research on the development and evolution of the immune system. Responsibilities will include maintaining the frog and tadpole colony; working with faculty to remove the thymic lobes of tadpoles by electrocautery and other dissection techniques. The research assistant, depending on their expertise, will assist in molecular biology experiments characterizing the expression of genes in frog and tadpole tissue.

Graduate Assistant - Block and Dube

This position will involve research for the Block Laboratory, which studies the cell biology of neurotransmitter function, and the Dubé laboratory, which studies skeletal muscle and hepatic biology. This assistant will be involved in routine laboratory procedures as well as planning and execution of sophisticated experiments.

Lab Assistant - Professional Graduate Assistant

This position is responsible for delivering services and instruction related to introductory science labs for undergraduate majors. Working in close association with lab coordinators, the lab assistant will help with instruction and safety management of labs. The lab assistant will also provide office hours for students, grading support, and other services, as directed by lab coordinators.

Business & Entrepreneurship

Promotions Coordinator

This position will work with the B&E team for Social Media management (WordPress, Facebook, LinkedIn, weekly newsletter, Moodle, Trello, bulletin boards). The job involves developing content; interviewing and following up with students, faculty, alumni, etc.; researching, formatting, editing, posting, and tracking progress; assisting with events, including the developing flyers, planning events, inviting attendees, promoting events to classmates, and attending event.

Chatham Physician Assistant Program/Allegheny Health Network Assistantship

This graduate assistant will serve as a point of contact for preceptors and students of Chatham's Physician Assistant program. The assistant will help with coordination of placements for PA students; assist with the creation of professional development opportunities for PA students, including educational seminars and mentorship programs; and maintain an inventory of program-wide reports and data. This graduate assistant will be selected from the pool of incoming MBA students.

Business and Entrepreneurship Department Faculty Assistant

This position will focus on supporting the faculty in both research and teaching. Tasks may include data entry, data collection, data management, manuscript preparation and editing, and instructional materials building in the Moodle environment.

Business Office Graduate Assistant

This position will focus on supporting the Student Accounts Office. Tasks may include data entry, collection, and management.

Student Services Coordinator - Professional Graduate Assistant

These positions are responsible for delivering services and programs related to student engagement, learning and development. In these roles, the Coordinators will support areas of Student Affairs including Student Engagement, Residence Life, Counseling, Health & Wellness Services, and Multicultural Affairs. In these roles, Coordinators will work on projects related to student retention, community development, student programs and events, assist with advising student organizations as well as managing campus events including night and weekend activities.

Communications and Professional Writing

Social Marketing Director

The position serves as managing director of a student-run strategic communication agency focusing specifically on social marketing (using traditional tools and techniques of advertising, public relations, and marketing in order to work for the social good). This involves coordinating the "staff" of graduate and undergraduate students; assigning tasks; assuring that the agency meets deadlines; interfacing with clients; and approving overall strategy for projects. This position is ideal for a graduate student currently working or planning to work in public relations, marketing, or in a communications position at a nonprofit organization. It requires excellent leadership, organization, and communication skills.

GA - Communications Department

The position involves working with communication department faculty on ongoing research projects, including but not limited to: library research; interviewing and data collection; running focus groups; attending conferences and presenting academic work; and descriptive statistical analysis. While prior experience in qualitative or quantitative research is not necessary, it is certainly a plus. This role is particularly suited for those students interested in pursuing doctoral studies.

Managing Editor, Online Publications

Best Practices in Strategic Communication is the online publication of Chatham University's Communication and Professional Writing Master's Programs. Publishing new content weekly, Best Practices offers tips for freelance and professional writers, advice for delivering presentations, social media strategy, and case studies in strategic communication. The managing editor is responsible for developing and maintaining the editorial calendar; recruiting writing staff; editing pieces before they are published; and increasing readership through promotional efforts. This is an excellent opportunity for a student currently working as a professional writer, journalist, communication strategist, or copy editor, or for students aspiring to such a career.

Student Services Coordinator - Professional Graduate Assistant

These positions are responsible for delivering services and programs related to student engagement, learning and development. In these roles, the Coordinators will support areas of Student Affairs including Student Engagement, Residence Life, Counseling, Health & Wellness Services, and Multicultural Affairs. In these roles, Coordinators will work on projects

related to student retention, community development, student programs and events, assist with advising student organizations as well as managing campus events including night and weekend activities.

Creative Writing

Graduate Teaching Fellow

The individuals awarded with these positions will assist professors with undergraduate creative writing classes, teaching in the Words Without Walls program in the Allegheny County Jail, and possible work in the writing center. Competitive applicants for these positions will have experience providing instruction, particularly of creative writing, in the classroom or workshop environment.

Margaret Lehr Whitford MFA '07 Fellowship in Writing (2 positions)

This Fellowship carries a full-tuition remission for two years. The Whitford Fellow is responsible, with the Fellow from the previous year, for coordinating the Word Circus reading series – a monthly reading series which features four MFA students followed by an open mic. Additionally, this individual will serve as a liaison between the students and faculty. For 2020-2021, we will offer two Whitford Fellowships, one of which will be designated for a student of color.

Robert Hall Mansell Endowed Fellowship

The name of this endowed fund shall be the Robert Hull Mansell Endowed Fellowship in Poetry. The purpose of this fellowship endowment shall be to provide recognition and financial assistance to an incoming, full-time

Master of Fine Arts in Creative Writing student with a genre focus in poetry who has financial need and a GPA of a 3.5 or greater. If no incoming student meets the above criteria in an academic year, the award will be returned to principal.

Words Without Walls Fellowship (2 positions)

The individual awarded with this position will assist professors with undergraduate creative writing classes and teaching in the Words Without Walls program in the Allegheny County Jail or Sojourner House (a rehabilitation facility for women with children). Competitive applicants for this position will have experience providing instruction in a traditional or alternative space. For 2020-2021, one award will be designated for a student of color.

Graduate Assistantship - Special Projects

This position will provide support for research, creative activity of faculty or special projects of the MFA program. This could include researching and assisting with grant proposals for the program or individual faculty members. Students may also be tasked to assist with coordinating the Summer Community of Writers Residency schedule and operation or teaching. This is a one-year position (which may be renewed for a second year).

Student Services Coordinator - Professional Graduate Assistant

These positions are responsible for delivering services and programs related to student engagement, learning and development. In these roles, the Coordinators will support areas of Student Affairs including Student

Engagement, Residence Life, Counseling, Health & Wellness Services, and Multicultural Affairs. In these roles, Coordinators will work on projects related to student retention, community development, student programs and events, assist with advising student organizations as well as managing campus events including night and weekend activities.

Education

Research Assistant in Special Education

This position will provide support for research and creative activity of faculty and projects within the Special Education program. The role also requires research and assisting with grant proposals for the program and/or individual faculty members.

Film & Digital Technology

Graduate Assistant - Digital Video Specialist (2 positions)

This position will provide audio and video production services for the university, with the primary job responsibility being to record and edit events, lectures, and speakers on campus. The position may also take on more elaborate video productions for recruitment, publicity, or other university purposes. The production process involves not only shooting and editing, but also capturing, transferring, compressing, uploading and delivering videos to departments that make requests for such productions. The graduate assistant must also act as producer, and maintain communication with the requesting department as their client.

Interior Architecture

Graduate Teaching Fellowship

This position will serve in a support capacity for assisted teaching in graphic design and visual communications. The selected individual will need to have earned an undergraduate degree in Graphic Design/Visual Communications, sufficient writing skills and strong graphic design sensibilities to enhance student graphic communication and presentation skills. Professional work experience in graphic design is also encouraged.

Graduate Assistantships for School of Health Sciences

Psychology/Counseling Psychology

Teaching Fellow (Multiple positions)

This position will assist a faculty member with a master's psychology course. Responsibilities include co-developing a syllabus for the course that is consistent with program expectations; provide partial instruction in the classroom, including lecture and supervision of activities and role-plays in class; evaluation of student performance on assignments and activities; and assistance in assigning final grades.

Graduate Research Assistant (multiple positions)

This assistant will help support the psychology department in its data collection and research activities, including data analysis, writing, and research.

Student Success Coaches (multiple positions)

Success Coaches will interact with undergraduate students in one-on-one sessions and over phone/email to make sure they have the resources they need to succeed at Chatham, and to troubleshoot issues that might prevent their successful transition to and ability to stay in college. Coaches will develop ongoing relationships with the undergraduate students and effect real change in their lives, as well as gain significant experience through training, observing, and working with students. These positions are open to students in the MS Counseling Psychology program and Doctor of Psychology program. More information [here](#).

Graduate Assistant

This assistant will provide teaching and administrative support to the faculty and department.

Student Services Coordinator - Professional Graduate Assistant

These positions are responsible for delivering services and programs related to student engagement, learning and development. In these roles, the Coordinators will support areas of Student Affairs including Student Engagement, Residence Life, Counseling, Health & Wellness Services, and Multicultural Affairs. In these roles, Coordinators will work on projects related to student retention, community development, student programs and events, assist with advising student organizations as well as managing campus events including night and weekend activities. This position is open to students in the MS Counseling Psychology program.

Research Assistant, Pennsylvania Center for Women & Politics

This assistant will help support The Pennsylvania Center for Women and Politics in its data collection and research activities. With direction and supervision, this individual will assist in data collection and analysis, writing, and research related to women in politics and public policy in Pennsylvania.

On-Campus Employment & Graduate Resident Directors

On-Campus Employment

Campus employment is open to all students with priority application periods designated for students receiving Federal Work Study (FWS) awards.

[Learn More](#)

Other Funding Opportunities

Corporate/Strategic Partner Discounts

Corporate Partner Discounts

Chatham University offers a 20% tuition reduction grant for full-time employees and members of professional organizations that are enrolling in a degree-seeking program 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 an electronic membership/employment verification form to the University prior to their first term at Chatham. This electronic form for membership/employment verification is required for each term enrolled. Once deposited, students may access the form [here](#). Chatham students who choose to use the Tuition Reduction Benefit Program are not eligible for other reduced tuition rates at the University.

This discount does not apply to the following programs:

- [Master of Physician Assistant Studies \(MPAS\)](#)
- [Doctor of Physical Therapy \(DPT\)](#)
- [Entry-Level Doctor of Occupational Therapy \(ELOTD\)](#)
- [Master of Science in Nursing \(MSN\)](#)
- [RN-to-Bachelor of Science in Nursing \(RN-BSN\)](#)
- [RN-to-Master of Science in Nursing \(RN-MSN\)](#)
- [Doctor of Psychology in Counseling Psychology \(PsyD\)](#)
- [Master of Science in Athletic Training \(MSAT\)](#)
- [All Certificate Programs](#)
- [Integrated Degree Programs](#)
- Any additional program that is already billed at a discounted rate

This discount does not apply to graduate-to-graduate programs.

Find your company.

A-D

- [**A Second Chance, Inc.**](#)
- [**A&D Health Care Professionals, Inc.**](#)

- **Accessibilities, Inc.**
- **ACS, Inc.**
- **Adagio Health**
- **Advanced Breast Care**
- **AGM Physical Therapy, LLC**
- **AIGA Pittsburgh**
- **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**
- **Ardent Resources, PA**
- **Armada**
- **Armstrong County Memorial Hospital**
- **Aspinwall Beans "N" Cream, LLC**
- **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**
- **DRG Services, PLLC**
- **Duquesne Light**

- **Durham V.A. Medical Center**
- **D'Youville College**

E-J

- **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**
- **Hackensack Meridian Health**
- **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.**
- **Injectable Beauty, LLC**

- **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.**

K-R

- **Kabob - G Grill**
- **Keiser University - West Palm Beach Campus**
- **Ketchum Inc.**
- **Kinder Care Learning Center**
- **Koppers, Inc.**
- **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**
- **Level Interactive d/b/a Level Agency**
- **Liberty Extended Day Program**
- **LifeCare Hospitals of Pittsburgh**

- **Lifeline Therapy**
- **Lighthouse Rehabilitation**
- **The Little Clinic**
- **Livengrin Foundation**
- **Lytle EAP Partners**
- **Magee Women's Hospital of UPMC**
- **Malone Central School District**
- **Management Science Associates, Inc.** (MSA)
- **Manchester Academic Charter School**
- **Massachusetts Nurses Association**
- **McCullough-Hyde Memorial Hospital**
- **McKesson Specialty**
- **MEI Anesthesia**
- **Medrad, Inc.**
- **Menorah Park Center for Senior Living**
- **Mercy Health System**
- **Merkle, Inc., Pittsburgh Office**
- **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**
- **Newport Group, Inc.**
- **Newtown Public Schools**
- **Niagara Health System**
- **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 Respirationics**
- **Phipps Conservatory and Botanical Gardens**
- **Pine Richland School District**
- **Pittsburgh Center for Creative Reuse**
- **Pittsburgh Center for Massage Therapy, Inc. (PCMT)**
- **Pittsburgh Glass Works LLC**
- **Pittsburgh Mercy**
- **Pittsburgh Technology Council Member Companies**
- **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**
- **PULSE - Pittsburgh Urban Leadership Service Experience**
- **Punxsutawney Area Hospital**
- **Pyramid Healthcare**
- **Quaker Valley School District**
- **Quality Life Services**
- **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**

S-Z

- **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**
- **Sheraton Hotel**
- **Shining Way Esthetics LLC**
- **Sidney Physical Therapy**
- **Sisterson & Company, LLP**
- **Small Farm Central**
- **SMC Business Councils Member Companies**
- **Snap Retail**
- **Somnia, Inc.**
- **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**
- **St. Rita's Medical Center**
- **Stanaford Infusion Services**
- **State and Government Employees**
- **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)**
- **TCV**
- **Ted Sokol Cutting Horses**
- **Texas Health Resources**
- **The Center for Discovery.**
- **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**
- **University of Pittsburgh Medical Center**
- **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**
- **Wellsource Behavioral Health Clinic**
- **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**
- **Winston-Salem State University**
- **Wombat Security Technologies**
- **Woodland Hills School District**
- **Work Injury Solutions**
- **Worklife Therapy Services**
- **Xhibit Solutions, Inc.**
- **Yeshiva Schools**
- **Young Scholars of Western PA Charter School**

Don't see your company 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.

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, which includes all Graduate Chatham Aid, 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 412-365-1825 with any questions

Alumni Discounts

Alumni Discounts

Chatham University is pleased to offer Chatham alumni holding an undergraduate degree from Chatham University a special 20% tuition reduction benefit for most graduate programs at Chatham University.

Details

- This discount applies to graduates of an undergraduate Chatham degree program
- The 20% discount pertains to the tuition charge only on degree-seeking programs, and does not apply to any fees or indirect charges associated with the participating graduate programs
- This discount does not apply to the following programs:
 - Master of Physician Assistant Studies (MPAS)
 - Doctor of Physical Therapy (DPT)
 - Entry-Level Doctor of Occupational Therapy (EOTD)
 - Master of Science in Nursing (MSN)
 - RN-to-Bachelor of Science in Nursing (RN-BSN)
 - RN-to-Master of Science in Nursing (RN-MSN)
 - Doctor of Psychology in Counseling Psychology (PsyD)
 - Master of Science in Athletic Training (MSAT)
 - All Certificate Programs
 - Integrated Degree Programs
 - Any additional program that is already billed at a discounted rate
- This discount does not apply to graduate-to-graduate programs

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.

Military & Veteran Students: The 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 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.

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.

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.

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 website](#).

Prior Learning Assessment

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 of 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 undergraduate 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

After you have contacted your admissions representative, please use the **Prior Learning Assessment Contract** (also located at [myChatham](#)) to determine and continue with next steps.

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. Eligibility information can be found at the **DANTES site here**.

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.*

Return of Title IX 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 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.

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.

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.

Scholarships & Grants

Chatham University, in an effort to recognize academic excellence, awards scholarships to deserving incoming full-time students.

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[Loans & Payment Options](#)

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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.

Undergraduate Scholarships & Grants

First-Year 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

Apply.

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

Apply.

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.

To be eligible for a Heffer Family Scholarship, applicants will:

- Be female
- Have a minimum 3.5 high school or college cumulative Grade Point Average (GPA)
- Score 1100 SAT (Critical Reading + Math) / 24 composite ACT (not applicable to transfer students)
- Be accepted to Chatham University
- Complete a Heffer Family Scholarship Application coversheet including extracurricular achievements

- Complete a 350-500 word essay responding to a provided prompt
(View prompts on the [application form](#))
- Be a U.S. citizen or have resided in the United States for the four years preceding your application for the Heffer Scholarship

Amount: \$10,000

Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Application deadline: February 1

Apply

Rachel Carson Health Planet Award: \$5,000 Annually

The Rachel Carson Healthy Planet Award will be given to a deserving high school junior from each high school across the United States and internationally who embodies the spirit of Rachel Carson in his or her dedication to sustainability and community development. Eligible students for this award are current high school juniors, in the U.S. and internationally, and must be nominated by a teacher, school counselor or advisor.

Amount: \$5,000

Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment

Application deadline: June 1

Learn More

Apply.

Academic Scholarship Days: Up to \$3,000 Annually

Open only to accepted students, Academic Scholarship Days give students the chance to be rewarded for their outstanding leadership qualities.

Students should attend Chatham University's Academic Scholarship Days to qualify for the scholarship. Participation in a scholarship interview day must occur prior to the student's first term at Chatham University.

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

Apply.

Instrumental Music Scholarship: Up to \$3,500 Annually

For qualified instrumentalists who plan to incorporate music as a minor or music into an interdepartmental major while a student at Chatham. Participation in Chatham Music Ensembles is required. To apply for this scholarship, please submit the completed application form. Once your scholarship application is received, you will be contacted to schedule an audition. An audition is required.

Amount: Up to \$3,500

Renewable: annually with annual audition

Apply.

Immersive Media (Virtual Design) Scholarship: Up to \$2,000 Annually

For students who plan to major in Immersive Media at Chatham University. Based on completed Immersive Media scholarship application. Students must submit portfolio (art or design work) or essay on why you want to study Immersive Media at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

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 design work) or essay on why you want to study Interior Architecture at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

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.

Transfer 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.

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Students should attend Chatham University's Academic Scholarship Days

to qualify for the scholarship. Participation in a scholarship interview day must occur prior to the student's first term at Chatham University.

Amount: Up to \$3,000

Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

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Amount: Up to \$3,500

Renewable: annually with annual audition

Apply.

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.

Immersive Media (Virtual Design) Scholarship: Up to \$2,000 Annually

For students who plan to major in Immersive Media at Chatham University. Based on completed Immersive Media scholarship application. Students must submit portfolio (art or design work) or essay on why you want to study Immersive Media at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

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 design work) or essay on why you want to study Interior Architecture at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

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.

International Students

International Student Merit Scholarship: \$6,000-\$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: \$6,000-\$16,000

Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

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Renewable: annually based on cumulative GPA of 3.0 or higher and full-time enrollment.

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Amount: \$5,000

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Application deadline: June 1

Learn More

Apply

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Participation in Chatham Music Ensembles is required. To apply for this

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Apply.

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 design work) or essay on why you want to study Interior Architecture at Chatham University.

Application deadline: February 1. Applications received after February 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.

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Apply.

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Amount: Up to \$2,000

Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Priority deadline: February 1

Apply.

Military & Veteran Students: 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 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.

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.

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.

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 website](#).

Prior Learning Assessment

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.
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- **Undergraduate Students:** Transfer students, Gateway/Adult Learners (students starting Chatham at 23 years of age or older),

Military/Veterans, and traditional undergraduate students

- **Graduate Students:** Traditional graduate students, Military/Veterans

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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.
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After you have contacted your admissions representative, please use the **Prior Learning Assessment Contract** (also located at [myChatham](#)) to determine and continue with next steps.

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.

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**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.*

Pittsburgh Promise

Chatham is a preferred partner of the Pittsburgh Promise. Visit [the Pittsburgh Promise website](#) to determine scholarship eligibility and to apply.

Additional Scholarship Resources

Explore more options available to you listed in the following free scholarship databases:

- [Fast Aid](#)
- [Wired Scholar](#)
- [Fast Web](#)
- [College Board](#)
- [Sallie Mae Scholarships](#)
- [Pittsburgh Foundation](#)
- [College Scholarships](#)

Contact Us

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871

[Email](#)

Loans & Payment Options

With financial aid at Chatham, there are lots of ways to pay for college. Here, we go through them with you.

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Chatham's dedicated financial aid counselors are here to help all students to understand their options in financing their education. Even after you graduate, we are still here to help you with any of your loan repayment questions.

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

Loans & Lenders

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 six 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 U.S. 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 the [Federal Student Aid website](#) 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](#). 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](#), 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 must first complete a Parent PLUS Loan Application online. 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. The Master Promissory Note must only be completed once, but the Parent PLUS Loan Application 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.

Entrance Counseling

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 the Federal Student Aid website
- 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 the [Federal Student Aid website](#)
- 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 the [Federal Student Aid website](#)
- 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

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. 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

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

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. 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.

Know What Questions to Ask and 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?

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.

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.

Payment Options

Payment Methods

Chatham University accepts tuition payments by cash, check or money order made payable to Chatham University, or credit card (MasterCard, American Express, and Discover). Payments may be made online or at the Student Accounts Office in person, by mail, or by phone. Student may also pay online through the student portal. There is a 2% processing fee on the total payment amount for all credit card transactions. This is true for payments completed on the portal as well as in the office. Credit Cards accepted are MasterCard, Discover and American Express. It is very important to remember that you, the student, are ultimately responsible for payment of your student account, regardless of actions taken, or not taken, by your employer.

Tuition Installment Plan Options

Tuition Installment Plans provide families options to finance charges without interest over the course of the year or term. Each of the plans below have a one-time \$25.00 application fee, which is due at time of enrollment into the plan. Chatham University uses ECSI to process and maintain both of our Tuition Installment Plans.

YEAR-BASED (10-Month) Installment Plan: This plan offers ten equal payments of your remaining balance (after financial aid) over the course of the fall and spring terms. Monthly installments begin on July 15, 2020 and continue through April 15, 2021.

TERM-BASED (4-Month) Installment Plan: This plan offers four payments of your remaining balance (after financial aid) over the course of either the fall or spring term. Payments for the fall term begin on July 15, 2020 and end October 15, 2020. Payments for the spring term begin on December 15, 2020 and end on March 15, 2021. Please contact the Office of Student Accounts for additional information regarding the 2020-21 Tuition Installment Plan Options.

Full-Year Tuition Payment Plan and Discount

Undergraduate families have the option of paying their student's full year tuition bill before the start of the fall term. By paying in full on or before July 15, 2020, the family will receive a discount equal to 2% of the total tuition balance due for the fall 2020 and spring 2021 terms. Eligibility Undergraduate students enrolled full-time at Chatham for the fall 2020 and spring 2021 terms are eligible. Students must be registered for classes and in good financial standing with the University. Charges for items not included in tuition must be paid as they become due. Leave of Absence/Withdrawal In the event the student requests and is granted an official leave of absence or withdrawal from the University, a refund of prepaid tuition will be made for the current year in accordance with the Chatham University Institutional Refund Policy. For additional information or to enroll in the Full-Year Tuition Payment Program, please contact Chatham University Office of Student Accounts, Woodland Road, Pittsburgh PA 15232.

Financial Aid Websites

- [PHEAA](#)
- [Department of Education](#)
- [Student Loan Locator](#)
- [FAFSA on the Web](#) (school code: 003244)
- [Pell Grants](#)

Contact Financial Aid

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871

[Email](#)

Contact Student Accounts

If you have questions about student accounts, please contact the Office of Student Accounts located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2719

Fax: 412-365-1834

[Email](#)

Funding Opportunities

Chatham provides several ways to help fund your graduate degree. The resources on this page will guide you through the various funding opportunities available to students.

In this section

[Undergraduate](#)

[Graduate](#)

[Admission Info](#)

[Tuition & Fees](#)

▶ [Funding Opportunities](#)

[Loans & Payment Options](#)

[Non-Degree Seeking](#)

[Meet Our Staff](#)

[Next Steps](#)

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. A limited number are available per

term, and newly-admitted graduate students will be given preference.

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.

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 further information.**

Assistantships & Campus Employment

Assistantship & Fellowship Requirements

- 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 a 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

- The priority deadline to submit an assistantship application is February 15, 2020 for the MA in Creative Writing program and February 1, 2020 for all other graduate programs. Additional applications will be accepted through March 1, 2020 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.

Apply.

Graduate Assistantships for Falk School of Sustainability & Environment

Food Studies and dual degree Food Studies+MBA

Project Assistant

This assistant will support the food studies faculty in organizing thesis submissions, including setting up and maintaining a database of final research projects. The assistant will also assist with organizing speaker events and workshops for the food studies program.

Food Hub Research Assistant

This assistant will work with the faculty to conduct surveys, library research, and informational interviews related to ongoing research on the topic of food hubs. The assistant will develop and may present workshops related to food hubs, and will help develop a guidebook and assessment tools for outreach and future research on the topic.

Teaching Assistantship

This individual will assist the faculty with teaching responsibilities, research activities, and administrative tasks. Specific responsibilities include assisting with course preparation and management; grading; assisting professors during class time; providing students with feedback outside of class time; and conducting literature reviews. There will also be opportunities to lead classes and develop course content.

Community Research Assistant

This assistant will focus on the development of programs and events connecting coursework and community development for the Food Studies program. The assistant will coordinate and help execute an ongoing series of activities for the program, as well as plan and organize events related to food or sustainable agriculture for both Chatham and the local community. This may include (but is not limited to) conferences, workshops, speakers, film viewings, and community discussions.

Food Systems Policy Assistant

This assistant will provide support for research and community work related to local food systems policy analysis and advocacy. Working with city and county government, local non-profits, businesses, and academic partners, assistant will help develop a food system assessment for the city and specific communities within. The assistant will support the faculty member in providing data analysis and policy briefs on food and agriculture issues in the region.

Eden Hall Agroecology Research Assistant

This assistant will work with the faculty to coordinate Chatham research projects on the Eden Hall campus. Responsibilities include (1) comparative research on the ecosystem services provided by different forms of urban to rural agriculture; (2) participatory research with community stakeholders designed to enhance the sustainability of agro-ecological systems, and (3) agro-ecological experiments at the Eden Hall Campus. Tasks include some farm and garden work in order to learn the basics of sustainable agriculture, and a summary analysis of the status of various projects at Eden Hall.

Pedagogy Research Assistant

This assistant will work with the Food Studies faculty to on pedagogy and experiential learning. Work will include gathering and analyzing data on pedagogical practices; conducting literature reviews; managing logistics for research processes; and assisting with other aspects of research as needed.

Sustainability and dual degree Sustainability+MBA

Projects and Events Coordinator

This graduate assistant will assist the Dean in organizing speaker events and workshops for the Falk School of Sustainability, mostly at the Eden Hall campus. The assistant will also set up and maintain a database of student implemented projects within the school, which will include descriptive material and photographs to be used in publicizing the projects through web stories and display posters.

Sustainability Communications Assistant

This graduate assistant has primary responsibility for providing communications materials and content for Chathams institutional sustainability initiatives, including electronic and print; assist the director with program communication and production, including but not limited to events, presentations, publications, and community activities; coordinate the Eco-reps program, leading training and education sessions, providing event guidance and supervision, interfacing with other campus offices for Eco-reps work.

Stream Monitoring Assistant

The graduate research assistant will be primarily tasked with supporting research efforts in the ecological sciences conducted in the Falk School of Sustainability. Position obligations will involve a mix of tasks in the field, laboratory, and database management system. The position will involve some degree of flexibility and work may contribute to thesis research.

Quantitative and Field Ecology Graduate Assistant

This graduate assistant will be interested in quantitative and field ecology, and assisting in research to support the various initiatives at Eden Hall and the surrounding terrestrial and aquatic ecosystems. The assistant will provide support with field work, data analysis and management, protocol drafting, and logistical planning associated with multiple initiatives. Opportunities to apply learned skills towards a thesis or capstone project are associated with this position, pending student interest.

Aquaculture and Aquatic Ecology Graduate Assistant

The graduate assistant will support research projects and education opportunities related to the Eden Hall Aquaculture Laboratory, including: (1) food fish production and development of alternative feeds; (2) aquaponic culture systems; and (3) ecotoxicology and other ecological investigations focusing on native aquatic flora and fauna. Associated responsibilities will include regular water quality monitoring and system maintenance, food preparation and feeding, disease monitoring and control, and assistance with teaching laboratory preparation on an as-needed basis. Opportunities to develop novel research pathways leading to individual thesis or capstone projects utilizing laboratory systems and resources are available, based on student interest.

Sustainable Business and Green Innovations Graduate Assistant

This graduate assistant will support research and education opportunities in the areas of sustainable business and green innovation. Original research will look at the methods that local small and medium sized businesses use to manage their businesses sustainably. Research on green innovation seeks to identify drivers for successful innovative product adoption. The assistant will also support educational opportunities such as identifying and coordinating student projects related to classes and research.

Forester - Professional Graduate Assistant

This Assistant will perform a variety of outdoor assignments, which allow the public to safely access and enjoy the Eden Hall woodlands. Duties include, but are not limited to, clearing downed trees from hiking trails and helping to remove invasive plant species; helping to promote the woodlands as an organizing focus for community development; planning and implementing community service projects and citizen engagement activities focused on trail improvement/enhancement; and developing citizen science programming to involve the community in collecting, analyzing, and making conclusions about woodlands data.

Food Studies or Sustainability

Graduate Assistant - Eden Hall Campus

This assistant will work with the Executive Director and Dean of the Eden Hall campus on issues related to campus development and advancement. Specific duties will be to assist in the creation of a community-based docent program for Eden Hall working with volunteers from the region and

alumni of Chatham; supporting the work of campus working groups and task forces; creating a guidebook for Eden Hall gardens and meadows; and aiding with programming by members of the Shadyside and Eastside campuses.

Additional Funding for Falk School of Sustainability & Environment

The following scholarships are available on a competitive basis to students applying to the Falk School graduate programs for full-time enrollment:

- Three full scholarships, covering 42 credits of tuition (currently \$40,236)
- Six partial scholarships, covering 21 credits of tuition (currently \$20,118)

Selection for these awards will be based on students' academic achievement and financial need.

Paul D. Coverdell Fellow Program for Returned Peace Corps Volunteers (RPCV)

The Falk School of Sustainability & Environment is proud to participate in the **Coverdell Fellows Program for Returned Peace Corps Volunteers**. FSSE will provide up to five (5) Coverdell Fellowships each year to RPCV who have been accepted to the Master of Sustainability, Master of Arts in Food Studies, or dual-degree MSUS+MBA and MAFS+MBA programs. Each Fellowship will be worth 25% of the cost of tuition and mandatory fees. For more information, please [email](#) FSSE Assistant Director of Graduate Admissions [Patricia Golla](#).

AmeriCorps Discount

Chatham University offers a 20% tuition reduction grant to full-time students who have completed AmeriCorps service. To be eligible for this benefit, students must submit a signed verification form to the University, along with a copy of their AmeriCorps Certificate of Service, prior to their first term at Chatham. Chatham students who choose to use the Tuition Reduction Benefit Program are not eligible for other reduced tuition rates at the University.

Graduate Assistantships for School of Arts, Science & Business

Biology

Teaching Assistant - Introductory Biology

These teaching assistants will work closely with the biology faculty to help administer the introductory biology laboratory course for undergraduate students. Duties frequently include lecture/lab assistance, class prep, grading, tutoring, and exam review.

Teaching Assistant

These teaching assistants will work closely with the biology faculty to help administer undergraduate biology courses. Duties frequently include lecture/lab assistance, class prep, grading, tutoring, and exam review. Job duties vary according to department teaching needs.

Graduate Assistant

This assistant will provide teaching and administrative support to the faculty and department.

Graduate Assistant - Cell and Tissue Biology

This position will aid in research on the development and evolution of the immune system. Responsibilities will include maintaining the frog and tadpole colony; working with faculty to remove the thymic lobes of tadpoles by electrocautery and other dissection techniques. The research assistant, depending on their expertise, will assist in molecular biology experiments characterizing the expression of genes in frog and tadpole tissue.

Graduate Assistant - Block and Dube

This position will involve research for the Block Laboratory, which studies the cell biology of neurotransmitter function, and the Dubé laboratory, which studies skeletal muscle and hepatic biology. This assistant will be involved in routine laboratory procedures as well as planning and execution of sophisticated experiments.

Lab Assistant - Professional Graduate Assistant

This position is responsible for delivering services and instruction related to introductory science labs for undergraduate majors. Working in close association with lab coordinators, the lab assistant will help with instruction and safety management of labs. The lab assistant will also provide office hours for students, grading support, and other services, as directed by lab coordinators.

Business & Entrepreneurship

Promotions Coordinator

This position will work with the B&E team for Social Media management (WordPress, Facebook, LinkedIn, weekly newsletter, Moodle, Trello, bulletin boards). The job involves developing content; interviewing and following up with students, faculty, alumni, etc.; researching, formatting, editing, posting, and tracking progress; assisting with events, including the developing flyers, planning events, inviting attendees, promoting events to classmates, and attending event.

Chatham Physician Assistant Program/Allegheny Health Network Assistantship

This graduate assistant will serve as a point of contact for preceptors and students of Chatham's Physician Assistant program. The assistant will help with coordination of placements for PA students; assist with the creation of professional development opportunities for PA students, including educational seminars and mentorship programs; and maintain an inventory of program-wide reports and data. This graduate assistant will be selected from the pool of incoming MBA students.

Business and Entrepreneurship Department Faculty Assistant

This position will focus on supporting the faculty in both research and teaching. Tasks may include data entry, data collection, data management, manuscript preparation and editing, and instructional materials building in the Moodle environment.

Business Office Graduate Assistant

This position will focus on supporting the Student Accounts Office. Tasks may include data entry, collection, and management.

Student Services Coordinator - Professional Graduate Assistant

These positions are responsible for delivering services and programs related to student engagement, learning and development. In these roles, the Coordinators will support areas of Student Affairs including Student Engagement, Residence Life, Counseling, Health & Wellness Services, and Multicultural Affairs. In these roles, Coordinators will work on projects related to student retention, community development, student programs and events, assist with advising student organizations as well as managing campus events including night and weekend activities.

Communications and Professional Writing

Social Marketing Director

The position serves as managing director of a student-run strategic communication agency focusing specifically on social marketing (using traditional tools and techniques of advertising, public relations, and marketing in order to work for the social good). This involves coordinating the "staff" of graduate and undergraduate students; assigning tasks; assuring that the agency meets deadlines; interfacing with clients; and approving overall strategy for projects. This position is ideal for a graduate student currently working or planning to work in public relations, marketing, or in a communications position at a nonprofit organization. It requires excellent leadership, organization, and communication skills.

GA - Communications Department

The position involves working with communication department faculty on ongoing research projects, including but not limited to: library research; interviewing and data collection; running focus groups; attending conferences and presenting academic work; and descriptive statistical analysis. While prior experience in qualitative or quantitative research is not necessary, it is certainly a plus. This role is particularly suited for those students interested in pursuing doctoral studies.

Managing Editor, Online Publications

Best Practices in Strategic Communication is the online publication of Chatham University's Communication and Professional Writing Master's Programs. Publishing new content weekly, Best Practices offers tips for freelance and professional writers, advice for delivering presentations, social media strategy, and case studies in strategic communication. The managing editor is responsible for developing and maintaining the editorial calendar; recruiting writing staff; editing pieces before they are published; and increasing readership through promotional efforts. This is an excellent opportunity for a student currently working as a professional writer, journalist, communication strategist, or copy editor, or for students aspiring to such a career.

Student Services Coordinator - Professional Graduate Assistant

These positions are responsible for delivering services and programs related to student engagement, learning and development. In these roles, the Coordinators will support areas of Student Affairs including Student Engagement, Residence Life, Counseling, Health & Wellness Services, and Multicultural Affairs. In these roles, Coordinators will work on projects

related to student retention, community development, student programs and events, assist with advising student organizations as well as managing campus events including night and weekend activities.

Creative Writing

Graduate Teaching Fellow

The individuals awarded with these positions will assist professors with undergraduate creative writing classes, teaching in the Words Without Walls program in the Allegheny County Jail, and possible work in the writing center. Competitive applicants for these positions will have experience providing instruction, particularly of creative writing, in the classroom or workshop environment.

Margaret Lehr Whitford MFA '07 Fellowship in Writing (2 positions)

This Fellowship carries a full-tuition remission for two years. The Whitford Fellow is responsible, with the Fellow from the previous year, for coordinating the Word Circus reading series – a monthly reading series which features four MFA students followed by an open mic. Additionally, this individual will serve as a liaison between the students and faculty. For 2020-2021, we will offer two Whitford Fellowships, one of which will be designated for a student of color.

Robert Hall Mansell Endowed Fellowship

The name of this endowed fund shall be the Robert Hull Mansell Endowed Fellowship in Poetry. The purpose of this fellowship endowment shall be to provide recognition and financial assistance to an incoming, full-time

Master of Fine Arts in Creative Writing student with a genre focus in poetry who has financial need and a GPA of a 3.5 or greater. If no incoming student meets the above criteria in an academic year, the award will be returned to principal.

Words Without Walls Fellowship (2 positions)

The individual awarded with this position will assist professors with undergraduate creative writing classes and teaching in the Words Without Walls program in the Allegheny County Jail or Sojourner House (a rehabilitation facility for women with children). Competitive applicants for this position will have experience providing instruction in a traditional or alternative space. For 2020-2021, one award will be designated for a student of color.

Graduate Assistantship - Special Projects

This position will provide support for research, creative activity of faculty or special projects of the MFA program. This could include researching and assisting with grant proposals for the program or individual faculty members. Students may also be tasked to assist with coordinating the Summer Community of Writers Residency schedule and operation or teaching. This is a one-year position (which may be renewed for a second year).

Student Services Coordinator - Professional Graduate Assistant

These positions are responsible for delivering services and programs related to student engagement, learning and development. In these roles, the Coordinators will support areas of Student Affairs including Student

Engagement, Residence Life, Counseling, Health & Wellness Services, and Multicultural Affairs. In these roles, Coordinators will work on projects related to student retention, community development, student programs and events, assist with advising student organizations as well as managing campus events including night and weekend activities.

Education

Research Assistant in Special Education

This position will provide support for research and creative activity of faculty and projects within the Special Education program. The role also requires research and assisting with grant proposals for the program and/or individual faculty members.

Film & Digital Technology

Graduate Assistant - Digital Video Specialist (2 positions)

This position will provide audio and video production services for the university, with the primary job responsibility being to record and edit events, lectures, and speakers on campus. The position may also take on more elaborate video productions for recruitment, publicity, or other university purposes. The production process involves not only shooting and editing, but also capturing, transferring, compressing, uploading and delivering videos to departments that make requests for such productions. The graduate assistant must also act as producer, and maintain communication with the requesting department as their client.

Interior Architecture

Graduate Teaching Fellowship

This position will serve in a support capacity for assisted teaching in graphic design and visual communications. The selected individual will need to have earned an undergraduate degree in Graphic Design/Visual Communications, sufficient writing skills and strong graphic design sensibilities to enhance student graphic communication and presentation skills. Professional work experience in graphic design is also encouraged.

Graduate Assistantships for School of Health Sciences

Psychology/Counseling Psychology

Teaching Fellow (Multiple positions)

This position will assist a faculty member with a master's psychology course. Responsibilities include co-developing a syllabus for the course that is consistent with program expectations; provide partial instruction in the classroom, including lecture and supervision of activities and role-plays in class; evaluation of student performance on assignments and activities; and assistance in assigning final grades.

Graduate Research Assistant (multiple positions)

This assistant will help support the psychology department in its data collection and research activities, including data analysis, writing, and research.

Student Success Coaches (multiple positions)

Success Coaches will interact with undergraduate students in one-on-one sessions and over phone/email to make sure they have the resources they need to succeed at Chatham, and to troubleshoot issues that might prevent their successful transition to and ability to stay in college. Coaches will develop ongoing relationships with the undergraduate students and effect real change in their lives, as well as gain significant experience through training, observing, and working with students. These positions are open to students in the MS Counseling Psychology program and Doctor of Psychology program. More information [here](#).

Graduate Assistant

This assistant will provide teaching and administrative support to the faculty and department.

Student Services Coordinator - Professional Graduate Assistant

These positions are responsible for delivering services and programs related to student engagement, learning and development. In these roles, the Coordinators will support areas of Student Affairs including Student Engagement, Residence Life, Counseling, Health & Wellness Services, and Multicultural Affairs. In these roles, Coordinators will work on projects related to student retention, community development, student programs and events, assist with advising student organizations as well as managing campus events including night and weekend activities. This position is open to students in the MS Counseling Psychology program.

Research Assistant, Pennsylvania Center for Women & Politics

This assistant will help support The Pennsylvania Center for Women and Politics in its data collection and research activities. With direction and supervision, this individual will assist in data collection and analysis, writing, and research related to women in politics and public policy in Pennsylvania.

On-Campus Employment & Graduate Resident Directors

On-Campus Employment

Campus employment is open to all students with priority application periods designated for students receiving Federal Work Study (FWS) awards.

[Learn More](#)

Other Funding Opportunities

Corporate/Strategic Partner Discounts

Corporate Partner Discounts

Chatham University offers a 20% tuition reduction grant for full-time employees and members of professional organizations that are enrolling in a degree-seeking program 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 an electronic membership/employment verification form to the University prior to their first term at Chatham. This electronic form for membership/employment verification is required for each term enrolled. Once deposited, students may access the form [here](#). Chatham students who choose to use the Tuition Reduction Benefit Program are not eligible for other reduced tuition rates at the University.

This discount does not apply to the following programs:

- [Master of Physician Assistant Studies \(MPAS\)](#)
- [Doctor of Physical Therapy \(DPT\)](#)
- [Entry-Level Doctor of Occupational Therapy \(ELOTD\)](#)
- [Master of Science in Nursing \(MSN\)](#)
- [RN-to-Bachelor of Science in Nursing \(RN-BSN\)](#)
- [RN-to-Master of Science in Nursing \(RN-MSN\)](#)
- [Doctor of Psychology in Counseling Psychology \(PsyD\)](#)
- [Master of Science in Athletic Training \(MSAT\)](#)
- [All Certificate Programs](#)
- [Integrated Degree Programs](#)
- Any additional program that is already billed at a discounted rate

This discount does not apply to graduate-to-graduate programs.

Find your company.

A-D

- [**A Second Chance, Inc.**](#)
- [**A&D Health Care Professionals, Inc.**](#)

- **Accessibilities, Inc.**
- **ACS, Inc.**
- **Adagio Health**
- **Advanced Breast Care**
- **AGM Physical Therapy, LLC**
- **AIGA Pittsburgh**
- **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**
- **Ardent Resources, PA**
- **Armada**
- **Armstrong County Memorial Hospital**
- **Aspinwall Beans "N" Cream, LLC**
- **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**
- **DRG Services, PLLC**
- **Duquesne Light**

- **Durham V.A. Medical Center**
- **D'Youville College**

E-J

- **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**
- **Hackensack Meridian Health**
- **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.**
- **Injectable Beauty, LLC**

- **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.**

K-R

- **Kabob - G Grill**
- **Keiser University - West Palm Beach Campus**
- **Ketchum Inc.**
- **Kinder Care Learning Center**
- **Koppers, Inc.**
- **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**
- **Level Interactive d/b/a Level Agency**
- **Liberty Extended Day Program**
- **LifeCare Hospitals of Pittsburgh**

- **Lifeline Therapy**
- **Lighthouse Rehabilitation**
- **The Little Clinic**
- **Livengrin Foundation**
- **Lytle EAP Partners**
- **Magee Women's Hospital of UPMC**
- **Malone Central School District**
- **Management Science Associates, Inc.** (MSA)
- **Manchester Academic Charter School**
- **Massachusetts Nurses Association**
- **McCullough-Hyde Memorial Hospital**
- **McKesson Specialty**
- **MEI Anesthesia**
- **Medrad, Inc.**
- **Menorah Park Center for Senior Living**
- **Mercy Health System**
- **Merkle, Inc., Pittsburgh Office**
- **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**
- **Newport Group, Inc.**
- **Newtown Public Schools**
- **Niagara Health System**
- **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 Creative Reuse**
- **Pittsburgh Center for Massage Therapy, Inc. (PCMT)**
- **Pittsburgh Glass Works LLC**
- **Pittsburgh Mercy**
- **Pittsburgh Technology Council Member Companies**
- **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**
- **PULSE - Pittsburgh Urban Leadership Service Experience**
- **Punxsutawney Area Hospital**
- **Pyramid Healthcare**
- **Quaker Valley School District**
- **Quality Life Services**
- **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**

S-Z

- **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**
- **Sheraton Hotel**
- **Shining Way Esthetics LLC**
- **Sidney Physical Therapy**
- **Sisterson & Company, LLP**
- **Small Farm Central**
- **SMC Business Councils Member Companies**
- **Snap Retail**
- **Somnia, Inc.**
- **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**
- **St. Rita's Medical Center**
- **Stanaford Infusion Services**
- **State and Government Employees**
- **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)**
- **TCV**
- **Ted Sokol Cutting Horses**
- **Texas Health Resources**
- **The Center for Discovery.**
- **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**
- **University of Pittsburgh Medical Center**
- **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**
- **Wellsource Behavioral Health Clinic**
- **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**
- **Winston-Salem State University**
- **Wombat Security Technologies**
- **Woodland Hills School District**
- **Work Injury Solutions**
- **Worklife Therapy Services**
- **Xhibit Solutions, Inc.**
- **Yeshiva Schools**
- **Young Scholars of Western PA Charter School**

Don't see your company 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.

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, which includes all Graduate Chatham Aid, 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 412-365-1825 with any questions

Alumni Discounts

Alumni Discounts

Chatham University is pleased to offer Chatham alumni holding an undergraduate degree from Chatham University a special 20% tuition reduction benefit for most graduate programs at Chatham University.

Details

- This discount applies to graduates of an undergraduate Chatham degree program
- The 20% discount pertains to the tuition charge only on degree-seeking programs, and does not apply to any fees or indirect charges associated with the participating graduate programs
- This discount does not apply to the following programs:
 - Master of Physician Assistant Studies (MPAS)
 - Doctor of Physical Therapy (DPT)
 - Entry-Level Doctor of Occupational Therapy (EOTD)
 - Master of Science in Nursing (MSN)
 - RN-to-Bachelor of Science in Nursing (RN-BSN)
 - RN-to-Master of Science in Nursing (RN-MSN)
 - Doctor of Psychology in Counseling Psychology (PsyD)
 - Master of Science in Athletic Training (MSAT)
 - All Certificate Programs
 - Integrated Degree Programs
 - Any additional program that is already billed at a discounted rate
- This discount does not apply to graduate-to-graduate programs

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.

Military & Veteran Students: The 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 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.

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.

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.

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 website](#).

Prior Learning Assessment

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 of 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 undergraduate 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

After you have contacted your admissions representative, please use the **Prior Learning Assessment Contract** (also located at [myChatham](#)) to determine and continue with next steps.

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. Eligibility information can be found at the **DANTES site here**.

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.*

Loans & Payment Options

With financial aid at Chatham, there are lots of ways to finance graduate school. Here, we go through some of them with you.

In this section 

[Undergraduate](#)

[Graduate](#)

[Admission Info](#)

[Tuition & Fees](#)

[Funding Opportunities](#)

▶ [Loans & Payment Options](#)

[Non-Degree Seeking](#)

[Meet Our Staff](#)

[Next Steps](#)

Chatham's dedicated financial aid counselors are here to help all students to understand their options in financing their education. Even after you graduate, we are still here to help you with any of your loan repayment questions.

Are you eligible?

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 12 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.

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

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.

Loans & Lenders

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 the [Federal Student Aid website](#) 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](#). 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](#), 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](#) 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 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.

Entrance Counseling

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 the [Federal Student Aid website](#)
- 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 the [Federal Student Aid website](#)
- 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 the [Federal Student Aid website](#)
- 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

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

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

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. 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.

Know What Questions to Ask and 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?

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:

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.

Payment Options

Payment Methods

Chatham University accepts tuition payments by cash, check or money order made payable to Chatham University, or credit card (MasterCard, American Express, and Discover). Payments may be made online or at the Student Accounts Office in person, by mail, or by phone. Student may also pay online through the student portal. There is a 2% processing fee on the total payment amount for all credit card transactions. This is true for payments completed on the portal as well as in the office. Credit Cards accepted are MasterCard, Discover and American Express. It is very important to remember that you, the student, are ultimately responsible for payment of your student account, regardless of actions taken, or not taken, by your employer.

Corporate Payment Options

Company Billing Program

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

Company Billing Form

Company Reimbursement Program

The Company Reimbursement Program is offered for students who work for an employer who offers tuition reimbursement. The program allows students to defer payment of the reimbursed portion of their educational expenses until 30 days after the end of the term. Students are required to submit a completed Corporate Payment Options Application & Contract and a letter from their employer verifying employment and eligibility to participate in their company's tuition reimbursement program. Any amount not covered by tuition reimbursement must be paid in accordance with standard Chatham University payment policies. Company

reimbursement may be counted as a financial aid resource for students receiving financial aid assistance. Applications for this program must be received by the close of the add/drop period.

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

Tuition Installment Plans

Tuition Installment Plans provide options to finance charges without interest over the course of the year or term. Each of the plans below have a one-time \$25.00 application fee, which is due at time of enrollment into the plan. Chatham University uses ECSI to process and maintain both of our Tuition Installment Plans.

YEAR-BASED (10-Month) Installment Plan: This plan offers ten equal payments of your remaining balance (after financial aid) over the course of the fall and spring terms. Monthly installments begin on July 15, 2020 and continue through April 15, 2021.

TERM-BASED (4-Month) Installment Plan: This plan offers four payments of your remaining balance (after financial aid) over the course of either the fall or spring term. Payments for the fall term begin on July 15, 2020 and end October 15, 2020. Payments for the spring term begin on December 15, 2020 and end on March 15, 2021. Please contact the Office of Student Accounts for additional information regarding the 2020-21 Tuition Installment Plan Options.

Financial Aid Websites

- [PHEAA](#)
- [Department of Education](#)
- [Student Loan Locator](#)
- [FAFSA on the Web](#) (school code: 003244)
- [Pell Grants](#)

Contact Financial Aid

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871

[Email](#)

Contact Student Accounts

If you have questions about student accounts, please contact the Office of Student Accounts located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2719

Fax: 412-365-1834

[Email](#)

University Registrar

University Registrar's Office

Welcome to the Office of the University Registrar at Chatham University. The Registrar's Office is located on the first floor of Braun Hall, Room 103, and is open Monday through Friday 8:00 a.m. to 5:00 p.m. The Registrar's Office is responsible for overseeing all aspects of academic records. We process and maintain the following: academic transcripts, course scheduling, transfer credit evaluations, student demographic information updates, registration related activities, degree completion, classroom reservations, student enrollment verifications, course catalogue, and Family Educational Rights and Privacy Act forms that allow the release of student record information.

For additional information regarding services provided by the Office of the Registrar, feel free to contact us at 412-365-2963 or stop by the office in Room 103 in Braun Hall.

Mission

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

Questions?

If you have questions, please contact the Office of the Registrar at (412) 365-2963 or send us an [e-mail](#).

Office of the University Registrar

103 Braun Hall
Woodland Road
Pittsburgh, PA 15232
800-837-1610 (p)
412-365-2963 (p)
412-365-1643 (f)
registrar@chatham.edu

Access to Student Educational Records FERPA

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

1. The right to inspect and review the student's educational records within 45 days after the University receives a request for access. Students should submit to the University Registrar or other appropriate University official a written request that identifies the record(s) they wish to inspect. Forms for such a request are available from the Office of the University Registrar. The University Registrar or other appropriate official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student to whom the request should be addressed.
2. The right to request the amendment of the student's educational record(s) that the student believes to be inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Forms for such a request are available from the Office of the University Registrar. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee; or a person assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the

University may disclose educational records without consent to officials of another school in which the student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Chatham University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Another exception in FERPA which permits disclosure without consent pertains to disclosure of "directory information" unless the student has taken steps to withhold "directory information" from disclosure. Directory information is defined by Chatham University to include the following:

- Name, local address, permanent address, Chatham e-mail address, local telephone number, permanent telephone number, date and place of birth, major field of study, honors and awards (e.g. Dean's List recognition), participation in and photos of officially recognized activities and sports, height and weight of members of athletic teams, photograph, class year, enrollment status (including current enrollment, dates of attendance, full-time/part-time, withdrawn), degrees conferred, dates of conferral, graduation distinctions, and the institution attended immediately prior to admission to Chatham.

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

1. Student grades can be accessed via the Web. This grading page is considered an official document from Chatham University from our secure website that is password protected. Students who are not currently enrolled and whose student accounts are past due will NOT be able to access the grading page.
2. The student's advisor has access to the student's academic record via the Web. This academic record page is from our secure website that is password protected. Access is granted for advising purposes only, and the record is not to be released to a third party.

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

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

proceeding relating to such crime or offense.

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

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

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 be 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 graduate students are required to continuously register for a Graduate Continuing Credit during the time they are completing their final project, thesis, practicum, fieldwork or clinical placement and are no longer taking any other formal courses through Chatham. Additionally, this one credit requirement is applicable to any student who requests an incomplete grade in their final project, thesis practicum, fieldwork or clinical placement for the purpose of receiving a time extension.

Students who are registered for this credit will receive an incomplete grade for this work, 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 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, thesis, practicum, fieldwork or clinical placement course.

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 course must be repeated if the course is required as part of a degree program. In extenuating circumstances, a department chair or program director, with the dean's approval, may substitute another course of similar content. Additionally, no course may be repeated more than twice.

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.

Cross-registration OCICU

Chatham University students may take advantage of a wide variety of both undergraduate and graduate online courses and programs available through (12) regionally accredited, independent, not-for-profit online institutions that, along with Chatham, form the Online Consortium of Independent Colleges and Universities (OCICU): Regis University, Saint Leo University, Southern New Hampshire University, Robert Morris University, Seton Hill University, University of San Francisco, and others. Cross-registration permits students to take courses at any other OCICU institutions 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.

Student Accounts

Welcome

Welcome to the Office of Student Accounts at Chatham University! The Office of Student Accounts primary responsibility is to ensure that all tuition, room, board, and fees due the University are billed, collected, posted, deposited and reconciled timely and accurately in a manner that complies with University Policy as well as all Federal and State regulations. We strive to provide outstanding service while also maintaining a high level of integrity and professional ethic.

As part of the Student Services Center, the Office of Student Accounts is located on the first floor of Braun Hall. Our office is open Monday through Friday from 8:00 a.m. – 5:00 p.m. The office is open extended hours during certain peak periods throughout the year. These hours are published in the Student Accounts Office each semester.

We understand that paying for College expenses can be an overwhelming and even somewhat intimidating task, but the Office of Student Accounts is here to help make the process a little easier for you. Please do not hesitate to contact our office should you have any questions, comments, or concerns regarding your student account.

For additional information please visit the Student Accounts Office webpage:

http://www.chatham.edu/campuslife/services/student_accounts.cfm

Student Accounts

Braun Hall

First Floor

800-837-1610 (p)

412-365-2719 (p)

412-365-1834 (f)

studentaccounts@chatham.edu

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.

Student Accounts

Braun Hall

First Floor

800-837-1610 (p)

412-365-2719 (p)

412-365-1834 (f)

studentaccounts@chatham.edu

Loans & Payment Options

With financial aid at Chatham, there are lots of ways to finance graduate school. Here, we go through some of them with you.

In this section 

[Undergraduate](#)

[Graduate](#)

[Admission Info](#)

[Tuition & Fees](#)

[Funding Opportunities](#)

▶ [Loans & Payment Options](#)

[Non-Degree Seeking](#)

[Meet Our Staff](#)

[Next Steps](#)

Chatham's dedicated financial aid counselors are here to help all students to understand their options in financing their education. Even after you graduate, we are still here to help you with any of your loan repayment questions.

Are you eligible?

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 12 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.

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

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.

Loans & Lenders

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 the [Federal Student Aid website](#) 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](#). 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](#), 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](#) 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 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.

Entrance Counseling

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 the [Federal Student Aid website](#)
- 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 the [Federal Student Aid website](#)
- 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 the [Federal Student Aid website](#)
- 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

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

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

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. 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.

Know What Questions to Ask and 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?

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:

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.

Payment Options

Payment Methods

Chatham University accepts tuition payments by cash, check or money order made payable to Chatham University, or credit card (MasterCard, American Express, and Discover). Payments may be made online or at the Student Accounts Office in person, by mail, or by phone. Student may also pay online through the student portal. There is a 2% processing fee on the total payment amount for all credit card transactions. This is true for payments completed on the portal as well as in the office. Credit Cards accepted are MasterCard, Discover and American Express. It is very important to remember that you, the student, are ultimately responsible for payment of your student account, regardless of actions taken, or not taken, by your employer.

Corporate Payment Options

Company Billing Program

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

Company Billing Form

Company Reimbursement Program

The Company Reimbursement Program is offered for students who work for an employer who offers tuition reimbursement. The program allows students to defer payment of the reimbursed portion of their educational expenses until 30 days after the end of the term. Students are required to submit a completed Corporate Payment Options Application & Contract and a letter from their employer verifying employment and eligibility to participate in their company's tuition reimbursement program. Any amount not covered by tuition reimbursement must be paid in accordance with standard Chatham University payment policies. Company

reimbursement may be counted as a financial aid resource for students receiving financial aid assistance. Applications for this program must be received by the close of the add/drop period.

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

Tuition Installment Plans

Tuition Installment Plans provide options to finance charges without interest over the course of the year or term. Each of the plans below have a one-time \$25.00 application fee, which is due at time of enrollment into the plan. Chatham University uses ECSI to process and maintain both of our Tuition Installment Plans.

YEAR-BASED (10-Month) Installment Plan: This plan offers ten equal payments of your remaining balance (after financial aid) over the course of the fall and spring terms. Monthly installments begin on July 15, 2020 and continue through April 15, 2021.

TERM-BASED (4-Month) Installment Plan: This plan offers four payments of your remaining balance (after financial aid) over the course of either the fall or spring term. Payments for the fall term begin on July 15, 2020 and end October 15, 2020. Payments for the spring term begin on December 15, 2020 and end on March 15, 2021. Please contact the Office of Student Accounts for additional information regarding the 2020-21 Tuition Installment Plan Options.

Financial Aid Websites

- [PHEAA](#)
- [Department of Education](#)
- [Student Loan Locator](#)
- [FAFSA on the Web](#) (school code: 003244)
- [Pell Grants](#)

Contact Financial Aid

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871

[Email](#)

Contact Student Accounts

If you have questions about student accounts, please contact the Office of Student Accounts located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2719

Fax: 412-365-1834

[Email](#)

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:

For All Sessions

- Day 1 through Day 7 of the session is 100% refund
- Day 8 through Day 15 of the session is 50% refund
- Day 16 of the session and beyond is 0% refund

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.

Student Accounts

Braun Hall

First Floor

800-837-1610 (p)

412-365-2719 (p)

412-365-1834 (f)

studentaccounts@chatham.edu

Tuition Installment Plan Options

Tuition Installment Plans provide families options to finance charges without interest over the course of the year or term. Each of the plans below have a one-time \$25.00 application fee, which is due at time of enrollment into the plan. Chatham University uses ECSI to process and maintain both of our Tuition Installment Plans.

YEAR-BASED (10-Month) Installment Plan: This plan offers ten equal payments of your remaining balance (after financial aid) over the course of the fall and spring terms. Monthly installments begin on July 15, 2019 and continue through April 15, 2020.

SEMESTER-BASED (4-Month) Installment Plan: This plan offers four payments of your remaining balance (after financial aid) over the course of either the fall or spring term. Payments for the fall term begin on July 15, 2019 and end October 15, 2019. Payments for the spring term begin on December 15, 2019 and end on March 15, 2020.

Please contact the Office of Student Accounts for additional information regarding the 2019-20 Tuition Installment Plan Options.

Student Accounts

Braun Hall

First Floor

800-837-1610 (p)

412-365-2719 (p)

412-365-1834 (f)

studentaccounts@chatham.edu

Tuition & Fees

Undergraduate education at Chatham University consists of tuition, fees and expenses associated with lodging, food, insurance, facilities, technology, and travel. Our generous scholarships, grants and help with financial aid all help make a Chatham education more affordable.

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What You See Is Not Always What You Pay

Chatham is proud to offer generous scholarships, grants, and financial aid based both on academic merit and on financial need. These scholarships and grants can significantly reduce tuition costs.

See the section below for an example of how to determine your cost and know that our Office of Financial Aid is happy to help with any questions you may have about these opportunities.

Understanding the Cost

2020-2021

\$39,902

Tuition and Fees

\$12,618

Room and Board

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.

Scholarships

\$3,000 - \$16,000

Merit Scholarship

Grants

Varies

Chatham Grant

\$500-5,920

Federal Pell Grant

\$1,500

Federal SEOG Grant

\$500-4,138

Pennsylvania State Grant

Student Employment

\$2,200

Work-Study or Campus Job

*Not all students are eligible for work study, but all students are welcome to find a job and work on campus.

**Your amounts will vary depending on your room and meal plan choices. See all options below.*

► Determining Your Costs

Estimated Tuition, Fees, Room & Board Costs

- Your Scholarships Grants, and Work Study

= Your Reduced Costs

Net Price Calculator

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 below for a breakdown of tuition, room, board (i.e., meals) and fees. For Student Consumer Information, please visit [this page](#).

2020-2021 Estimated Costs

The following tables provide 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, meal plan selection, applicable fees, and health insurance needs.

Tuition & Fees

**Resident Student
Yearly Totals**

**Commuter Student
Yearly Totals**

Tuition Flat Rate (12-
21 credits per term)

\$38,482

\$38,482

Mandatory Fees

\$1,420

\$1,420

**Tuition & Fees
Subtotal**

\$39,902

\$39,902

Room & Board

**Resident Student
Yearly Totals**

**Commuter Student
Yearly Totals**

Room (multiple
occupancy)

\$6,018-\$6,642

N/A

Meal Plan (unlimited
meals)

\$6,600

Optional

**Room & Board
Subtotal**

\$12,618-\$13,242

N/A

2019-2020 Room & Meal Plan Options

Room Rates

- Multiple Occupancy Room (Double, Triple or Quad): \$3,009 – \$3,321 per term
- Single Room: \$3,221 – \$3,646 per term
- Apartment (for Sophomores, Juniors & Seniors only): \$2,759 – \$3,608 per term
- Orchard Hall, Eden Hall Campus (for Sophomores, Juniors, & Seniors only): \$1,391 (single room) - \$1,468 (single room, 2-person suite) per term. Undergraduate residents are required to purchase the Chatham Eden Hall Meal Plan.

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. Students can make changes to their meal plans from the first day of classes through the end of the add/drop period only.

- Chatham Platinum: Anytime Plan, unlimited meal access, \$50 Flex Dollars: \$3,300 per term
- Chatham Gold: 200 meals/term, \$225 Flex Dollars: \$2,600 per term
- Chatham Silver: 150 meals/term, \$250 Flex Dollars: \$2,000 per term
- Chatham Bronze: 100 meals/term, \$275 Flex Dollars: \$1,500 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. Build a plan based on

your lifestyle to get the right balance of meals and Flex dollars.

Choose your block meals:

- Choose from 15 (\$175), 45 (\$525), or 75 (\$875) meals per term.
(Averages 1, 3, or 5 meals per week)

Add Flex dollars:

- Choose from \$150 or \$350 per term

Eden Hall Meal Plan

Only available for residents of Orchard Hall.

- Anytime Plan, unlimited meal accesses, \$50 Flex Dollars; \$3,300 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.

2019-2020 Fee Details

Laboratory and Course Fees

Applied Art Fee

\$75 per course

Applied Digital Art Fee

\$100 per course

Applied Music Fee

\$300 per term/half-hour lesson per week

Applied Music Fee

\$150 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

Optional, dependent upon situation. Subject to change.

\$1,073 per term

Net Price Calculator

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. This 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.

First-Year Students Net Price Calculator

Transfer Students Net Price Calculator

Contact Us

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871

[Email](#)

Tuition & Fees

Graduate education at Chatham University involves tuition, fees, and expenses associated with lodging, food, insurance, facilities, technology, and travel. We also offer graduate assistantships, fellowships and professional campus work positions that can help make a Chatham graduate education more affordable.

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To be considered a full-time graduate student, a student must be enrolled for 9 credits in the fall, spring, and summer terms.

2020-2021 Tuition & Fees

Program Name (Per Term)

Number of Terms

Cost per Term

Tuition Cost

Master of Science in Athletic Training
(MSAT)

5

\$10,200

\$51,0000

Entry-Level Doctor of Occupational
Therapy (OTD)

8

\$11,537

\$92,296

Doctor of Physical Therapy (DPT)

7

\$12,687

\$88,809

Master of Physician Assistant Studies
(MPAS)

6

\$16,166

\$96,996

**Program Name
(Per Credit)**

**Number of
Credits**

**Cost
per
Credit**

Tuition Cost

Master of Science in
Biology (MS)

32-34

\$1,017

\$32,554-\$34,578

BSN to Doctor of
Nursing Practice (BSN-
DNP)

53

\$546-\$987

\$28,938-\$52,311

Master of Business
Administration (MBA)

36

\$987

\$35,532

Master of
Communication
(MComm)

30

\$1,017

\$30,510

Master of Science in
Counseling Psychology
(MSCP)

40-60

\$1,017

\$40,680-\$61,020

Doctor of Psychology in
Counseling Psychology
(PsyD)

85

\$1,017

\$86,445

Creative Writing Master
of Fine Arts (MFA)

42

\$1,017

\$42,714

Master of Fine Arts in
Film and Digital
Technology (MFA)

36

\$987

\$35,532

Dual-Degree Master of
Arts in Food Studies &
MBA (MFAS + MBA)

56

\$987

\$55,272

Master of Arts in Food
Studies (MAFS)

41

\$987

\$40,467

Master of Healthcare
Informatics (MHI)

30

\$1,017

\$30,510

Master of Arts in
Interdisciplinary Design
(MAID)

30

\$987

\$29,610

Master of Interior
Architecture (MIA)

72

\$987

\$71,064

Master of Science in
Interior Architecture
(MSIA)

30

\$987

\$29,610

Low Residency Master of
Fine Arts in Creative
Writing (MFA)

42

\$1,017

\$42,714

Master of Science in
Nursing (MSN)

33

\$798

\$26,334

Doctor of Nursing
Practice (DNP)

27

\$1,017

\$27,459

Professional Doctorate of
Occupational Therapy
(OTD)

30

\$1,017

\$30,510

Professional Doctorate of
Occupational Therapy
Bridge Option (OTD-BR)

39

\$1,017

\$39,663

Master of Professional
Writing (MPW)

30

\$1,017

\$30,510

Master of Arts in
Psychology (MAP)

36

\$1,017

\$36,612

RN to Master of Science
in Nursing (RN-MSN)

47

\$546-\$775

\$25,662-\$36,425

Master of Education in
Special Education (M.Ed)

30

\$987

\$29,610

Dual Degree Master of
Sustainability & MBA
(MSUS + MBA)

57

\$987

\$56,259

Master of Sustainability
(MSUS)

41

\$987

\$40,467

Master of Arts in
Teaching (MAT)

44-51

\$987

\$43,428-\$50,337

Graduate Housing & Meal Plans

Graduate Housing

Chatham University will not be able to provide on-campus housing options for graduate students for the 2020-2021 academic year. However, there are a variety of local housing options that are within walking distance or a short bus ride on the Pittsburgh Port Authority.

While the Office of Residence Life–Student Affairs maintains a listing of local property management companies that students have used in the past to secure off-campus housing, Chatham University cannot attest to the best off-campus housing options for students. Instead, we encourage students to make the best choice for them based on their personal and financial needs.

Graduate students are encouraged to contact the individual property management companies to arrange tours and obtain further details. Students

have also used the following online resources in the past: [Apartments.com](https://www.apartments.com), [Trulia](https://www.trulia.com), [Zillow](https://www.zillow.com), and [Realtor.com](https://www.realtor.com).

If you have any questions or would like further recommendations, please do not hesitate to contact the Office of Residence Life–Student Affairs:

- **Shadyside Campus:** [email](#) | 412-365-1518
- **Eden Hall Campus:** [email](#) | 412-365-1172

Shadyside Campus

Neighborhoods with easy access to Chatham, such as Squirrel Hill, Shadyside, Oakland, and Point Breeze are all good places for graduate students to start their housing search. These neighborhoods each provide many amenities like shopping, entertainment and nightlife, and access to public transportation.

Eden Hall Campus

Chatham University has limited on-campus graduate housing options at the [Eden Hall Campus](#). Graduate students interested in inquiring about housing options on the Eden Hall Campus should contact the Office of Residence Life–Student Affairs for the Eden Hall Campus by [email](#) or phone (412-365-1172). There are a variety of local housing options within driving distance of the Eden Hall Campus that graduate students can utilize.

Meal Plans

Build your own Rachel Plan:

- Choose your Block Meals: Choose from 15 (\$175), 45 (\$525) or 75 (\$875) meals per term. (Averages out to about 1, 3, or 5 meals per week.)
- Add Flex Dollars: Choose from \$150 or \$350

Students can change their meal plan option from the first day of class through the end of the add/drop period only. 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:

Only available for residents of Orchard Hall.

Anytime Plan, unlimited meal accesses, \$50 Flex Dollars; \$3,300 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.

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: \$265 per term
- Physician Assistant Studies: \$265 per term
- Doctor of Physical Therapy: \$265 per term
- Other Graduate Programs: \$30 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: \$220 per term
- Physician Assistant Studies: \$220 per term
- Doctor of Physical Therapy: \$220 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: \$1,073 per term
Fee is optional (depending on your situation) and estimated as of December 2018. 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](#).

Contact Us

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871

Email

Loans & Payment Options

With financial aid at Chatham, there are lots of ways to finance graduate school. Here, we go through some of them with you.

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Chatham's dedicated financial aid counselors are here to help all students to understand their options in financing their education. Even after you graduate, we are still here to help you with any of your loan repayment questions.

Are you eligible?

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 12 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.

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

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.

Loans & Lenders

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 the [Federal Student Aid website](#) 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](#). 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](#), 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](#) 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 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.

Entrance Counseling

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 the [Federal Student Aid website](#)
- 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 the [Federal Student Aid website](#)
- 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 the [Federal Student Aid website](#)
- 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

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

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

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. 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.

Know What Questions to Ask and 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?

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:

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.

Payment Options

Payment Methods

Chatham University accepts tuition payments by cash, check or money order made payable to Chatham University, or credit card (MasterCard, American Express, and Discover). Payments may be made online or at the Student Accounts Office in person, by mail, or by phone. Student may also pay online through the student portal. There is a 2% processing fee on the total payment amount for all credit card transactions. This is true for payments completed on the portal as well as in the office. Credit Cards accepted are MasterCard, Discover and American Express. It is very important to remember that you, the student, are ultimately responsible for payment of your student account, regardless of actions taken, or not taken, by your employer.

Corporate Payment Options

Company Billing Program

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

Company Billing Form

Company Reimbursement Program

The Company Reimbursement Program is offered for students who work for an employer who offers tuition reimbursement. The program allows students to defer payment of the reimbursed portion of their educational expenses until 30 days after the end of the term. Students are required to submit a completed Corporate Payment Options Application & Contract and a letter from their employer verifying employment and eligibility to participate in their company's tuition reimbursement program. Any amount not covered by tuition reimbursement must be paid in accordance with standard Chatham University payment policies. Company

reimbursement may be counted as a financial aid resource for students receiving financial aid assistance. Applications for this program must be received by the close of the add/drop period.

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

Tuition Installment Plans

Tuition Installment Plans provide options to finance charges without interest over the course of the year or term. Each of the plans below have a one-time \$25.00 application fee, which is due at time of enrollment into the plan. Chatham University uses ECSI to process and maintain both of our Tuition Installment Plans.

YEAR-BASED (10-Month) Installment Plan: This plan offers ten equal payments of your remaining balance (after financial aid) over the course of the fall and spring terms. Monthly installments begin on July 15, 2020 and continue through April 15, 2021.

TERM-BASED (4-Month) Installment Plan: This plan offers four payments of your remaining balance (after financial aid) over the course of either the fall or spring term. Payments for the fall term begin on July 15, 2020 and end October 15, 2020. Payments for the spring term begin on December 15, 2020 and end on March 15, 2021. Please contact the Office of Student Accounts for additional information regarding the 2020-21 Tuition Installment Plan Options.

Financial Aid Websites

- [PHEAA](#)
- [Department of Education](#)
- [Student Loan Locator](#)
- [FAFSA on the Web](#) (school code: 003244)
- [Pell Grants](#)

Contact Financial Aid

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871

[Email](#)

Contact Student Accounts

If you have questions about student accounts, please contact the Office of Student Accounts located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2719

Fax: 412-365-1834

[Email](#)

Academics

The Chatham University experience is dedicated to enabling its graduates to make an impact on the world around them. Students' personal, professional, and leadership skills are developed to their fullest potential through intensive study, internships, study abroad, service learning, leadership training opportunities, hands-on learning, and personal development seminars.

Office of Academic Affairs

- Jenna Templeton, Vice President of Academic Affairs
- Mary Simbari, Executive Administrative Assistant
- Leah Christy, Administrative Assistant
- [Lisa Lambert, AVP for Undergraduate Learning](#)
- Lou Anne Caligiuri, Executive Director and Dean, Eden Hall Campus
- [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
- Anne Schlicht, Executive Director, Center for Women's Entrepreneurship
- Giovanni Garofalo, Director, Institutional Research and Effectiveness
- Mark Kassel, Director, Chatham Online
- Cindy Kerr, Director, Office of Academic & Accessibility Resources, OAAR
- Maria Kroniser, University Registrar
- Chris Musik, Director, International Studies
- Jessie Ramey, Director, Womens' Institute

Related Links

[Assessment Resources](#)

[\(link to Weave Assessment Software\)](#)

[Adjunct Faculty Handbook](#) (updated August 2017)

[Academic Calendars](#)

[Academic Advising Pages](#)

[Application for Research and Sabbatical Funds](#) (due Thursday, January 23, 2020; include CV)

[19-20 Faculty Committee List](#)

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 policy outlines the academic integrity process at Chatham University including those processes to identify, report, and adjudicate acts of academic misconduct by students within all academic pursuits at the University. The full policy can be found [here](#).

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 program, 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 course must be repeated if the course is required as part of a degree program. In extenuating circumstances, a department chair or program director, with the dean's approval, may substitute another course of similar content. Additionally, no course may be repeated more than twice.)

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 Office of Academic & Accessibility Resources (OAAR) 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 Office of Academic & Accessibility Resources (OAAR) 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.

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.

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

When a student completes official withdrawal paperwork, they are separating from the University to preserve academic integrity. *If a student withdraws from the University prior to the semester's start or during the add/drop period, their scheduled courses will be cancelled. If a student withdraws during the withdrawal period, (W) grades will be awarded for their entire schedule of registered courses. The withdrawal actions will be 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 posted on the Academic Calendar. Refunds will be made in accordance with University and federal government refund policies.

Withdrawing from the University for military activation requires deployment proof prior to being deployed. Proof may be faxed, mailed, or hand-carried, and it may take the form of general orders cut by the company commander. When a student is activated during the semester, Financial Aid, Student Accounts, and University Registrar policies will take effect, and questions should be directed to these offices. When a student is activated near the end of the semester, the student and their faculty members may determine that incomplete (I) grades are more appropriate. If incomplete grades are recorded, tuition will not be waived.

When a student does not complete official withdrawal paperwork, they will remain in an active not attending status for one academic year. Following this period, if the student does not register courses for an upcoming semester, the University will officially withdraw the student, and the withdrawal action will be recorded on the student's transcript.

Students who return to the University after withdrawal of a year or more must contact the Office of Admissions to begin the process of reinstatement. Additionally, graduate students must be reaccepted by their program prior to returning.

Dean's List (Fall and Spring Semesters) - Undergraduate

To qualify for the Dean's List, a full-time, degree-seeking undergraduate student must achieve a semester grade point average of 3.5 or above and successfully complete a minimum of 12 credits for a letter grade. Maymester courses do not count toward the 12 credits in the spring semester.

Students who are enrolled in integrated degree programs are eligible for the Dean's List only if they are taking 12 credits of undergraduate coursework in a semester. Eligibility is calculated using the semester grade point average from the undergraduate courses only.

Program Honors - Undergraduate

Program honors are awarded to students who distinguish themselves in their major field, interdisciplinary area, or multiple disciplinary concentration. Those honors are awarded at the discretion of the student's major program advisor and approved by the department chair or program director. The minimum standard for program honors is a 3.0 cumulative GPA, a 3.5 GPA in the major or program, and an exemplary capstone performance. Students with interdisciplinary or double majors must meet the requirements for honors in each discipline in order to be eligible for program honors.

Academic Calendar

The 2019-2020 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 some graduate programs, student may be enrolled in more than 12 graduate credits. The Athletic Training IDP allows students to complete a minimum of 105 undergraduate credits with 15 credits of undergraduate coursework counting toward 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 12/15 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 policies 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.

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.

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.

Proration of PRO Requirements:

- If a student transfers in 12 credits, SDE 101 is waived.
- If a student transfers in 30-59 credits, SDE101 and 1 PRO credit is waived (student will need to complete a three-credit internship and 2 PRO credits in at least one course).

- If a student transfers in 60 or more credits, SDE101 and 2 PRO credits waived (student will need to complete a three-credit internship and 1 PRO credit in at least one course).

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;
 - For RN-BSN students, the approved major is the completion of 26 credits (maximum 94 transfer credits will be accepted)
- 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 and Mission Courses

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 experiences and contributions of people of different genders;
- Knowledge of the natural environment, the principles of sustainability, and our place in global ecosystems;
- A general understanding of and appreciation for international places, cultures, arts, and people that enrich our lives;
- Acquisition of the characteristics of a World Ready Student, including preparation for the workplace and the skills necessary to be a life-long learner.

General Education Course Requirements

Courses satisfying the general education requirements 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, they 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 general education and in any major or minor (does not apply to "depth of understanding" requirement). In interpreting the general education requirements, a "science with lab" is considered one class even if the lab portion has its own course number. However, it must be the lab that is associated with the lecture portion of the course.

For 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.

Strategies for Success in College

SDE101: Strategies for Success in College. This course provides 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 SDE10.

- Students will understand and implement the academic skills, strategies, and support programs important for success in college.
- Students will understand their own strengths and skill sets to better manage their personal growth and development
- Students will be able to identify campus/community resources and opportunities for engagement at Chatham University and in the Pittsburgh area.
- Students will understand and appreciate the role service learning and ethical citizenship play in their college education

Written Communication

- Students will be able to produce coherent, focused, organized, clear and correct written documents using general academic conventions as well as appropriate discipline-based conventions.
- Students will be able to use the tools of persuasion to reach a variety of audiences

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. Students must also complete two writing-intensive courses within the major.

Oral Communication

- Students will demonstrate the ability to formulate opinions and support and defend them effectively
- Students will demonstrate the ability to articulate ideas, reach, and persuade a variety of audiences.
- Students produce an effective presentation using a variety of strategies and technologies.

Information Literacy

- Students will demonstrate the ability to locate information sources, including electronic sources, and the ability to analyze, interpret, and evaluate their quality/reliability.
- Students will demonstrate the ability to conduct research using a variety of strategies and sources.
- Students will produce an effective written document analyzing and synthesizing research materials and leading to a conclusion supporting an argument or hypothesis.

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

- Students will demonstrate numerical fluency.
- Students will demonstrate the ability to develop and evaluate the appropriate problem-solving strategies for a variety of situations, issues, and events.
- Students will demonstrate the ability to test and apply correct solutions to problems.

Wellness

Students are required to earn 2 Wellness (WEL) credits over 2 courses which will include two of the following three learning outcomes:

- Students will demonstrate an understanding of holistic fulfillment, and its place in their lives
- Students will demonstrate knowledge of fitness activities that could be continued throughout the lifespan
- Students will demonstrate knowledge of practices and activities which will enhance their health and well-being and know how to implement those practices and activities in their everyday lives and in the lives of others

Chatham Plan Profession Edge: Experiential Professional Preparation

Students are required to earn 3 **Professional Preparation** (PRO) credits over at least 2 courses which will include one of the following two learning outcomes:

- Students will create documents or projects that ask them to reflect on the development of their own professional competencies. (Good examples of reflective projects include journals, blogs, reflective essays, introductions to portfolios, etc.)
- Students will create documents or projects that will be useful to them in seeking employment or further education (including but not limited to resumes/CV, cover letters, personal statements, portfolios, etc.)

And two or more of the following learning outcomes:

- Students will explore professions related to their field of study and/or methods for obtaining a job.
- Students will identify and explain the importance of ethics, cultural competence, and professional behavior in their field of study.
- Students will master a technical skill related to their field of study, but outside of the normal curriculum, and demonstrate efficiency.
- Students will analyze professional management techniques and strategies.
- Students will apply knowledge and skills learned in their field to solve a related problem in an experiential or project-based setting.
- Students will gain proficiency in a standardized exam or certification process essential to their career path.

General Education Learning Outcomes for Breadth Courses and Upper Electives Requirement

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. The lab must be associated with the lecture portion of the course.

- **ART** (ART, DAN, FDT, MUS, THT)
 - Students will demonstrate an understanding of the principles and elements used in the art form(s) under study.
 - Students will demonstrate the ability to interpret works of art contextualizing them in appropriate frameworks (e.g., social, cultural, political, psychological, environmental, etc.).
 - Students will demonstrate the ability to analyze and interpret works of art using the language relevant to the art form(s) under study.
- **Humanities** (ENG, CST, LNG, PHI, REL, WGS)
 - Students will demonstrate the ability to identify the key concepts and central debates that define the humanities discipline under study.
 - Students will demonstrate the ability to analyze and interpret literary and cultural texts within historical paradigms.
 - Students will demonstrate the ability to identify cultural patterns through the close study of literary and cultural texts.
- **Science** (BIO, CHM, PHY, ENV, SUS, EXS))
 - Students will demonstrate a foundational knowledge of a science discipline
 - Students will demonstrate the correct use of scientific methods as modes of inquiry as well as appropriate use of analytical tools.
 - Students will demonstrate the ability to evaluate scientific evidence.
- **Social Sciences** (ECN, HIS, POL, PSY, CRM, SSC, SWK)
 - Students will demonstrate foundational knowledge of the discipline(s) under study.
 - Students will demonstrate the ability to employ appropriate methods of inquiry to analyze the relationships among culture, institutions, and/or human behavior.

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. Equivalent courses for Science at other institutions include at least four credits of an approved science course with lab.

Depth of understanding (upper level course requirement)

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.

Note that a course related to the major but not required in the major will NOT count as a course fulfilling the requirement. For instance, a chemistry course not listed as a requirement in the Chemistry major curriculum or a Creative Writing course not listed as a requirement in the Creative Writing major curriculum will NOT satisfy General Education Depth Requirement. 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. Courses taken to satisfy a minor, second major, or IDP program may satisfy the Depth of Understanding Course requirement.

RN-BSN students may satisfy general education depth requirements with any courses outside of the Core program requirements.

Mission Related Course Requirements

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.

- **Sustainability and the Environment (SEE)**

- Students will articulate the impact that humans have on their environment and how this affects health and social justice issues.
- Students will describe sustainable processes and evaluate the impact of those processes on social, environmental, and/or economic systems.

- **Global and International (GBL)**

- Students will discuss global interdependence and local cultural values from multiple perspectives (e.g., social, economic, political, religious, and environmental).
- Students will assess global and local events, processes, trends, and/or issues and be able to place one's own culture in that context.

- **Engagement and Responsibility (EGE)**

- Students will describe constructions of race, class, gender, ethnicity, and beliefs as they apply to the topic(s) under study.
- Students will demonstrate the ability to advocate for their own positions through such strategies as attentiveness to the ideas and struggles of others, strong communication skills, and consensus.

Scholarships & Grants

Chatham University, in an effort to recognize academic excellence, awards scholarships to deserving incoming full-time students.

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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.

Undergraduate Scholarships & Grants

First-Year 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

Apply.

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

Apply.

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.

To be eligible for a Heffer Family Scholarship, applicants will:

- Be female
- Have a minimum 3.5 high school or college cumulative Grade Point Average (GPA)
- Score 1100 SAT (Critical Reading + Math) / 24 composite ACT (not applicable to transfer students)
- Be accepted to Chatham University
- Complete a Heffer Family Scholarship Application coversheet including extracurricular achievements

- Complete a 350-500 word essay responding to a provided prompt
(*View prompts on the [application form](#)*)
- Be a U.S. citizen or have resided in the United States for the four years preceding your application for the Heffer Scholarship

Amount: \$10,000

Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment.

Application deadline: February 1

Apply

Rachel Carson Health Planet Award: \$5,000 Annually

The Rachel Carson Healthy Planet Award will be given to a deserving high school junior from each high school across the United States and internationally who embodies the spirit of Rachel Carson in his or her dedication to sustainability and community development. Eligible students for this award are current high school juniors, in the U.S. and internationally, and must be nominated by a teacher, school counselor or advisor.

Amount: \$5,000

Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment

Application deadline: June 1

Learn More

Apply.

Academic Scholarship Days: Up to \$3,000 Annually

Open only to accepted students, Academic Scholarship Days give students the chance to be rewarded for their outstanding leadership qualities.

Students should attend Chatham University's Academic Scholarship Days to qualify for the scholarship. Participation in a scholarship interview day must occur prior to the student's first term at Chatham University.

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

Apply.

Instrumental Music Scholarship: Up to \$3,500 Annually

For qualified instrumentalists who plan to incorporate music as a minor or music into an interdepartmental major while a student at Chatham. Participation in Chatham Music Ensembles is required. To apply for this scholarship, please submit the completed application form. Once your scholarship application is received, you will be contacted to schedule an audition. An audition is required.

Amount: Up to \$3,500

Renewable: annually with annual audition

Apply.

Immersive Media (Virtual Design) Scholarship: Up to \$2,000 Annually

For students who plan to major in Immersive Media at Chatham University. Based on completed Immersive Media scholarship application. Students must submit portfolio (art or design work) or essay on why you want to study Immersive Media at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

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 design work) or essay on why you want to study Interior Architecture at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

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.

Transfer 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.

Academic Scholarship Days: Up to \$3,000 Annually

Open only to accepted students, Academic Scholarship Days give students the chance to be rewarded for their outstanding leadership qualities.

Students should attend Chatham University's Academic Scholarship Days

to qualify for the scholarship. Participation in a scholarship interview day must occur prior to the student's first term at Chatham University.

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.

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

Apply.

Instrumental Music Scholarship: Up to \$3,500 Annually

For qualified instrumentalists who plan to incorporate music as a minor or music into an interdepartmental major while a student at Chatham. Participation in Chatham Music Ensembles is required. To apply for this scholarship, please submit the completed application form. Once your scholarship application is received, you will be contacted to schedule an audition. An audition is required.

Amount: Up to \$3,500

Renewable: annually with annual audition

Apply.

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.

Immersive Media (Virtual Design) Scholarship: Up to \$2,000 Annually

For students who plan to major in Immersive Media at Chatham University. Based on completed Immersive Media scholarship application. Students must submit portfolio (art or design work) or essay on why you want to study Immersive Media at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

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 design work) or essay on why you want to study Interior Architecture at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

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.

International Students

International Student Merit Scholarship: \$6,000-\$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: \$6,000-\$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

Apply.

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

Apply.

Rachel Carson Health Planet Award: \$5,000 Annually

The Rachel Carson Healthy Planet Award will be given to a deserving high school junior from each high school across the United States and internationally who embodies the spirit of Rachel Carson in his or her dedication to sustainability and community development. Eligible students for this award are current high school juniors, in the U.S. and internationally, and must be nominated by a teacher, school counselor or advisor.

Amount: \$5,000

Renewable: annually based on cumulative GPA of 2.0 or higher and full-time enrollment

Application deadline: June 1

Learn More

Apply

Academic Scholarship Days: Up to \$3,000 Annually

Open only to accepted students, Academic Scholarship Days give students the chance to be rewarded for their outstanding leadership qualities. Students should attend Chatham University's Academic Scholarship Days to qualify for the scholarship. Participation in a scholarship interview day must occur prior to the student's first term at Chatham University.

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.

Instrumental Music Scholarship: Up to \$3,500 Annually

For qualified instrumentalists who plan to incorporate music as a minor or music into an interdepartmental major while a student at Chatham.

Participation in Chatham Music Ensembles is required. To apply for this

scholarship, please submit the completed application form. Once your scholarship application is received, you will be contacted to schedule an audition. An audition is required.

Amount: Up to \$3,500

Renewable: annually with annual audition

Apply.

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 design work) or essay on why you want to study Interior Architecture at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

Immersive Media (Virtual Design) Scholarship: Up to \$2,000 Annually

For students who plan to major in Immersive Media at Chatham University. Based on completed Immersive Media scholarship application. Students must submit portfolio (art or design work) or essay on why you want to study Immersive Media at Chatham University.

Application deadline: February 1. Applications received after February 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: February 1

Apply.

Military & Veteran Students: 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 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.

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.

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.

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 website](#).

Prior Learning Assessment

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 undergraduate 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

After you have contacted your admissions representative, please use the **Prior Learning Assessment Contract** (also located at [myChatham](#)) to determine and continue with next steps.

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. Eligibility information can be found at the **[DANTES site here](#)**.

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.*

Pittsburgh Promise

Chatham is a preferred partner of the Pittsburgh Promise. Visit [the Pittsburgh Promise website](#) to determine scholarship eligibility and to apply.

Additional Scholarship Resources

Explore more options available to you listed in the following free scholarship databases:

- [Fast Aid](#)
- [Wired Scholar](#)
- [Fast Web](#)
- [College Board](#)
- [Sallie Mae Scholarships](#)
- [Pittsburgh Foundation](#)
- [College Scholarships](#)

Contact Us

If you have questions about financial aid, please contact the Office of Financial Aid located at Braun Hall on the Shadyside Campus.

Hours: Monday through Friday, 8 a.m. to 5 p.m.

Phone: 412-365-2781

Fax: 412-365-1871


[Email](#)

Transfer Students

Admission information for those transferring from another college or university.

Have questions about the admission process? Contact us!



 800-837-1290

 undergraduate@chatham.edu

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Let us know you are interested! Fill out an inquiry form or schedule a visit to campus to learn more about our school and academic programs. Each transfer student is assigned their own Transfer Admissions Counselor who will help you through the admissions process, remind you of important deadlines, and assist you in submitting your transcripts to make sure you get credit for previous coursework.

Contact Us

Request Info

Visit Campus

Requirements

Requirements

Transfer student applicants must submit the following:

- Completed [application for admission](#)
- Official academic transcripts from all past colleges and universities in which the student was enrolled
- 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 a professor, community member, employer, etc.
- ***Transfer students with more than 24 transferrable credits do not need to provide their official high school transcript or test scores.***

Students with fewer than 24 credits 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.

General Education Requirements

Chatham University requires undergraduate students to complete a minimum of 40 credits of general education as specified by the Pennsylvania Department of Education. Students transferring to the University who have completed 40 credits of general education at an accredited institution of higher learning will be considered to have completed their general education requirements.

Submission of Credits

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.

Articulation Agreements

If you are transferring credits, we have Articulation Agreements with a number of schools to make the process easier and your hard work count.

Contact Us

Deadlines

Undergraduate admissions at Chatham University has a rolling deadline, we will accept your application to study with us at any time of the year! However, there are important deadlines for priority housing and class registration.

Housing

To have priority housing at Chatham University for the fall term, students must **deposit by May 1**. Once deposited, students will receive a housing questionnaire that will help place them with potential roommates and assign them a residence hall.

Class Registration

New student registration days begin in March for fall terms and November for spring term starts. Students **must be deposited to register for classes**. Registration occurs on a first-come first-serve basis; the earlier you are able to deposit, the sooner you will be able to meet with an academic advisor and choose your classes for the upcoming term.

Apply

This application is for students applying to Chatham's Bachelor-level **undergraduate programs and integrated degree programs**. The links to your right will redirect you to [The Common Application](#) or the Chatham Undergraduate Application.

The Common Application will allow you to apply to multiple schools at once while the Chatham Application is specific to our school and our requirements for admission.

[Apply to Chatham](#)

Financial Aid

Chatham University is proud to offer both need-based grants and merit-based scholarships to incoming undergraduate students. Merit-based scholarships are awarded to student upon acceptance into Chatham University. Additional scholarships you can apply to receive can be found on our Scholarships & Grants page.

Our Financial Aid office is designed to assist you with the financial aid process, including submitting your FAFSA, applying for loans, payment options and many other topics. Please use the links to the right to easily navigate all of Chatham's financial aid information.

[Undergraduate Scholarships & Grants](#)

[Loans and Payment Options](#)

[COVID-19 HR Resources](#)

[The CARES Act](#)

[Alumni](#)

[Title IX](#)

[Crime Stats \(Clery Report\)](#)



[MyChatham Link](#)

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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](https://my.chatham.edu) for additional Advising resources.

Undergraduate

ADVISING MISSION

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- 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.

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
Allegheny College of Maryland	Transfer Agreement
Allegheny College	DPT, MPAS, MSCP, OTD, PsyD
American University (D.C.)	Bachelor of Arts/Science
Baldwin Wallace College	DPT, OTD
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
Cotley 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
Grove City College	DPT, MPAS, OTD

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
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	Liberal Arts and Science/Engineering
Pennsylvania State University - Mont Alto	OTD
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	IDP for 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
St. Vincent College	DPT, MPAS
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
Unity College	MSUS
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	DPT, MPAS, MSCP, OTD, PsyD
Waynesburg College	DPT, MPAS, OTD
Westmoreland County Community College	Bachelor of Arts/Science
World Learning	Undergraduate Exchange Programs
Xian Da College	Memorandum of Understanding/Cooperation

International Programs

[Homepage](#) ▶ [Academics](#) ▶ International Programs

Whether you're interested in coming to Chatham from another country, a current Chatham student wishing to [study abroad](#), or simply interested in international cultures, Chatham has programs to suit your needs.

Studying at Chatham

Chatham welcomes qualified international students into its over 40 undergraduate majors and 25 masters and doctoral degrees across its four schools. Students receive a world-class education in [Pittsburgh](#), Pennsylvania—a dynamic, safe city. For application information, including requirements, visit [Admission & Aid](#). For information about visas and other international support, visit [International Student and Scholar Services](#).

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Qualified students are invited to follow their one or two terms through the Chatham Semester with professional experience as a full-time intern (normally 40 hours per week).

Learn More

Short-term International Programs

Short-term international programs are open to students, faculty, and staff from partner universities. The program can be as short as one week and as long as you desire. Programs can focus on different topics and skills, such as international cuisine, U.S. business and entrepreneurship, and English language teaching.

Activities & Engagement

Whether you are studying in your home country or in another country, international education is possible through engagement in activities with people from other countries with diverse cultures. The Office of International Affairs offers many international activities throughout the year to engage the Chatham community in the exchange of languages, cultures, and perspectives.

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[Learn More](#)

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[Learn More](#)

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International Student and Scholar Services assists in meeting the educational and professional goals of international students and scholars through immigration advising, cross-cultural programming, advocacy on campus, and information on engaging in the campus and local community.

[Learn More](#)

Contact Us

Office of International Affairs

Chatham University

1 Woodland Road

Pittsburgh, PA 15232 USA

Phone: 412-365-1388

[Email](#)

[Facebook](#) | [Blog](#)

How to Apply & Study Abroad FAQs

Take advantage of your time at Chatham by exploring our study abroad opportunities. Gain priceless experiences through multicultural learning and living that will help develop your confidence in communications, problem-solving, and adaptability skills.

In this section



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[Non-Degree Seeking](#)

[International Programs](#)

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[Academic Calendar](#)

Summer, Semester, or Year Program

1. Start planning early and think about your study abroad goals. Attend the Study Abroad Fair or a Study Abroad Information session.
2. Review the exchanges and partner programs that Chatham offers.
3. If these programs do not meet your needs, search programs offered by third party providers.
4. Speak with your academic advisor about study abroad plans.
5. Speak with the Study Abroad Coordinator to review application process and ask questions.
6. Check with financial aid office about federal, state and Chatham aid.
7. Apply to program (through Chatham for exchanges or to institution or provider).
8. Complete Chatham Study Abroad application (including all required signatures).
9. Submit Chatham Study Abroad application to Study Abroad Coordinator.
10. Attend MANDATORY predeparture orientation.

To discuss your options with Ms. Karin Chipman, please [email](#) or call 412-365-2714.

Chatham Study Abroad Application

Study Abroad FAQs: Financial, Timing, Safety, & Language

Financial

The program I am interested in is so expensive. Are there cheaper programs?

There is a range of prices for study abroad programs, from "all-inclusive" to "no frills." In addition to program inclusions, some study abroad countries and cities are less expensive than others, and the study abroad office can help you to find a program to meet your financial needs. Once you've found the program that works best for you, there are many ways to fund your experience.

How can I pay for this?

There are many ways to afford a study abroad experience. Most Chatham undergraduates pay for study abroad through a combination of aid, personal finances and savings, scholarships and Chatham vouchers.

- You may qualify for financial aid such as student loans to cover the academic expenses for the trip. Federal aid and state aid can be used toward semester study abroad. Check with the Financial Aid office with questions related to your aid package.
- If the program is a Chatham exchange you can apply your Chatham aid and Federal financial aid toward the tuition costs.
- **Each Chatham undergraduate student receives a one-time study abroad voucher of \$1200 which can be used toward any credit bearing experience abroad.** Students who have completed at least half the requirements for an International Studies certificate are eligible for an additional \$1,800 voucher which can be combined with the \$1,200 voucher for a total of \$3,000. The study associated with the International Studies voucher must be equivalent to a minimum of 6 credits. To be

eligible, students must have completed with a grade of at least "C" or better at least one half of the total credits for the certificate, including at least 8 credits of the foreign language requirement (or proof of proficiency). Students who leave Chatham without completing the certificate or who do not complete the certificate for other reasons will be required to repay \$1,800 to the university. Study abroad programs taken in connection with the International Studies Program or the International Certificates must be approved by the International Studies regional coordinator. To receive funding, students must complete and submit the International Studies Certificate Verification form.

- There are outside scholarship opportunities that you may be eligible to apply for, including the Gilman scholarship and the Boren Scholarship.
- Some students fundraise for their trip abroad. See the fundraising ideas compiled by NC State University's Office of Study Abroad for some creative ways to cover costs.

How should I handle money abroad?

- It is best to have access to multiple sources of money in case you should have difficulty with any one source. You should have some of the foreign currency and some US dollars with you at all times. Keep these in a secure place on your person such as in a hidden pocket or travel pack. Do not leave money or documents in pockets or bags that could be easily accessed by someone passing by. Awareness is the key to keeping your belongings safe.
- ATMs in other countries often charge expensive fees for withdrawals, so be prepared to pay extra for the convenience of taking cash out. Be sure to inform your bank of your travel plans.

- You may consider bringing a travel money card, which works like a declining debit card.
- Most major credit cards are accepted abroad. You can research whether your card is accepted at most locations within the country you are traveling to. You should inform your credit card company in advance of your travel dates, otherwise they may put a stop on your card if they suddenly charges are made in another country.
- Be aware of the exchange rate. Taking out 20 US dollars out of an ATM may not be a big deal, but if you take out 20 Euros, it is more significant. Likewise, a credit card purchase in local currency is going to be different from the US dollar amount that you owe when you get home.

Timing

I don't have the time to study abroad because I have to finish my degree in ____.

With some careful planning, you can probably find a way to fit a study abroad experience into your degree program. Plan ahead; plan early! Check with your academic advisor to see if there are ways that you could get credit toward your major. Some abroad programs may fit directly into your degree program with no trouble, and some experiences just need to be tweaked so that they count for classes or time that you would need at Chatham anyway. Summer and short term programs may work well for study abroad if you are crunched for time.

I couldn't do a Chatham field experience in my sophomore year. Is it too late now?

If you are an upper class student who has never participated in a Chatham field experience and meets the requirements (good academic, financial, and judicial standing with the university) and you need the credits to meet graduation requirements, you can still apply. All applicants regardless of class standing must meet requirements with the university. Look for program and application information early in the fall semester.

Safety

Is it really safe to travel abroad? What about terrorism/ disasters, etc.?

Chatham does not allow students to study abroad in locations at US State Department travel advisory Level 4-Do Not Travel. Travel to locations with US State Department travel advisory Level 3-Reconsider Travel will be reviewed on a case by case basis. Pay attention to the specific risk indicators listed for the travel advisory for each country. Check the [U.S. State Department's website](#) for travel information and updates.

With regard to safety, you will need to take precautions and follow the same basic rules that you would follow at home in the US. Read local news to be informed about current conditions in your study abroad destination. Pay attention to your instincts and if you are in a location where something does not feel right, leave. Do not travel alone if you don't have to, and never travel alone at night. Carry your fully charged cell phone and a copy of your passport ID page with you at all times. Keep your personal belongings close to you and keep valuables hidden and out of easy reach. Be careful about sharing personal details with strangers and accepting invitations to private

events or locations. Never accept open drinks unless you are at a dining establishment. Above all, make sure that you know who to contact and where to go in the unlikely event of an emergency.

What if I get sick while I'm abroad? What about my prescription medications?

Often students will have a minor complaint like a cold or stomach flu. Familiarize yourself with the location of a pharmacy or store that sells basic remedies like pain killer, throat lozenges, cough syrup, etc.

For situations that require medical attention, your US health insurance may not cover you while you are abroad. You should contact your health insurance provider to check on the coverage provided by your insurance plan. Before you travel, you can purchase supplemental travel insurance for additional coverage. Many study abroad programs include travel insurance, or you can purchase insurance through providers, such as:

- [iNext](#)
- [The International Student Identification Card \(ISIC\)](#)

If you have prescription medication, make sure that you have enough for your entire trip or that you can get a prescription filled where you are going. Bring a copy of your prescription and check to be sure that your medications are legal in the country you are traveling to. You can talk with a doctor about an alternative if your medication is not legal in the country you will be visiting.

Language

I only speak English; doesn't that mean I can only go to England, Canada, or Australia?

No, there are plenty of universities abroad that offer coursework in English. You can find a program or school that offers most or all courses in English. You can work on language skills while you are abroad, but a lack of them should not keep you from going.

I'm not proficient enough in my secondary language to study abroad.

Study abroad is a great way to improve your language skills! You may need to prove proficiency if you want to take an academic course or a whole semester of courses in another language while you are abroad, but if you are going to work on language or to study in English, you do not need to worry that your language skills are not fluent. Check with your academic advisor, study abroad coordinator, or program contact person to find a program that is right for you. Many programs and courses through study abroad are either taught in English or you can choose language courses equivalent to your level of proficiency.

Study Abroad FAQs: Homesickness, Documentation, & Miscellaneous

Homesickness & Culture Shock

I'm afraid I'll miss my family and friends too much if I go abroad.

You may miss the people you are close to here, but while you are away you can email and call them. (If your cell phone does not allow international calls, international calling cards are easy to use and reasonably priced.) Social media makes it easy to connect with home. You can share pictures and stories online, and you will have lots to share with them about the new friends that you made while you were traveling.

What if things are really different when I get there? I won't know how to do anything.

A little bit of discomfort in a new culture is normal and to be expected at first. You will adjust well if you are flexible, patient and keep an open mind. Do some research about the area you will be visiting before you go to learn a little about local customs. Do not be afraid to ask questions if you want to understand something. Just ask politely and try to apply what you learn. Before long, things that seemed hard or confusing at first will seem like second nature.

Documentation

I am international student. Can I study abroad, and do I need another visa?

Yes, international students can study abroad! If you are studying in the United States from another country, you may need another visa to go abroad.

You should discuss your plan with the International Student Services and Study Abroad Coordinator. They will help you navigate the immigration process to study abroad.

I don't have a passport.

If you do not already have a passport, now is a great time to get one. US passports are valid for ten years and they are useful because you need them to travel anywhere outside of the US, including Canada and Mexico. You can [apply for a passport online](#) with the State Department or at a US Post Office. (Not all post offices provide this service, so call ahead to check.)

Passports cost \$110 plus \$25 in fees. Remember that passports take 4-6 weeks to process, so you cannot wait until the last minute to apply.

Expedited services take 2-3 weeks, and carry additional fees. Don't put it off!

Do I need immunizations or proof of medical records?

Check with the State Department's [website](#) to answer health-related questions. Please note that some vaccinations have to be taken several weeks in advance, and you may not be permitted to leave for your trip if you do not have documents proving your compliance.

Miscellaneous

Can I use my cell phone while I am abroad?

Most smartphones can be used with local Wi-Fi in airplane mode. You can check with your cell phone service provider to see if international calling is included or available for an additional fee. Some phones have no international utility at all, and you may prefer to purchase an international calling card or a temporary/pay-by-use phone.

Can I take electrically powered devices with me?

You can take things like laptops and other electrically powered devices, but you may need an adapter or a converter to be able to use them since not all countries use the same voltage and plugs in their electrical systems. You could easily destroy an appliance or machine if you plug it in without a voltage converter. [Check online](#) to see what you may need for the country you are visiting.

Who should I tell that I am going abroad?

- If you are receiving academic credit for your study abroad experience or internship, you must have your coursework approved by your advisor and department chair and file a study abroad application with the Office of International Affairs. If you are doing an internship, you must also complete paperwork with the Office of Career Development.
- You should register with the [Smart Traveler Enrollment Program \(STEP\)](#) when you are preparing to go abroad. The program exists in order to help the US State Department get in contact with you in the event of an emergency.
- You should also inform your bank and credit card company so that they do not put holds on your accounts if you make charges from another country.

Where will I live? (with a family, by myself, find apartment, in a dorm)

Depending on your program, you may live with a host family, with other students from your program, or on your own depending on the type of study abroad trip that you are taking. If you are going with a group, you will

likely get accommodations through the group. If you are going alone, you should find out if your program provides housing or if you need to find your own.

What should I pack?

In addition to the regular necessities like clothes, shoes, and toiletries the following items are recommended:

- Proof of Insurance
- Program acceptance and local contact details
- Proof of Vaccinations and medical history
- Prescriptions and medications
- Student I.D. Card
- Money Belt
- Backpack (for class and for day-trips)
- Camera/Journal
- Family Photos
- Set of dress clothes (just in case you go somewhere fancy)
- Gift (it may be appropriate to bring your host family a simple gift from home)
- An inventory list of the items you packed in your checked baggage, in case you need to make an insurance claim on lost luggage
- Identification tags with your contact information on them, attached both outside and inside your checked bags and carry-on bags

What travel considerations do I need to make?

Depending on where you are going, you may travel by land or by air. If you are flying, take the time to shop around as flight costs can vary greatly. Try websites such as [google.com/flights](https://www.google.com/flights), [vayama.com](https://www.vayama.com), [orbitz.com](https://www.orbitz.com),

studentuniverse.com, and statravel.com. Be sure to check baggage rules with your airline. Certain items may be banned or you may incur additional charges for too many bags or too much weight. Once you get to your destination, make sure you have your program contact information if you are being picked up at the airport. If your program does not include airport pickup, plan ahead for how you will travel to your housing. Taxis can be prohibitively expensive, so a rail or bus shuttle may be more efficient and affordable.

What should I buy when I arrive?

There are inexpensive items you can purchase at your destination. Consider buying items like shampoo, soap, sheets, towels, an umbrella and film while on your program. Hairdryers and curling irons are best purchased abroad because the voltage conversion may destroy your appliance—just buy an inexpensive one when you get there.

Will I get credit for classes abroad?

You will get credit if and when all Chatham study abroad requirements are met:

1. Submitted study abroad application with all signatures
2. Successfully completed study abroad coursework or internship requirements.
3. Official transcript requested from study abroad provider and sent directly to
 - **Office of the University Registrar**
103 Braun Hall
Woodland Road

Pittsburgh, PA 15232, USA

Email

4. Approved courses with grades of C or higher for undergraduates and B- or higher for graduate students will be transferred

Prior to study abroad, Chatham students should meet with their academic advisor to discuss course equivalency. Students are responsible for ensuring that a transcript is sent directly to the Chatham Registrar; otherwise, Chatham cannot accept and verify grades.

What can I bring back to the United States?

Check with Customs and with your airline to see what you are permitted to carry into the US. Guidelines change frequently, so you should check right before you return to the US to make sure everything you want to bring back is allowed.

International Programs

[Homepage](#) ▶ [Academics](#) ▶ [International Programs](#)

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Phone: 412-365-1388

[Email](#)

[Facebook](#) | [Blog](#)

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The English Language Program

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The mission of Chatham English Language Program (ELP) is to provide high quality instruction and services in English as a Second Language to Chatham students and individuals who wish to improve their English proficiency for academic, professional, and social purposes.

Why Study English at Chatham?

Students attending the Chatham ELP greatly benefit from excellent and caring teachers; a conversation partner program and many activities to improve English; a beautiful and safe campus centrally located in Pittsburgh, access to all facilities and services on campus, including free bus services; and easy access to world-famous attractions such as Niagara Falls, Frank Lloyd Wright's Fallingwater, and Washington, D.C.

[Download ELP Brochure \(pdf\)](#)

Courses

Courses from the English Language Program are organized into two levels: Developing (or Intermediate) and Bridging (Higher Intermediate and Advanced). Depending on students' current English level, they can take up to three semesters in each level of the program and up to five semesters in both levels.

[Learn More](#)

Scholarships

The English Language Program at Chatham University is excited to announce two 100% International Student Ambassador Scholarships for Chatham's partner universities to study English in summer 2020. The scholarships will be given to both conditionally admitted students and students who want to study English at Chatham.

[Learn More](#)

Admission

We make the admission process simple and straightforward. Click the button below to learn about requirements and how to apply, and, when you're ready, to apply.

[Learn More](#)

Tuition and Fees

Click the button below to see the estimated costs for attending the English Language Program. Living expenses are based on room and board for Chatham University, and off-campus options nearby.

Learn More

Apply Today

Ready to apply to Chatham University's English Language Program? Just click the button below to begin the application process.

Apply

Submit Your Deposit

Deposits are non-refundable and are applied toward tuition and housing costs for the specific term you indicate. This is not a fee, but part of your tuition charge. If you cannot attend the term you applied for, please let us know before the term starts.

- **Amount:** \$150 for tuition only; \$300 for tuition and housing
- **Deadlines:** August 1st for Fall start; December 1st for Spring start; and April 15 for Summer start

Submit Your Deposit

Contact Us

English Language Program

Chatham University

Woodland Road

Pittsburgh, PA 15232

Email: [Admissions](#) or [International Affairs](#)

Admissions Office Phone: 800-837-1290 or 412-365-1825

International Affairs Office Phone: 412-365-1388

Pittsburgh Pathways

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.

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Pittsburgh Pathways offers:

- guaranteed admission to a degree program at Chatham
- 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 two beautiful and safe college campuses
- social and cultural activities inside and outside the program

Students enroll in Pittsburgh Pathways for two or three terms, depending on their language level.

Cost Per Term

- Tuition: \$12,500
- Room: \$2,835-\$3,130
- Meal plan: \$2,835-3130

Admission Process

Students applying to the Pittsburgh Pathways must submit a complete application to the Office of Admission. This includes:

- Completed online application for admission
- Admissions essay
- All official secondary and postsecondary transcripts, mark sheets, or records
- Official test scores: 61 TOEFL iBT or 5.5 IELTS
- One letter of recommendation
- Copy of passport photo page (with identification information)
- Copy of immigration documents (if currently living in the United States)
- Proof of financial support (official bank statement, signed bank letter, or financial guarantee indicating enough funds to cover the first year of education)

at Chatham).

Once a complete application is received, it will be reviewed for admission to the Pathways Program and for conditional admission into the Chatham degree program. Students who are accepted into the Pathways Program will have conditional acceptance into the degree program, pending successful completion of the Pittsburgh Pathways. Students whose language score does not meet the minimum will study in the English Language Program before beginning the Pathways program.

Admission Info for International Students

Inside the Classroom

In the classroom, students take a combination of ESL and academic courses. ESL courses develop your academic English skills, such as listening to lectures, giving presentations, and writing research papers. Students take 2-4 ESL courses per term as advised, in subjects such as U.S. culture; Pittsburgh culture; and academic composition, reading, research, and communication. 100-level ESL courses count toward their undergraduate degree at Chatham. Tutoring and other academic support are available to help you succeed in your courses.

Outside the Classroom

Outside of the classroom, when you're not studying, there's no shortage of activities to let you enjoy time with friends, relax, and explore new interests.

- **games**, such as ping-pong, bowling, and billiards

- **health and athletic activities**, such as hiking, biking, and yoga
- **social and cultural events**, such as conversations with American students and holiday parties

There's also a regular shuttle that will take you shopping, to the movies, to restaurants, and more.

Student Experience

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College is a time to learn, explore, and grow. At Chatham we believe that life outside of the classroom is 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 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.

Housing & Dining

Together, Residence Life and Parkhurst Dining engage and support undergraduate and graduate students throughout their University experience. With a network of helpful staff members and frequent events to foster growth and discovery, Residence Life and Dining are a central part of what makes Chatham home.

Learn More

Leadership & Engagement

Students at Chatham have a multitude of ways to get involved such as leadership retreats, service opportunities, late night and weekend events, campus traditions, joining student organizations, or taking advantage of events happening in the greater Pittsburgh area.

[Learn More](#)

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 student, a graduate student, or one of our alumni we're here to help you prepare for your future.

[Learn More](#)

Multicultural Affairs

The Office of Multicultural Affairs leads efforts to build and sustain a diverse and culturally vibrant campus, which promotes multicultural education and student success and retention. Multicultural Affairs embraces a social justice and intersectional identity approach to its diversity, equity, and inclusion work.

[Learn More](#)

Health & Wellness

As part of a holistic approach to student development, Counseling Services and Student Health Services are responsible for coordinating the physical and mental well-being of our students, providing support services to our students and the Chatham community.

[Learn More](#)

Athletics & Recreation

The Department of Athletics guides, encourages and supports Chatham student-athletes in their pursuit of comprehensive excellence academically, athletically and socially. Go Cougars!

[Learn More](#)

New Students & Families

We are very excited to welcome you to Chatham and the great experiences that await you!

[Learn More](#)

Transportation & Safety

Your safety as a member of the Chatham community is one of the University's primary concerns. We are proud of our safety record, but no campus is totally crime free. The Chatham community is encouraged to stay alert, to use common sense, and to not hesitate to ask for help if you need it.

Learn More

The Office of Student Affairs & Dean of Students

The Office of Student Affairs & Dean of Students is an umbrella office located in Woodland Hall, overseeing Counseling and Health Services, Residence Life, and Student Engagement. We are committed to building a vibrant and inclusive student experience through creative programs, professional development, leadership opportunities, and creating a safe and healthy environment. For more information, please [email](#) or call 412-365-1286.

Accessibility Resources

Chatham University is committed to providing reasonable accommodations to students with disabilities who are admitted through our admissions process. This page details logistics surrounding requesting accommodations, confidentiality, appeals, and more.

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OAAR Accessibility Resources

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.

Office of Academic & Accessibility Resources (OAAR)

Cindy Kerr, Director

[Email Cindy](#) | [Email OAAR](#)

P: 412-365-1611

Location: 3rd Floor, Jennie King Mellon Library

Requesting Accommodations

Registering to utilize disability resources is a three-step process:

- 1. Schedule an intake meeting with the OAAR Director** 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. **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. OAAR must receive your documentation by the end of the semester in which you initially register for accommodations.
3. **The OAAR Director will send your instructors your official accommodations via email.** Some accommodations may be arranged by OAAR. You may be responsible for arranging for some of your accommodations (preferential seating, 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 and electronic versions
- Distraction-limited setting for testing
- Extended time for testing
- Note-taking software
- Assistive technology, including Kurzweil 3000
- Sign language interpreting services
- Preferential seating in the classroom
- Regular meetings with an OAAR staff member

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:
Office of Academic & Accessibility Resources
Chatham University

Woodland Road

Pittsburgh, PA 15232

Email

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)

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 OAAAR service. If you would like your parents, academic advisor,

instructors, or anyone else to be able to discuss your disability and accommodations with OAAR staff, you must give written consent (this can be an email to the director stating who you give permission to and what types of information).

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 Family Educational Rights and Privacy Act (FERPA) and the Disclosure of Student Information Related to Emergencies and Disasters.

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 the Office of Academic & Accessibility Resources (OAAR) 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 OAAR Director 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 OAAR 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 OAAR, or if an instructor does not allow the academic accommodations recommended by OAAR, the first step for the student is to talk directly with the director of OAAR 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.

OAAR 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 OAAR to initiate a formal grievance.

The Director of OAAR 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. OAAR 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.

Medical Housing & Dining Accommodations

Housing & Dining Requests: Medical Accommodations

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 students submit appropriate medical documentation that confirms a disability or specific medical condition via the Disability Verification Form completed by a licensed or qualified professional. The following information is an outline of factors that Chatham University will consider when determining if the student's request for housing/dining accommodations is reasonable due to a disability or medical issue. Some examples of accommodations include: single-resident room, private bathroom, strobe light fire alarm, air conditioner, or modified meal plan. An interview may be requested if the committee does 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.

Severity of the Disability

- Is the impact of the disability life threatening 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?

DISCLAIMER: All requests for dining accommodations require a meeting with the General Manager of Parkhurst Dining prior to consideration by the full Medical Accommodations Committee. We recommend completing this meeting before you complete the Disability Verification Form.

Note: *Parkhurst Dining can meet any accommodation other than airborne food allergies.*

Designated Deadlines of Requests

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 their medical request. The cover letter must be accompanied with medical documentation from a qualified professional.

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.

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 medical accommodation, including documentation from a doctor,

explaining the medical need. Upon approval for the air conditioning unit, Residence Life will facilitate installation by a Facilities Management staff member.

PRIORITY DEADLINES exist for returning students and new students.

Returning students are encouraged to submit requests by the beginning of March (prior to Room Selection) and New Students are encouraged to submit their requests by early May as part of the priority deadline for housing applications.

Note: *Need-based housing/dining must be requested and approved annually.*

For specific questions about residence halls, please email the Office of Residence Life or call 412-365-1518.

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 OAAR 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, OAAR 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 education 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.

OAAR 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.

OAAR 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 OAAR, 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 does not want to work with OAAR. What should I do?

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. 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 seeking disability support 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." OAAR 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 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 OAAR to acknowledge 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 OAAR 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, should 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?

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. OAAR staff will have ongoing dialogues with students regarding their accommodations.

What is my role as a parent?

Encourage your student to register with the Office of Academic & Accessibility Resources (OAAR), where they can be informed about how to

obtain 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

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 OAAR 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 OAAR is confidential. The disclosure of this information to faculty, other students, or university staff, or parents is the student's prerogative as an adult.

Why can't you disclose 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 OAAR. 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 where the health and safety of the student or another individual is threatened.

Are there differences between high school and college disability support?

As parents you have always been there for your children. You have done everything you could to help them succeed. They made it to college, and they wouldn't be here without you. Though it may not be easy, and it is normal and understandable that you are feeling concerned, it is time to take a step back. At this time in their lives, your children need support—not control. This is the time for your students to learn how to manage their own needs. Allow your students to take charge beginning with the first meeting with the OAAR. This is an important step in learning to self-advocate. The students' new found independence coupled with your support, and help from the OAAR, will put your college student on the road to success!

HIGH SCHOOL

COLLEGE

APPLICABLE LAWS

I.D.E.A. (Individuals with Disabilities Education Act)- Focusses on SUCCESS

A.D.A. (Americans with Disabilities Act of 1990)- Focuses on ACCESS

Section 504, Rehabilitation Act of 1973

Section 504, Rehabilitation Act of 1973

DOCUMENTATION

School provides evaluation at no cost to student

Student must get evaluation at own expense

I.E.P. (Individualized Education Plan and/or 504 Plan)

504 plan is not sufficient

Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.

Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

SELF-ADVOCACY

Student is identified by the school and is supported by parents and teachers

Student must self-identify to the Office of Disability Services

Primary responsibility for arranging accommodations belongs to the school

Primary responsibility for self-advocacy and arranging accommodations belongs to the student

PARENTAL ROLE

Parent has access to student records and can participate in the accommodation process

Parent does not have access to student records without student's written consent (See FERPA information)

Parent advocates for student

Student advocates for self

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/>



EMAIL, VIRUSES AND THREATS NOVEMBER 25, 2019

Beware of Holiday Scams

About 75% of Americans plan to do at least half of their holiday shopping online this year, shows a new TransUnion 2019 Holiday Retail Fraud Survey. Yes, online shopping skips the crowds at the mall, but you...

READ MORE

SEARCH


SEARCH ...

CHATHAM ITS TWITTER

Tweets by @ChathamITS

 **Chatham ITS**
@ChathamITS
Here are some tips for preventing fraud during the holiday shopping season -
blogs.chatham.edu/its/2019/11/25...

Nov 25, 2019

 **Chatham ITS**
@ChathamITS
Congratulations to Dr. Lora Walter for presenting her Tech Fellow project on Flipgrid at OLC Accelerate! #chathamu #OLCAccelerate #FlipgridFever



TRAINING OCTOBER 10, 2019

Default Program for PDFs

Are your PDF's opening in Edge? If so, this could cause you not to be able to print the PDF. Changing the default app used for PDF files

to Adobe will resolve this issue. Click...

Nov 21, 2019



EMAIL, VIRUSES AND THREATS SEPTEMBER 24, 2019

Ransomware Attack Emails

UPDATE: Are you getting more SPAM than normal? Have you used Chegg for textbooks? Did you know there was a data breach at Chegg? Here is what to do – reset all your passwords,...

Chatham ITS
@ChathamITS

Microsoft is having an issue with multifactor authentication. During this outage you may not be able to access systems that uses your Chatham email account to login. This would include email, Moodle, Cayuse IRB, etc. Check [@MSFT365Status](#) for more info. Stay tuned for updates.

Oct 18, 2019

Chatham ITS
@ChathamITS

Learn how to protect yourself and others from a recent ransomware email attack.
blogs.chatham.edu/its/2019/09/24...

Sep 24, 2019

Chatham ITS
@ChathamITS

Moodle is back up and running. Thanks for your patience! Have a great rest of the day.



MAINTENANCE, UPDATES, WINDOWS SEPTEMBER 3, 2019

Updating Windows Computers

1. Click on Start – Settings. 2. In the Windows Settings menu, click on Update & Security. 3. On the Windows Update screen, you can see a when your machine last checked for updates. You...

**Chatham University
Information Technology
Student Support Guide**

ORIENTATION, TRAINING JULY 22, 2019

IT Quick Start Guide for Students





EMAIL, TRAINING JULY 2,
2019

Workshop Training Videos

How to Manage Email Messages If you would like to view more training videos please see our recordings – Staff Summer 2019 Workshops If you would like a specific training please email instructionalservices@chatham.edu

Beware of Holiday Scams
Default Program for PDFs
Ransomware Attack Emails
Updating Windows
Computers
IT Quick Start Guide for Students

CATEGORIES

Classrooms

Email

Maintenance

Orientation

Training

Updates

Viruses and Threats

Windows

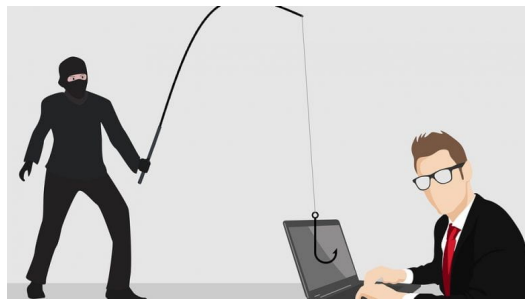
TAGS

Accounts Classrooms Default

Email Faculty

Gaming Guide Mobile O365 PDF

Phishing Repairs Security



VIRUSES AND THREATS
JULY 1, 2019

Google Calendar Security Alert

Do you use Google Calendar for meetings and events? If so, please note there is a new phishing threat lurking about. Users will receive an invite with a meeting subject, date and time. Inside the...

ORIENTATION AUGUST 20, 2018



ITS Resources and Services for Chatham Students

Spam Staff
Students Threat
Training Upgrades Virus

Welcome new students! Please review the information below about the Chatham ITS Department and how we can help you! ITS HELPDESK The Chatham University Helpdesk can assist you with your computer and software...



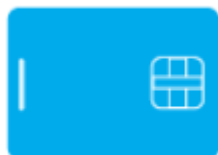
EMAIL, VIRUSES AND THREATS AUGUST 3, 2018

New Email Spam – Don't Fall for This Scam Claiming You

Were Recorded

A new and unsettling email scam has been circulating. The email claims that you were recorded doing something nefarious with your computer and that you need to pay a ransom, or the video will be...

EMAIL JULY 24, 2018



Multifactor Authentication (MFA)

Video 1: Quick Start
Video Video 2: How to
Setup Your Email on
Your Cellphone or
Tablet (Finding Your
App Password) Video
3: Setting Up Email in
Apple Mail Setting up
Multi-Factor
Authentication
(Detailed
Instructions)...

1 2 »

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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

[Homepage](#) ▶ [Student Experience](#) ▶ Career Development

Undecided about your career? Know exactly what you want to do? Either way, the consultants in Career Development are here to help you prepare for your future. We offer a broad range of services, programs, and resources to aid in career exploration and professional development.

Finding On-Campus Employment

Whether you're looking to search for on-campus employment or to make an appointment with a Career Development consultant, [Handshake](#) is the tool you need. This online job and internship posting database is updated daily and features thousands of position postings every year. Campus employment is open to all students with priority application periods designated for students receiving Federal Work Study (FWS) awards. Question about your FWS eligibility? Contact the [Office of Financial Aid](#).

Visit Handshake

Classroom Presentations & Workshops

The following is a list of topics that can be tailored to your group, class, or field of study. Presentations are interactive and we can create assignments related to these topic areas as requested. Our full event schedule is available on Handshake to current Chatham students.

- Graduate School Planning and Internships and Experiential Learning
- Resume and Cover Letter Writing, Interview Skills/Preparation, and Informational Interviewing
- LinkedIn & Networking, Mentorship, Job Search Strategies, and Professional Onboarding
- Professional Competencies, Promotions and Negotiations, Leadership and Followership, and Professional Goal-Setting
- Developing and Articulating Your Professional Identity and Business and Professional Etiquette

Programs & Events

Many of the topics we cover in Career Development lend themselves to effective, engaging programs. We can tailor and facilitate any of the following programs to meet the needs of your group or class:

- Resume and Cover Letter Writing Workshop
- Mock Interviews and Interview Skills and Strategies Workshop
- Etiquette Dinners, Dress for Success, and Job Shadowing
- Career Diversity Dialogues, Panel Presentations, and Invited Speakers
- Internship 101 Workshops and Internship Preparation Workshops

Our full event schedule is available on Handshake to current Chatham students.

Internships & On-Campus Employment

We offer tools, resources, and programs for students completing internships and those with on-campus jobs, but we can also tailor programs related to these initiatives as requested. Potential programs may include:

- Articulating your Internship/Student Employment Experience
- Developing Technical, Interpersonal, and Conceptual Skills through Internships/Student Employment

Competency Development

The Career Development Competency model highlights four major competency areas critical to success in organizational life. Some of the programs and resources we offer related to the competency model are:

- Competency Assessment and Goal Setting (can be tailored to specific field of study, group, or experience)
- Competency Development Workshops: workshops or presentations on specific competencies or the model as a whole

For Employers & Internship Sites

Chatham University welcomes and appreciates your interest in recruiting our students and alumni for job and internship opportunities.

Learn More

Contact Us

Office of Career Development

JKM Library, Basement

Email

Phone: 412-365-1209

Fax: 412-365-1142

Women's Institute

[homepage](#) ▶ Women's Institute

Promoting women's leadership and gender equity through education, research, and outreach.

The Women's Institute continues the legacy of Chatham University's historic commitment to women's leadership and gender equity.

We serve as a hub to draw together the university's broad range of gender initiatives, resources, and academic programs. Through education, research, and outreach, we work across campus and into the community promoting social, political, and economic equality.

Women leaders thrive at Chatham University.

We were ranked in the top three schools nationwide for aspiring women leaders. And *TIME* Magazine named Chatham's most famous alumna, the environmental pioneer Rachel Carson '29, one of the most powerful women of the 20th century.

LEADING THE WAY

The Women's Institute works to continue Chatham's leadership position, empowering women and promoting gender equity for 150 years.

Recent women leaders hosted by the Women's Institute include:



IN THE CLASSROOM

The Women's Institute supports classroom opportunities for students interested in learning more about women's leadership and gender equity.

Inside the Classroom

As a fully gender inclusive university, we continue our historic commitment to advancing the causes of women's leadership, empowerment, and gender equity in the classroom. Our academic initiatives build on our history of innovative education while maintaining our values and helping students become the social change makers of the future.

Academic Programs Supported by the Women's Institute



Women's & Gender Studies Program

Students can major and minor in Women's & Gender Studies.



Women's Leadership Certificate Program

Students in any major can add a certificate in Women's Leadership.



Women's Leadership Course

All students can take "Women's Leadership in the 21st Century."

OUTSIDE THE CLASSROOM

Learning happens outside the classroom with many special programs and events offered through the Women's Institute.

Outside the Classroom

The Women's Institute sponsors a wide variety of activities outside the classroom for graduate and undergraduate students interested in women's leadership and gender equity. We recognize that gender intersects with other power structures, including race, class, sexual identity, national origin, religion and more – and therefore our feminism is intersectional. Honoring Chatham's values of inclusion, diversity, and



[Download our Women Leaders Thrive guide to Chatham »](#)

LECTURES & FILM SERIES

- **[Barbara Stone Hollander '60 Lectures in Women's Leadership »](#)**

respect. we use a social justice lens to practice gender equity and center those in our work who have historically been most marginalized.

► **WOMEN'S LEADERSHIP LIVING LEARNING COMMUNITY**

- The Women's Institute provides special programming for the LLC, housed in historic Laughlin Hall (take a tour!), and students plan activities and events that promote women's leadership and gender equity on campus and in the community.

► **STUDENT SCHOLARSHIPS**

The **Barbara Stone Hollander '60 Student Leadership Award** is granted to a female Chatham student for a hands-on practical experience in leadership development related to a program outside the academic track in the areas of government internships, community involvement, or like programs.

► **LECTURE AND FILM SERIES**

- The Barbara Stone Hollander '60 Lecture in Women's Leadership brings nationally recognized women to campus each year to work closely with students and give a public lecture. [Learn more »](#)
- The Women's Institute Distinguished Speaker Series hosts leading women in their fields. [Learn more about a recent Distinguished Speaker event »](#)

- [Women's Inst. Distinguished Speaker Series »](#)
- [Just Films Series »](#)

- The Just Films Series is a collaboration of the Women's Institute, Gwen's Girls, Women & Girls Foundation, Women's Law Project, and YWCA Greater Pittsburgh. Monthly screenings of documentaries about gender and social justice are followed by panel discussions featuring local experts and activists. [Learn more »](#)

▶ **STUDENT CLUBS & PROGRAMS**

- The Women's Institute sponsors the Chatham Feminist Coalition. [Learn more »](#)
- We co-sponsor many student-initiated lectures and events on campus every year. Tell us your idea!
- We co-sponsor programs with campus partners such as the Office of Diversity, Equity & Inclusion, Alumni Relations, and Career Development.

▶ **T.G.I.F. (TALKING ABOUT GENDER ISSUES FRIDAYS)**

- Weekly coffee and cookie hour open to all students, faculty, and staff; hosted by the Women's Institute to discuss gender issues in politics, current events, pop culture, and campus happenings.

▶ **GENDER AND SEXUAL VIOLENCE PREVENTION**

The Women's Institute convenes the Gender and Sexual Violence Prevention Committee of the Diversity and Inclusion Council. We are also

involved in policies and programs promoting a diverse and welcoming campus climate for LGBTQIA+ students.

- The Chatham Men's Project engages men and male-identified students and faculty in regular dialogue sessions about masculinity, culture, and the role men can play in creating change around violence. A collaborative project of the Women's Institute and the Office of Student Affairs.
- Green Dot is a national bystander program that aims to reduce rates of personal power-based violence. This is any violence where a person uses power to harm another; including sexual assault, dating and domestic violence, and stalking. This program empowers our community – students, faculty, and staff – to take small actions that can make a big difference in making our campus community safe. Green Dot has been proven to reduce rates and raise awareness of personal power-based violence. Chatham launched Green Dot in Spring 2018 by conducting faculty and staff overview talks and is moving into the launch phase with students in Fall 2018.

TEACHING AND SCHOLARSHIP

The Women's Institute supports the scholarship and pedagogical practice of women's leadership and gender equity, on our campus and beyond.

Chatham University faculty are experts in the scholarship and pedagogical practice of promoting women's leadership and gender equity. The Women's Institute provides continued professional development and consultation on issues of gender equity in the classroom and beyond.

TEACHING RESOURCES

- [15 Evidence Based Teaching Strategies to Create Productive and Inclusive Classroom Climate and Address Implicit Bias](#)
- [Sex and Gender 101](#)
- [Checklist of Assumptions that Can Impact Motivation, Learning and Performance](#)
- [Establishing Ground Rules for Interaction](#)
- [Managing Hot Moments in the Classroom](#)

Women's Institute Affiliated Faculty

More than 1/3rd of Chatham's faculty are affiliated with the Women's Institute. [**Learn more »**](#)

Visiting Scholars

Each year the Women's Institute hosts Visiting Scholars working on cutting-edge gender research. [**Learn more »**](#)

Scholar-In-Residence

The Scholar-in-Residence works closely with students and gives public lectures. [**Learn more »**](#)

Research Support

► RESEARCH AND CONFERENCE FUNDS

The Women's Institute has limited funding to support faculty and student research on topics related to women's leadership and gender equity. We also have a small pool of resources to support conference attendance to present findings. [Contact the Women's Institute for details »](#)

► PITTSBURGH GENDER SCHOLARS CONSORTIUM

The Pittsburgh Gender Scholars Consortium (PGSC) is a collective of scholars from universities across Southwestern PA working on women, girls, gender, and sexuality. The consortium hosts writing retreats, brown bags, social events, and more. The Women's Institute provides administrative support. [Learn more and get on the mailing list »](#)

► ANNUAL GENDER SYMPOSIUM

An annual gender symposium pulls together cutting edge scholars with community leaders to bridge theory and practice related to women, girls, gender, and sexuality. [Learn more »](#)

Public Scholarship

Our director regularly presents invited talks in the community about issues related to women, girls, women's leadership, and gender equity. Recent topics include:

- **"On Mother's Day: The Status of Women, Girls, and Gender Equity,"** Westminster Speaker Series.
- **"#MeToo and Lessons from the History of Anti-Gender Violence Activism,"** Labor and Employment Relations Association.
- **"Gender and Inequality in the Age of Neoliberalism,"** Humanities Center Marx@200 Series, Carnegie Mellon University.
- **"Repression and Resistance: The Legacy of Tera Hunter's 'To 'Joy My Freedom!'"** A Symposium on Black Feminist Histories, University of Virginia.
- **"Gender, Underwear, and the Body,"** Frick Art and Historical Center.
- **"Taking Stock of Women's Status in the Post-Election Era,"** American Association of University Women.
- **"Gender Equality in the 21st Century,"** Longwood at Oakmont Lecture Series.
- **"Gender and Those Killer Heels,"** Frick Art and Historical Center.
- **"Gender, Neoliberalism, and the Fight for the Public Good,"** Sarah Lawrence College.
- **"Gender and the History of Toys, 1950s-1970s,"** Heinz History Center, Pittsburgh.

NEWS AND EVENTS

**Learn more about news from the
Women's Institute and join us for
upcoming programs and events.**

News



**Chatham University
ranked in top 3 in**



**Chatham recognized
as one of the top**



**Mayor's Gender
Equity Commission**

**nation for women's
leadership**

COLLEGE MAGAZINE

[READ MORE](#)

**"Admired
Institutions for
Women's
Empowerment"**

THE KNOWLEDGE REVIEW

[READ MORE](#)

**Announces Executive
Committee Election
Results**

[READ MORE](#)

Upcoming Events

No Events Scheduled

[See more women's leadership and
gender equity events »](#)

LECTURES & FILM SERIES

- [Barbara Stone Hollander '60 Lectures in
Women's Leadership »](#)
- [Women's Inst. Distinguished Speaker Series »](#)
- [Just Films Series »](#)

AFFILIATED CENTERS AND PROGRAMS

The Women's Institute brings together programs and centers across campus working on women's leadership and gender equity.

CHATHAM UNIVERSITY

WOMEN'S BUSINESS CENTER

AT THE CENTER FOR WOMEN'S ENTREPRENEURSHIP

CHATHAM UNIVERSITY

CENTER FOR WOMEN'S ENTREPRENEURSHIP

CHATHAM UNIVERSITY

PENNSYLVANIA CENTER FOR WOMEN & POLITICS



CHATHAM UNIVERSITY
WOMEN'S & GENDER STUDIES

ABOUT THE WOMEN'S INSTITUTE

Women's Business Center at CWE

Provides programs and services geared to women in underserved communities and the challenges they face in starting and succeeding in business. [LEARN MORE »](#)

We invite you to learn about the Women's Institute and then get involved in our work.

Chatham has been empowering women for almost 150 years. When the Pennsylvania Female College (now Chatham University) was founded in 1869, women were frequently blocked from higher education. Despite many gains in the years since, women still face persistent social, political, and economic inequalities.

Today, Chatham University maintains its leadership role and historic commitment to women's education and gender equity. In 2014, the Board of Trustees established the Chatham University Women's Institute, which launched in 2015 with the hiring of inaugural director, Dr. Jessie Ramey. Its purpose on campus is to ensure the thoughtful continuation of the resources Chatham has – and will continue to have – in enhancing education for women and gender equality in all aspects of campus curriculum and campus life.

The Women's Institute provides a range of activities and opportunities for students, faculty, alumnae, and the community and helps support and coordinate the Center for Women's Entrepreneurship, Women's Business Center, Pennsylvania Center for Women & Politics, and the Women's and Gender Studies Program.

PEOPLE



Jessie B. Ramey, Ph.D.

Director and Associate Professor, Women's and Gender Studies

jramey@chatham.edu • (412) 365-1446

Jessie B. Ramey, Ph.D., is the Founding Director of the Women's Institute at Chatham University and Associate Professor of Women's and Gender Studies. She is a historian of gender, race, working families, and U.S. social policy. Dr. Ramey was named one of the top "people to know" by the *Pittsburgh Post-Gazette*; one of "5 People Making Pittsburgh a More Livable City for All," by *NEXT Pittsburgh*; and was invited twice to President Obama's White House to discuss education policy. Pittsburgh City Council appointed her as an inaugural member of the Gender Equity Commission, and she serves on the Mayor's Task Force on Women in Public Art. [Read more.](#)

Melody Harris

Program Coordinator

m.harris@chatham.edu • (412) 365-1578



Melody Harris has a background in event planning and program support in the philanthropic and non profit sector. At Grantmakers of Western Pennsylvania, she worked with the region's foundation community. A graduate of Edinboro University and Leadership Pittsburgh, Melody has taught as an adjunct in women's studies at Carlow University. She has also served on the board of the Pittsburgh chapter of GLSEN (Gay, Lesbian, Straight Education Network) and the junior board of the Andy Warhol Museum.

AFFILIATED FACULTY

Contact us for more about how you can get involved with women's leadership and gender equity at Chatham University. [**Learn more »**](#)

VISITING SCHOLARS

Specify a designation for areas supporting women's leadership and gender equity when you give to Chatham to support our students. [**Learn more and apply »**](#)

SCHOLAR IN RESIDENCE

The Scholar in Residence works closely with students in classes, small groups, and gives public lectures. This position is by invitation only. [**Learn more »**](#)

CHATHAM UNIVERSITY
WOMEN'S INSTITUTE

Woodland Road
Pittsburgh, PA 15232
(412) 365-1578

The Center for Women's Entrepreneurship

Mission

The Center for Women's Entrepreneurship at Chatham University creates economic opportunities for women through entrepreneurial counseling, education and training. Building on Chatham University's tradition of educating women for 150 years, The Center for Women's Entrepreneurship at Chatham University has provided high quality education and training for women entrepreneurs since 2005.

The Center for Women's Entrepreneurship at Chatham University (CWE) is funded in part by a cooperative agreement with the U.S. Small Business Administration (SBA) to provide services geared specifically to women and underserved populations, minority entrepreneurs and veterans throughout Western Pennsylvania. CWE offers aspiring and existing business owners free or low-cost business counseling, training programs, technical support, networking and mentoring focused on business planning and leadership, marketing, financing, access to capital, federal contracting, and business expansion through international markets and exporting. CWE offers a suite of programs for early stage to established stage businesses. CWE's signature programs include, Concept to Launch, Women Business Leaders Breakfast Series, IncubateHER, Roadmap to \$1MM+ and Membership. With the support of the SBA Women's Business Center award in 2016, CWE expanded its programming to offer free one-on-one business counseling and technical assistance.

CWE designs and implements programs and services that are targeted to women in underserved communities and the challenges they face in starting, growing, and succeeding in business. The programs are structured to meet the needs of regional communities and are offered with the assistance and support of community organizations, at no or minimal cost to the participants. CWE serves women within the 11 counties surrounding Pittsburgh, PA.

Impact

Since receiving SBA Women's Business Center award in 2016 and with the support of community partners and economic development agencies, CWE has offered 138 training programs from April 2016 through October 2019, including Concept to Launch a 6-week entrepreneurial training program, Build Your Business workshop, webinars, and seminars on topics including financing a business, digital marketing, branding, accounting, exporting, certification, legal issues, hiring employees, veteran business ownership, and business startup, growth, and new product/service development. Through these programs, CWE has served over 3800 women entrepreneurs with 443 training hours.

CWE offers free business counseling and technical assistance to startup and established women entrepreneurs at our Chatham Eastside location, and multiple locations in Allegheny, Butler, Beaver and Westmorland counties. The business counseling and technical assistance is provided in person, online

and by phone. From April 2016 to October 2019, CWE provided 1643 hours of business counseling to 876 clients, which directly contributed to 128 new businesses and \$5.8M in raised capital through a combination of equity, SBA loans, and private loans.

VETERANS AND ACTIVE DUTY SERVICE MEMBERS ATTEND ALL PAID PROGRAMS AND EVENTS OFFERED BY CWE FOR FREE: CONTACT WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU ([MAILTO:WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU](mailto:WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU)) FOR A PROMO CODE. REASONABLE ACCOMMODATIONS FOR PERSONS WITH DISABILITIES WILL BE MADE IF REQUESTED AT LEAST TWO WEEKS IN ADVANCE. CONTACT WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU ([MAILTO:WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU](mailto:WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU)).



[_\(HTTP://WWW.CHATHAM.EDU\)](http://www.chatham.edu)

CENTER FOR WOMEN'S ENTREPRENEURSHIP AT CHATHAM UNIVERSITY | CHATHAM EASTSIDE | 6585 PENN AVE | PITTSBURGH, PA 15206

WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU ([MAILTO:WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU](mailto:WOMENS-ENTREPRENEURSHIP@CHATHAM.EDU)) |

PHONE: (412) 365-1253

Pennsylvania Center for Women & Politics

About the Center

Mission: “To increase women’s influence and leadership in public life in Pennsylvania and improve the quality of women’s lives by providing them with educational and training opportunities in politics and public policy.”

The Pennsylvania Center for Women and Politics (PCWP) at Chatham University is a non–partisan center devoted to fostering women’s public leadership through education, empowerment, and action.

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

The 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.

PCWP’s Programs and Resources

Education and Training Programs

- [NEW Leadership™ Pennsylvania \(../education/newleadership/index.cfm\)](http://www.pcwp.org/education/newleadership/index.cfm)
- [Ready to Run™ Pennsylvania Campaign Training for Women \(../education/readytorun/index.cfm\)](http://www.pcwp.org/education/readytorun/index.cfm)
- [Elsie Hillman Chair in Women and Politics \(../education/hillman.cfm\)](http://www.pcwp.org/education/hillman.cfm)
- [Elsie Hillman Prize for Research on Women and Pennsylvania Politics \(/pcwp/research/hillmanprize.cfm\)](http://www.pcwp.org/research/hillmanprize.cfm)

PLEN

Chatham University is a founding member of [PLEN \(http://www.plen.org\)](http://www.plen.org) (the Public Leadership Education Network), a coalition of women's colleges and universities that offers Washington DC-based seminars and internships. The Center offers scholarships for Chatham students to attend PLEN Seminars throughout the year. PLEN Scholarships are awarded on a rolling basis. 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. 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 (<mailto:pcwp@chatham.edu>) for additional information about conference registration, credit, and financial assistance for participation.

Apply Now!

WOMEN, LAW AND LEGAL ADVOCACY
([_DOCUMENTS/PLEN_APPLICATION_WOMEN LAW AND
LEGAL ADVOCACY.PDF](#))

WOMEN IN HEALTH POLICY ([_DOCUMENTS/PLEN
APPLICATION_WOMEN IN HEALTH POLICY.PDF](#))

WOMEN IN STEM POLICY ([_DOCUMENTS/PLEN
APPLICATION_WOMEN IN STEM POLICY.PDF](#))

WOMEN IN PUBLIC POLICY ([_DOCUMENTS/PLEN
APPLICATION_WOMEN IN PUBLIC POLICY.PDF](#))

WOMEN INFLUENCING WASHINGTON
([_DOCUMENTS/PLEN_APPLICATION _WOMEN
INFLUENCING WASHINGTON.PDF](#))

WOMEN IN GLOBAL POLICY
([_DOCUMENTS/PLEN_WOMENINGLOBALPOLICY.PDF](#))

What Chatham Students Say...

“PLEN's Women and Congress seminar effectively taught me how to become a world ready woman - one who can officially tell people, without fear, that she wants to be President someday.”

- Ava Roberts, Class of 2022

“PLEN has taught me to speak up and stand out! I am thankful for my experience and I plan on taking the advice given to me to really making a difference in the world.”

- Mars Touloumes, Class of 2021

“PLEN taught me important questions to ask regarding my salary and benefits.”

- Lalah Williams, Class of 2022

Office of Sustainability

Chatham University's Office of Sustainability coordinates with University departments, faculty, and student groups to take steps to a more sustainable living, learning, and working environment for the campus community.

In this section



Sustainability

Awards

▶ Office of Sustainability

Sustainability Leadership Academy

Rachel Carson Healthy Planet Award

Women's Leadership & Gender Equity

Diversity & Inclusion

Community & Civic Engagement

As a signatory of the American College & University Presidents Climate Commitment, Chatham has pledged to work toward carbon neutrality. You can follow our progress here.

Through the work of a committee comprised of faculty, staff, and students, the University completed its baseline greenhouse gas emissions inventory in 2007. In 2008, a Climate Action Plan was created that outlines the University's goals for reaching carbon neutrality by 2025.

History of Sustainability at Chatham

1869 – Chartered as Pennsylvania Female College, beginning with a ten-and-a-half-acre campus. The college's 1870 prospectus reads: "For beauty of situation, for taste displayed in improvement, and for healthfulness, the location cannot be improved upon."

1890 – The college's name is changed to Pennsylvania College for Women.

1929 – Rachel Carson graduates with a degree in biology and will go on to write *Silent Spring*, published in 1962, alerting the public to the dangers of pesticide overuse.

1955 – The college's name changes again, this time to Chatham College.

1989 – The Rachel Carson Institute (RCI) was established to continue the legacy of Chatham's most distinguished alumna by promoting the awareness and understanding of significant and current environmental issues through national and regional conferences, debates, lecture series, seminars, panel discussions, and other educational programs.

1993 – The environmental studies program is added to the college's academic offerings.

1997 – The environmental education degree is offered.

2007 – The college’s landscape architecture program receives accreditation.

2007 – Chatham College is granted university status by the Commonwealth of Pennsylvania and becomes Chatham University.

2007 – Chatham signs the American College and University Presidents’ Climate Commitment (ACUPCC) agreement.

2007 – Chatham University creates a Sustainability Office and hires its first Sustainability Coordinator.

2008 – Chatham University acquires Eden Hall Farm and Eastside campuses.

2009 – The Climate Action Plan is released with a goal of reducing Chatham’s carbon emissions to zero by the year 2025.

2009 – The University established the Falk School of Sustainability & Environment. The new School will provide ground-breaking and innovative, interdisciplinary education and research opportunities for undergraduate, graduate, and professional students to better prepare them to identify and solve challenges related to the environment and sustainability.

2010 – The master planning process began for Chatham's Eden Hall Campus with the sustainability-focused firms BNIM and Andropogon.

2012 – Chatham submits its first STARS report, and receives a Gold ranking.

2015 – Chatham’s second STARS Gold rating is received.

2016 – Chatham University developed and launched the Center for Regional Agriculture, Food, and Transportation (CRAFT) to provide the community with research and information on food

2018 – Chatham is carbon-neutral for Scope 2!

2018 – Chatham receives its 3rd Gold STARS rating.

2018 – Chatham joins the Pittsburgh 2030 District, adopting the 2030 transportation, energy and waste reduction goals.

2019 – Chatham University ranks #4 for The Princeton Review's Green Honor Roll, by receiving a score of 99 -- the highest possible score.

STARS Assessment & Carbon-Neutral Goals

The Sustainability Tracking, Assessment & Rating System (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. STARS looks at all aspects of a university’s commitment to sustainability including academics, engagement, operations, planning & administration, and innovation & leadership. Currently, Chatham University is in the top ten gold schools out of over 800 schools in STARS.

[Read the Full Assessment](#)

As a charter signatory of the Climate Commitment, Chatham is committed to becoming carbon-neutral by 2025. We hit an important benchmark in 2018, becoming net-zero in our Scope 2 electric emissions. To meet this goal, Chatham has been purchasing renewable energy certificates since 2002 and is now also making our own solar electric with our arrays at Eden Hall. Since signing in 2007, enrollment and building square footage have increased over 45% and 36%, respectively; yet during this rapid growth, we have decreased our Scopes 1+2+3 emissions.

Follow Our Progress

Get Involved

Want to do your part for sustainability? Explore our opportunities for ways that you can give back to the campus community.

Committees & Clubs

Climate Committee

The mission of the Chatham University Campus Climate Commitment Committee is to reduce the University's carbon footprint and achieve sustainability in energy use as described in the Climate Commitment with communication and involvement of the entire Chatham community.

The Climate Committee membership includes faculty, staff, and students of Chatham University who come together biweekly to discuss and plan initiatives to keep Chatham moving towards becoming a carbon neutral

campus. The committee includes four subcommittees that work on specialized programming for campus. These committees are: Alternative Transportation, Waste Reduction, Energy, and Outreach.

The committee now includes resiliency as a goal of the committee and have incorporated our Second Nature Climate Commitment resilience initiatives under this same umbrella. The student-run Eden Hall Resiliency Committee is a self-convening group that works with this group as a subcommittee.

Clubs

There are many clubs on campus that support the Office of Sustainability's goal of promoting sustainable behavior on and off campus. Do you want to feel like you are a part of the change Chatham is making? Join one of these clubs to help support Chatham's sustainability mission!

Chatham Green Team

The purpose of the organization shall be to teach the students of Chatham University sustainable practices and to propose environmentally friendly options campus wide.

Advisor: Mary Utter

Primary Contact: Taylor Pelow

Clean Air Group of Chatham University

The purpose of the organization shall be to provide a space for students to discuss and educate each other on current and local air pollution issues. The Clean Air Group of Chatham University. Each meeting's purpose will be

to review one of the nine units of “Groups of 10” material provided by the Clean Air Council, facilitate discussion about the topic and take an action step.

Advisor: Melissa Bell

Primary Contact: Anna Ecklund

Climate Change Reality Corps: Chatham University

Our mission is to catalyze a global solution to the climate crisis by making urgent action a necessity across every level of society.

Advisor: Jessica Bartko

Primary Contact: Connor Fankhouser

G3 - Graduates Go Green

The purpose of this organization shall be to provide an avenue for graduate students of Chatham University Eastside to discuss, brainstorm, promote, manage, and implement sustainability practices in conjunction with the activities and priorities of Chatham’s main campus.

Advisor: Steven Karas

Primary Contact: Olivia Zeiler

Society for Ecological Restoration of Chatham University

The purpose of the organization shall be to restore ecological health at Chatham University campuses. Society for Ecological Restoration advances the science, practice, and policy of ecological restoration to sustain

biodiversity, improve resilience in a changing climate, and re-establish an ecologically healthy relationship between nature and culture.

Advisor: [Ryan Utz](#)

Primary Contact: [Gabriela Briceno](#)

Eco-Reps

Eco-reps are peer educators dedicated to furthering sustainability by promoting ways for students to adopt more environmentally and socially responsible behaviors on and off campus. Our eco-reps currently work with student led Green Fund projects, do recycling audits, teach fellow students how to compost and recycle properly, and participate in events on campus to help others understand how to be more sustainable. Are you interested in being an eco-rep? Eco-rep positions open annually at the start of the Fall semester. Please [email Mary Whitney](#) or the [Office of Sustainability](#) for more information!

Energy & Operations

Chatham has made and purchased renewable power either directly or through RECS since 2002, and now purchases 90% of their total electricity usage from a Green-E Certified mix of renewable energy that is primarily wind power. At Eden Hall, we have photovoltaic panels on the entrance canopy, field lab, Dairy Barn Café, Barazzone Center, and Orchard Hall. On the Shadyside campus, Chatham has

installed solar thermal water heating for the University's Woodland and Fickes dormitories and completed the retrofitting of the lighting system at Chatham's Eastside building.

Recycling & Waste

For over a decade, Chatham has been focused on waste reduction. We've instituted many initiatives, including eliminating the sale of plastic water bottles; going trayless in the dining hall; implementing a reusable take-out food container program; using compostable containers; converting spent fryer oil to bio-diesel fuel; following the Monterey Bay Aquarium's Seafood Watch guidelines for purchasing sustainable seafood; and running a composting program for pre- and post-consumer materials. Chatham also competes annually in RecycleMania, the nationwide competition between colleges and universities to increase recycling and composting and reduce the most trash.

Campus Grounds

In addition to being an arboretum, Chatham's Shadyside campus is a collection of historic estates, wooded areas, and sweeping greens with our Eden Hall campus is home to a farm and secondary forest. Chatham has a decade-long no chemical pesticides policy and actively preserves green space throughout its campuses. These areas are cared for by a grounds crew that works to maintain the integrity of the historical aspects of the campuses while sticking to the plant species native to western Pennsylvania.

Water

One major environmental concern of Pittsburgh is the management of stormwater. With an antiquated storm system, large rain events have a harmful effect on its waterways. Chatham has implemented a number of techniques to reduce the effects of stormwater. An historic pond has been restored to capture rainwater from the Mellon Green, and the athletic field storm system allows water to infiltrate and slowly releases after the rain stops. All new buildings will be planned to have a rain garden, and all existing buildings where a rain garden is possible are having them installed over a 10-year period. Eden Hall has 16 rain gardens to manage runoff from parking areas (although parking areas are also built with permeable paving.)

Alternative Transportation & Carpooling

Chatham maintains a fleet of shuttle buses to transport students between its Shadyside, Eastside, and Eden Hall Campuses. We also provide free public transportation to all Chatham students, staff, and faculty on entire Pittsburgh Port Authority Transit (PAT) system. Chatham offers a bike commuter benefit program for full-time staff who bike for a "substantial portion" of their commute. Originally part of the Bicycle Commuter Act tax credit of 2008, when that act was eliminated, we continued a similar program on our own. Chatham participates in the Southwest PA Commission Commute Info program, which coordinates vanpool, carpool and now bikepool riders across the region.

Join Our Team

Chatham University's Office of Sustainability is the administrative home of all campus sustainability projects. 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. Please [email](#) to get involved, and connect with us on social media to stay updated: [YouTube](#), [Facebook](#), [Twitter](#).

Alumnus profile: Joshua Lewis MSUS '16

As Conservation Coordinator at French Creek Valley Conservancy (FCVC), Joshua [unclear] land—environmentally significant land. “Each plot of land we conserve has to have [unclear] right along a creek and be a specific habitat, or it could be a nice large plot with old

[Read More](#)

School of Continuing and Professional Studies

[Homepage](#) ▶ [Academics](#) ▶ [Schools](#) ▶ 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 people of all skill and knowledge levels.**

Tailored to Your Schedule

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.

Renowned Day Camp

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.

Waving to the crowd, Nola the Nurse[®] reaches the front of the church, and starts to dance, clap, and sing. Soon the music settles down and so do the kids, which is good, because

Read More

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Athletics & Recreation

[Homepage](#) ▶ [Student Experience](#) ▶ Athletics & Recreation

The Department of Athletics guides, encourages, and supports Chatham student-athletes in their pursuit of comprehensive excellence academically, athletically, and socially. Go Cougars!

Cougar Athletics

Chatham is home to the Cougars, with eighteen athletics teams for women and men to compete at a NCAA DIII level.

[Learn More](#)

Club Sports & Intramurals

Chatham's intramural sports program promotes health and wellness, social interaction, and self-satisfaction through leisure sports. Joining an intramural team is a great way to meet new people, and all events are open to the entire campus community.

[Learn More](#)

The Athletic & Fitness Center (AFC)

The Athletic and Fitness Center is a modern, multifunctional facility open to all Chatham University students, faculty, and staff. During the academic year, free fitness classes are offered to help promote health and wellness to all Chatham University community members.

[Learn More](#)

School of Arts, Science & Business

[Homepage](#) ▶ [Academics](#) ▶ [Schools](#) ▶ 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 and 13 graduate degrees.

Programs & Accreditation

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 [biology](#), [creative writing](#), [film & digital technology](#), and [business](#).

Learn More

The Importance of a STEAM Education

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.

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.

[Learn More](#)

Community Outreach

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.

Integrated Degree Programs (IDPs)

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.

Learn More

Tie-Dye Tycoon: Carlee Shreve, International Business '22

International Business major and first-year Carlee Shreve has more on her plate than meets the eye. Carlee is the owner and artistic mind behind Trippy Tees and More, where she sells her designs in Harrisburg, Pennsylvania. Carlee's hard work caught the attention of Pittsburgh's largest independent business expo, which awarded her a 2019 Youth Makers Scholarship.

Read More

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School of Health Sciences

[Homepage](#) ▶ [Academics](#) ▶ [Schools](#) ▶ School of Health Sciences

The **highly-competitive** School of Health Sciences (SHS) at Chatham University stands in stark contrast to the “lost in the crowd” health sciences programs at many larger universities. The School's **unique makeup allows for interprofessional education** among students in nursing, psychology, physician assistant studies, occupational therapy, physical therapy, and athletic training.

Critical Thinking & Service-Oriented

SHS programs are highly selective, with an approximate 24% acceptance rate (313 accepted out of 1,299 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.

Active Learning

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.

Dedicated Faculty

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.

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.

Learn More

Making an Impact in Ecuador

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.

Learn More

Expanding Your Education Abroad

Our most recent international collaboration has been with Wenzhou Medical University. Psychology students spend the summer at Chatham participating in educational seminars and cultural experiences.

International Travel Opportunities

Some of our programs include international travel opportunities to provide services in healthcare settings.

Partnership Opportunities

Our collaborators—including preceptors, clinical sites, and guest speakers—are an essential (and highly appreciated!) part of the healthcare education system. Many contribute to give back to the profession, but there are a number of other benefits, too.

Learn More

Physical Therapy Students and Local Women Amputees Assist Each Other

For the past eight years, Associate Professor of Physical Therapy Melissa L. Bedna [Physical Therapy](#) program to [De La Torre Orthotics and Prosthetics](#) to learn about

Read More

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Falk School of Sustainability & Environment

[Homepage](#) ▶ [Academics](#) ▶ [Schools](#) ▶ Falk School of Sustainability & Environment

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 Falk School of Sustainability & Environment is **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.**

Bachelor of Sustainability

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.

Learn More

Bachelor of Arts in Food Studies

The Bachelor of Arts in Food Studies (BAFS) offers a blend of practical skill-building and perspectives on food and agriculture through the analysis of social, cultural, economic, and environmental topics. It prepares students for multifaceted careers and professional engagement in a wide variety of sectors in food and agriculture, with the skill sets to address the practical, economic, community, and social justice issues that are a hallmark of contemporary food systems jobs.

[Learn More](#)

Master of Sustainability

The Master of Sustainability (MSUS) 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.

[Learn More](#)

Master of Arts in Food Studies

The Masters of Arts in Food Studies (MAFS) 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.

[Learn More](#)

Sustainability + 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.

Learn More

Food Studies + MBA

The Food Studies + MBA program provides breadth and depth in food studies, business, and sustainable business, equipping all students with a holistic understanding of food systems and business skills.

Learn More

Funding at the Falk School

The Falk School offers competitive scholarships at the undergraduate and graduate levels, work-study opportunities, and graduate assistantships that can help students save tuition money and gain valuable experience.

Non-Degree Programs

The Falk School also offers educational opportunities to non-degree-seeking students, including executives and high school students. Whether for a day, a week, or a summer, you'll come away with skills to further your sustainability interests.

Learn More

Career Outcomes

With the growing awareness of the systems that underpin all aspects of society, sustainability and food studies professionals are increasingly in demand. The Falk School of Sustainability & Environment not only prepares students for those opportunities, it assists them in finding them and in launching personally and professionally rewarding careers through the services of a dedicated career counselor, experiential learning opportunities, and our wide network of alumni.

Eden Hall Campus

Built from below the ground up, Eden Hall is a vital, interdisciplinary laboratory for business, and the arts and sciences. Here we develop scalable tools and ideas that address environmental issues we will all face together, and implement them when applicable to our community.

Learn More

School of Continuing and Professional Studies

[Homepage](#) ▶ [Academics](#) ▶ [Schools](#) ▶ School of Continuing & Professional Studies

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Read More

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Programs & Accreditation

Explore this page for information on accreditation and the School of Continuing and Professional Studies' undergraduate and graduate degrees.

In this section



[**Undergraduate Degrees**](#)

[**Graduate Degrees**](#)

[**Online Degrees**](#)

[**Non-Degree Seeking**](#)

[**International Programs**](#)

[**Faculty**](#)

[**Research**](#)

[**Schools**](#)

[**School of Continuing & Professional Studies**](#)

▶ [Programs & Accreditation](#)

[**Support & Services**](#)

[**Academic Calendar**](#)

SCPS offers graduate and undergraduate low-residency and distance learning programs in Nursing, Health Sciences, Business & Communication, Creative & Design Arts, and Education.

Undergraduate Programs

- Bachelor of Arts in Business Administration
- Bachelor of Arts in Psychology
- RN-to-Bachelor of Science in Nursing

Masters & Doctorate Programs

Masters Programs

- Master of Business Administration
- Master of Healthcare Informatics
- Master of Professional Writing
- Low Residency MFA in Creative Writing
- Master of Science in Interior Architecture
- Master of Science in Nursing (MSN)
- RN-to-MSN Educator Track

Doctorate Programs

- Professional Doctor of Occupational Therapy
- Doctor of Nursing Practice (DNP)
- BSN-DNP Executive Track

Non-Degree Programs

- Nurse Educator Certificate
- Certificate in Healthcare Informatics
- Certificate in Healthcare Analytics
- Certificate in Technical and Grant Writing
- Certificate in Web Development

2019-2020 Course Catalog

Accounting (BA)

The Accounting major prepares students with not only technical accounting skills but also the critical thinking and communication skills necessary to succeed in the 21st century workplace. Chatham Accounting graduates are fully prepared to take advantage of diverse career opportunities including public accounting, industry or government.

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

Curriculum

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 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.	3 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.	3 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 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 understanding of how human behavior influences the effectiveness of the modern corporation.	3 credits
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 credits

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 credits
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 credits
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 team led custom research study.	3 credits
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 credits
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 credits
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 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

ACT490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

Accounting Major

5 courses

4 required courses

ACT322	Intermediate Accounting I	3 credits
<p>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.</p>		
ACT323	Intermediate Accounting II	3 credits
<p>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.</p>		
ACT324	Individual Tax Accounting	3 credits
<p>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.</p>		
ACT412	Auditing	3 credits
<p>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.</p>		

1 approved Elective from the following:

ACT480	Accounting Information Systems	3 credits
<p>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.</p>		
CMP283	Database Management Systems	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		
ACT323	Intermediate Accounting II	3 credits
<p>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.</p>		
ACT324	Individual Tax Accounting	3 credits
<p>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.</p>		
ACT412	Auditing	3 credits
<p>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.</p>		

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	3 credits
	<p>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).</p>	
ACT223	Managerial Accounting Principles	3 credits
	<p>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.</p>	
ACT322	Intermediate Accounting I	3 credits
	<p>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.</p>	
ACT323	Intermediate Accounting II	3 credits
	<p>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.</p>	
ACT324	Individual Tax Accounting	3 credits
	<p>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.</p>	
ACT412	Auditing	3 credits
	<p>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.</p>	

BUS110	Business Statistics	3 credits
<p>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.</p>		

BUS257	Business Law and Business Ethics	3 credits
<p>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.</p>		

2 Approved Accounting or Business electives

Minor Requirements

6 courses, including:

ACT222	Financial Accounting Principles I	3 credits
<p>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).</p>		

ACT223	Managerial Accounting Principles	3 credits
<p>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.</p>		

ACT322	Intermediate Accounting I	3 credits
<p>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.</p>		

ACT323	Intermediate Accounting II	3 credits
<p>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.</p>		

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.

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.

OR

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.

Contact

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2019-2020 Course Catalog

Applied Data Science Analytics

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.

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.

Curriculum

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 credits
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 credits

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 credits
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 credits
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 credits
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 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.	3 credits
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 to transform data and visualize data are reviewed, including Python, Google Charts, and/or Tableau.	3 credits
DSA411	Machine Learning and AI An introduction to machine learning and artificial intelligence. Topics include classification, regression, clustering, planning, and scheduling. Includes current issues relevant to big data problems.	3 credits
INTDSA303	Internship - Data Science Analytics Internship - Data Science Analytics	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 application to problems drawn from the natural and social sciences. Three hours of class per week.	3 credits
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits
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 credits
MTH221	Linear Algebra Topics include finite dimensional vector spaces, geometry of \mathbb{R}^n , linear functions, systems of linear equations, and theory of matrices and determinants.	3 credits
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 credits
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, combinatorics, discrete probability, graphs, and trees. Three hours of class per week.	3 credits
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 credits

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 credits
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 credits
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 credits
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 credits

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 credits
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 credits

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 credits
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 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.	3 credits
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 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 application to problems drawn from the natural and social sciences. Three hours of class per week.	3 credits

Contact

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2019-2020 Course Catalog

Art Museum Studies Concentration/Minor

The Art Museum Studies minor provides students with the skills, experience, and specific professional knowledge necessary to work in the art museum field. The minor emphasizes practical experience designing and installing exhibitions and planning of programming, and addresses the history and theory of the art museum. It is an appropriate accompaniment to majors in Art History, Arts Management, and Visual Arts, and to double majors in Art History and other disciplines. Integral to coursework are field trips to local museums, museum professionals as adjunct faculty and guest speakers, and the use of the Chatham University Art Gallery and Chatham's art collections.

Curriculum

Minor Requirements

5 courses:

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 credits
ART368	Museum Education and the Visual Arts This course traces the development of the American art museum's educational mission from the early nineteenth century to the present. A range of programming types, including docent touring, computer-based learning, museum-school partnerships, and hands-on experiences are observed and analyzed. Students will also design programs for exhibitions in the Chatham University Art Gallery.	3 credits
ART372	Curating African Art and Artifacts This course explores the rich diversity of art across sub-Saharan Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork.	3 credits
ART378	Curating the Visual Arts 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.	3 credits

INTART303 Internship - Art
Internship - Art

3 credits

Contact

2019-2020 Course Catalog

Arts Management (BA)

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

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.

Curriculum

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 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 application to problems drawn from the natural and social sciences. Three hours of class per week.	3 credits

MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits
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 organization (private business, not-for-profit, and governmental).	3 credits
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 credits
INTART303	Internship - Art Internship - Art	3 credits
ART313	Special Topics Special Topics	3 credits
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, theater 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
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 credits

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.

Contact

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2019-2020 Course Catalog

Bachelor of Science in Nursing for RNs (RN-BSN)

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, 655 K Street, NW, Suite 750, Washington DC 20001, (202) 463-6930.

Program Structure:

The RN-BSN program is an accelerated online distance learning program that requires completion of a minimum total of 120 credit hours in college level courses. Practice experience activities are integrated as a way for students to demonstrate new knowledge caring for a variety of patients across the lifespan and continuum of care. 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 transfer credits or completion of additional coursework.

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

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.

Curriculum

Degree Requirements

26 required core RN-BSN credits

IND175	Introduction to Nursing Resources This course will teach nursing students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of library and information resources. The work completed in this course will help nursing students become more efficient in areas of evidence-based practice.	1 credits
NUR402	Health Policy and Finance for Nurses 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

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 credits
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
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.	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.	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
NUR499W	Nursing Leadership and Professional Practicum This culminating course, which fulfills Chatham's internship requirement, encompasses various aspects of professionalism and leadership that students will encounter and utilize at all levels of nursing. Students will apply leadership concepts and decision-making skills while they complete their capstone project.	4 credits

General Education Requirements

Online and on-ground classes are available for students to complete their General Education requirements. Students are to work with their Academic Advisor to determine which General Education requirements they must complete and which courses are appropriate to fulfill the requirements.

Transfer Credits

Students may transfer up to 90 credit hours of college level courses into the program. 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.

RN-BSN Minor Options

Students needing more than the 26 core RN-BSN credits might choose to pursue a minor (18 credits). A variety of minors are available through the university, though many of the minors require courses available on-ground only. 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.

Contact

Julie Slade

Program Coordinator

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2019-2020 Course Catalog

Biochemistry (BA/BS)

Biochemistry is a science whose boundaries now encompass many aspects of chemistry and biology, from molecules and cells to organisms and ecology. Scientists use the tools of biochemistry and molecular biology to explore cures for disease, improve public health, remediate environmental pollution, and develop cheaper and safer natural products. The program is approved by the American Chemical Society and is ideal for students who are planning graduate work in biochemistry or molecular biology, seeking jobs in biotechnology, or applying to medical school.

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.

Curriculum

Major Requirements (BA)

50 credits, including:

BIO143	The Cell	3 credits
	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	

BIO143L	Lab: The Cell Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequisite: 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 Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	1 credits
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 credits
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.	3 credits
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 credits
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 credits
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 credits

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 credits
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, theater 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
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
INTCHM303	Internship - Chemistry Internship - Chemistry	3 credits

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 credits
BIO143L	Lab: The Cell Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequisite: 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 Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	1 credits
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 credits
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 credits
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.	3 credits
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 credits
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 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.	3 credits

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 credits
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 credits
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 credits
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, theater 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
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits
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 credits
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 credits

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 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
INTCHM303	Internship - Chemistry Internship - Chemistry	3 credits
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 credits
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 credits

Contact

Robert Lettan

Department Chair

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2019-2020 Course Catalog

Biology (BA/BS)

Biology includes the study of the structure, function, and interactions of living organisms at multiple levels; it is a field that is evolving rapidly. This major provides students with a broad interdisciplinary base in scientific knowledge combined with an in-depth exploration of 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.

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

Curriculum

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 credits
BIO143L	Lab: The Cell Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequisite: 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 Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	1 credits
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, theater 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
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 credits

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.	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
INTBIO303	Internship - Biology Internship - Biology	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 application to problems drawn from the natural and social sciences. Three hours of class per week. 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

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 credits
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BIO143L	Lab: The Cell Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequisite: 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 Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	1 credits
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, theater 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
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 credits
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.	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
INTBIO303	Internship - Biology Internship - Biology	3 credits

MTH110	Elementary Statistics	3 credits
<p>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.</p>		

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

Minor Requirements

8 courses, including:

BIO143	The Cell	3 credits
<p>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</p>		

BIO143L	Lab: The Cell	1 credits
<p>Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequisite: BIO143. Additional Fee(s): Laboratory fee.</p>		

BIO144	The Organism	3 credits
<p>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.</p>		

BIO144L	Lab: The Organism	1 credits
<p>Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.</p>		

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 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 will correlate with and enhance the lecture in BIO131. Two hours of laboratory per week. Additional Fee(s): Laboratory fee.	1 credits
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 credits
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 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.	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.	3 credits
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 credits

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 credits
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 complexes, and the cellular basis for the immune response. Three hours of lecture per week. Prerequisite(s): BIO221 or BIO302	3 credits
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 credits
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits

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 credits
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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 credits
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 credits
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 credits
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 credits
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 credits
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits
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 credits
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 credits

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	3 credits
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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.

OR

ENV129	Our Fragile Earth: A Scientific Perspective	3 credits
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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.

OR

SUS201	Integrative Biology	3 credits
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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.

BIO144L	Lab: The Organism	1 credits
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Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.

OR

ENV129L	Our Fragile Earth Lab	1 credits
	This lab offers hands-on opportunity to perform basic environmental lab skills, including water testing, bioassay, and greenhouse experiment protocol. The course may be taken independently as a freestanding environmental lab course. Two hours of laboratory per week. Additional Fee(s): Laboratory fee.	
OR		
SUS201L	Integrative Biology Lab	1 credits
	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. Additional Fee(s): Laboratory fees = \$50.	
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 for humans is discussed, including their use for food and medicine. Three hours of lecture per week.	
BIO224L	Lab: Botany	2 credits
	Experiments to complement the material presented in BIO224. Four hours of laboratory or field experience per week. Corequisite: BIO224. Additional Fee(s): Laboratory fees.	
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	
OR		
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.	
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.	

OR

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.		

And a minimum of two courses (minimum six credits) from the combinations below:

BIO250 Plants, People, and Environment (3)

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.		

AND

BIO484L	Lab: Plant Physiology	2 credits
Experiments to complement the material presented in BIO384. Four hours of laboratory per week. Corequisite: BIO484. Additional Fee(s): Laboratory fees.		

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.		

FST402	Global Agriculture	3 credits
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.		

FST420	Basic Agroecology	3 credits
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.		

AND

FST420L Growing Sustainably Lab**1 credits**

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 fertility, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.

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.

Contact

Robert Lettan

Department Chair

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(412) 365 - 1222

2019-2020 Course Catalog

Business

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

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

The curriculum also has two advanced courses that specifically develop themes central to business education in Chatham: business analytics and entrepreneurial thinking. These two courses build on skills and knowledge acquired in the core courses while honing leadership and problem solving skills and preparing students to further their studies in graduate school or pursue a professional career. Technology and research skills critical for success in today's business world are infused throughout the curriculum.

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

The new [Applied Data Science Analytics](#) degree 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.

Chatham also offers fully online, degree completion bachelor's programs in [Business Administration](#) and [Healthcare and Business Management](#). Through these completion programs, students may transfer previously earned credits from either a two year college or from a previous four-year academic program. Please visit the program websites to learn more and see if these programs are right for you.

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:

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.

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

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

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 graduates of bachelor's level programs will be able to:

- Understand management concepts and theories
- Analyze business strategies

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 graduates of bachelor's level programs will be able to:

- Prepare, analyze, and critique marketing plans and marketing research plans
- Develop marketing strategies

Curriculum

Core Major 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 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.	3 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.	3 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 credits
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 credits
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 credits

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 credits
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 credits
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 credits
OR		
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 credits
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 credits
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 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

ACT490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

OR

BUS490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

OR

ECN490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

Major Requirements - Accounting

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.

Accounting Major Requirements

5 courses along with the core requirements

4 Required Courses

ACT322	Intermediate Accounting I	3 credits
	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.	
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.	
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.	
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.	
1 approved Elective from the following:		
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.	
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.	

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	3 credits
	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.	
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.	
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.	
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.	
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	3 credits
	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).	
ACT223	Managerial Accounting Principles	3 credits
	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.	
ACT322	Intermediate Accounting I	3 credits
	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.	

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.	
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.	
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.	
BUS110	Business Statistics	3 credits
	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.	
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.	

2 Approved Accounting or Business electives

Major Requirements - Economics

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.

Economics Major

5 courses along with the core requirements

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 credits
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 credits
3 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 credits
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 credits
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 credits
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 credits

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	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.	
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.	

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	3 credits
	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.	
ACT222	Financial Accounting Principles I	3 credits
	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).	
BUS110	Business Statistics	3 credits
	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.	
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.	
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.	
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.	

3 upper-level Economic electives

Major Requirements - International Business

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.

International Business Major

5 courses along with the core requirements

3 required courses:

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.	
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.	

BUS413	Logistics and Operations	3 credits
<p>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.</p>		

2 courses from the following:

ECN262	Global Environmental Economics	3 credits
<p>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.</p>		

ECN330	Global Financial System and the Macro Economy	3 credits
<p>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.</p>		

BUS462	Global Procurement	3 credits
<p>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.</p>		

ECN358W	Economic Development	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

ECN351	International Trade and Finance	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

BUS110	Business Statistics	3 credits
<p>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.</p>		

ECN101	Principles of Macroeconomics	3 credits
<p>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.</p>		

ECN102	Principles of Microeconomics	3 credits
<p>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.</p>		

ACT222	Financial Accounting Principles I	3 credits
<p>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).</p>		

BUS240	International Business	3 credits
<p>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.</p>		
BUS243	Principles of Marketing	3 credits
<p>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.</p>		
ECN351	International Trade and Finance	3 credits
<p>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.</p>		
<p>2 Approved courses from the following:</p>		
BUS395W	Leadership and Management	3 credits
<p>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.</p>		
ECN330	Global Financial System and the Macro Economy	3 credits
<p>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.</p>		
ECN358W	Economic Development	3 credits
<p>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.</p>		

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

Major Requirements - Marketing

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.

Marketing Major

2 required courses along with the core courses

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.	
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.	
3 Approved electives: Choose from the list below or get Program Director approval.		
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.	
COM234	Persuasion	3 credits
	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.	
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.	

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	3 credits
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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.

BUS445	Marketing Strategy	3 credits
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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.

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	3 credits
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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.

BUS110	Business Statistics	3 credits
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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.

ACT222	Financial Accounting Principles I	3 credits
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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).

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 credits
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 credits
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 credits
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 credits
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 outlets, including the internet, television, consumer magazines and professional journals.	3 credits
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 credits
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 credits

BUS496	Digital Marketing	3 credits
<p>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.</p>		

COM234	Persuasion	3 credits
<p>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.</p>		

Major Requirements - Management

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.

Management Major

5 courses along with the core requirement

3 required courses

BUS390	Human Resources Management	3 credits
<p>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.</p>		

BUS395W	Leadership and Management	3 credits
<p>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.</p>		

ECN331	Managerial Economics	3 credits
<p>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.</p>		

2 courses from the following:

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.	
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.	
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.	
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.	

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	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.	
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.	

ECN331	Managerial Economics	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

BUS110	Business Statistics	3 credits
<p>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.</p>		

ACT222	Financial Accounting Principles I	3 credits
<p>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).</p>		

BUS230W	Organizational Behavior	3 credits
<p>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.</p>		

BUS257	Business Law and Business Ethics	3 credits
<p>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.</p>		

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.	
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.	
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.	
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.	
1 course from the following:		
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.	
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.	
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.	

Major Requirements - Management Information Systems

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.

5 courses along with core requirements

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 credits
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 credits
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 credits
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 credits

1 course from the following:

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

Interdisciplinary Major in Management Information Systems

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	3 credits
	<p>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).</p>	
BUS105	Foundations of Business	3 credits
	<p>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.</p>	
BUS110	Business Statistics	3 credits
	<p>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.</p>	
BUS171	Information Systems and Operations	3 credits
	<p>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.</p>	
BUS230W	Organizational Behavior	3 credits
	<p>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.</p>	
BUS310W	Business Analytics: Research Methods	3 credits
	<p>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.</p>	

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).	
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.	
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.	
Select 1 course from the electives below:		
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.	
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.	
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.	

Minor Requirements - Accounting

6 courses, including:

ACT222	Financial Accounting Principles I	3 credits
	<p>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).</p>	
ACT223	Managerial Accounting Principles	3 credits
	<p>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.</p>	
ACT322	Intermediate Accounting I	3 credits
	<p>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.</p>	
ACT324	Individual Tax Accounting	3 credits
	<p>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.</p>	
ACT412	Auditing	3 credits
	<p>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.</p>	
OR		
ACT480	Accounting Information Systems	3 credits
	<p>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.</p>	

Minor Requirements - Applied Management

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 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
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 credits
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 credits
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 credits
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 credits

INTBUS303	Internship - Business	3 credits
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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.

Minor Requirements - Business

6 Approved courses from Business program offerings

Minor Requirements - Economics

6 courses, including:

ECN101	Principles of Macroeconomics	3 credits
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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
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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.

4 Approved upper-level Economics electives

Minor Requirements - Management Information Systems

6 courses, including:

BUS105	Foundations of Business	3 credits
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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.

BUS171	Information Systems and Operations	3 credits
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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.

CMP202	Introduction to Programming	3 credits
<p>An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques.</p>		

CMP283	Database Management Systems	3 credits
<p>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.</p>		

2 courses from the Management Information Systems major

Minor Requirements - Marketing

6 courses, including:

BUS105	Foundations of Business	3 credits
<p>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.</p>		

ECN102	Principles of Microeconomics	3 credits
<p>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.</p>		

BUS243	Principles of Marketing	3 credits
<p>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.</p>		

3 courses from Marketing major

Contact

James Pierson

Program Director / Department Chair

j.pierson@chatham.edu

(412) 365 - 1615

2019-2020 Course Catalog

Business Administration - (B.A.)

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.

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

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.

Curriculum

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 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.	3 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 credits
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 credits
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 credits
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 credits

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 credits
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 credits
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 credits
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 credits
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 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
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, theater production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must	3 credits

have the approval of both academic programs.

Contact

James Pierson

Program Director / Department Chair

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2019-2020 Course Catalog

Chemistry (BA/BS)

Approved by the American Chemical Society, the curriculum includes intensive preparation for graduate study and careers in the chemical industry or governmental laboratories.

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

Curriculum

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 credits
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.	3 credits
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 credits
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 credits
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 credits
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, theater 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
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

INTCHM303	Internship - Chemistry Internship - Chemistry	3 credits
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits

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 credits
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.	3 credits
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 credits
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 credits
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 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.	3 credits
CHM312	Physical Chemistry II Quantum mechanics, spectroscopy, introduction to symmetry, and introduction to statistical mechanics. Four hour lectures per week.	4 credits
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 credits
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 credits
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, theater 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
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
INTCHM303	Internship - Chemistry Internship - Chemistry	3 credits
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits

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 credits
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 credits
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 credits

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 credits
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.	3 credits
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 credits

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.

CHM209 Inorganic Chemistry **3 credits**

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.

CHM311 Physical Chemistry I **3 credits**

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.

OR

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.

OR

Contact

Robert Lettan

Department Chair

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2019-2020 Course Catalog

Communication (BA)

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

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).

Curriculum

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 credits
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 credits
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 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 socially constructed categories such as race, ethnicity, nationality, gender, socio-economic status, and religion. These will be explored in a variety of contexts, language, family structures and the handling of conflict of laws and ethics (cultural relativism) will be examined.	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

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 government controls, and the portrayal of people of color, gender issues, sexual diversity issues, and community issues.	3 credits
COM313	Special Topics Special Topics	3 credits
INTCOM303	Internship - Professional Communication Internship - Professional Communication	3 credits
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, theater 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

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 credits
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 government. Students also concentrate on Reporting Pittsburgh, where they will focus on Pittsburgh and be required to do intensive field work in the neighborhoods, ethnic communities, and local institutions such as City Council, hospitals, police departments, and social work agencies.	3 credits

COM260W	Practical Public Relations	3 credits
<p>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.</p>		
COM360	Advanced Public Relations	3 credits
<p>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.</p>		
COM355	Organizational Communication	3 credits
<p>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.</p>		

Major Requirements: Journalism Concentration

COM251	News Writing and Editing	3 credits
<p>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.</p>		
COM351	Advanced News Writing and Editing	3 credits
<p>This course emphasizes the "how to" of interviewing, researching, writing, and placing professional quality articles for a full range of magazines and newspapers, including women's, sports, ethnic, local, and national publications. Analyses of the skills and background needed to report on the various topics. The following topics may be covered, depending on student interest: science, medicine, and environment writing; sports news and feature coverage, including social and economic factors influencing sports in America; business, including economics and finance; entertainment and arts, including television, film, theatre, music, graphic arts, architecture, and design; and government, covering local, state, and federal government. Students also concentrate on Reporting Pittsburgh, where they will focus on Pittsburgh and be required to do intensive field work in the neighborhoods, ethnic communities, and local institutions such as City Council, hospitals, police departments, and social work agencies.</p>		

COM374	Photography V - Documentary and Photojournalism	3 credits
	<p>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.</p>	
COM261	Web Design I: Code + Aesthetics	3 credits
	<p>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.</p>	
COM250	Introduction to Digital Video Production	3 credits
	<p>Introduction to Digital Video Production</p>	
COM353	Print Design	3 credits
	<p>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, Adobe InDesign, 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.</p>	

Major Requirements: Public Relations Concentration

COM260W	Practical Public Relations	3 credits
	<p>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.</p>	
COM360	Advanced Public Relations	3 credits
	<p>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,</p>	

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	3 credits
	<p>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.</p>	
COM261	Web Design I: Code + Aesthetics	3 credits
	<p>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.</p>	
COM250	Introduction to Digital Video Production	3 credits
	<p>Introduction to Digital Video Production</p>	
COM353	Print Design	3 credits
	<p>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, Adobe InDesign, 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.</p>	

Major Requirements: Graphic Design Concentration

COM152	Photography II - Introduction to Digital Photography	3 credits
	<p>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.</p>	
COM245	Design Praxis	3 credits
	<p>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</p>	

visual and verbal skills in critical thinking, the creative process and problem solving.

COM250	Introduction to Digital Video Production Introduction to Digital Video Production	3 credits
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, Adobe InDesign, 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 credits
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 credits
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 credits

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 credits
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 credits

COM251	News Writing and Editing	3 credits
	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.	
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 government. Students also concentrate on Reporting Pittsburgh, where they will focus on Pittsburgh and be required to do intensive field work in the neighborhoods, ethnic communities, and local institutions such as City Council, hospitals, police departments, and social work agencies.	
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.	

Public Relations Minor

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.	
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.	
COM209	Intercultural Communication: Values and Ethics	3 credits
	Course will provide the student with an appreciation of the complexities involved in the development of beliefs, attitudes and behaviors that reflect cultural values. This course will provide an understanding of the specific forces, which shape perceptions, feelings and behaviors of various cultural groups. These forces include socially constructed categories such as race, ethnicity, nationality, gender, socio-economic status, and	

religion. These will be explored in a variety of contexts, language, family structures and the handling of conflict of laws and ethics (cultural relativism) will be examined.

OR

COM234	Persuasion	3 credits
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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.

COM260W	Practical Public Relations	3 credits
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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.

COM360	Advanced Public Relations	3 credits
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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.

Graphic Design Minor

COM141	Media Literacy	3 credits
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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.

COM152	Photography II - Introduction to Digital Photography	3 credits
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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.

COM321	Typography Design Studio	3 credits
<p>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.</p>		
COM245	Design Praxis	3 credits
<p>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.</p>		
COM353	Print Design	3 credits
<p>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, Adobe InDesign, 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.</p>		

BA to MA Communications degree (3+1)

Contact

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2019-2020 Course Catalog

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

Curriculum

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 credits
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 credits
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 credits
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 credits
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 credits

ENG490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

INTENG303	Internship - English	3 credits
<p>Internship - English</p>		

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	3 credits
<p>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.</p>		
ENG207	British Writers I	3 credits
<p>A critical and historical approach to major writers in English during the Anglo-Saxon, medieval, and Renaissance periods, including such representative authors as the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, and Milton.</p>		
ENG208	British Writers II	3 credits
<p>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.</p>		
ENG216W	American Writers I	3 credits
<p>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.</p>		

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 credits
ENG321W	Shakespeare Survey A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.	3 credits
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, Chesnut, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition.	3 credits

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 credits
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 credits
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 of our lying protagonists, self-destruction. Students will focus on characters' constructions of "truth" and "lies" as these concepts are informed by characters' emotional positions. At its most ambitious, this focus on the dynamic of intersubjectivity not only provides important insights into the literature we will read but also enhances students' understanding of the interpersonal connections that drive individuals' worldviews and narratives.	3 credits
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	3 credits

psychological, geographical, and cultural angles to understand the different uses of the term, its scope, and its limitations.

ENG452	Ecofeminist Literature	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

ENG313	Special Topics	3 credits
<p>Special Topics</p>		

ENG327	Writing About Environment Science	3 credits
<p>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.</p>		

ENG355	Advanced Writing and Stylistics	3 credits
<p>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.</p>		

Graduate writing courses (student needs permission of instructor and MFA Program Director):

ENG523	The Craft of Creative Writing: Multiple Genres	3 credits
	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.	
ENG581	The Craft of Fiction	3 credits
	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.	
ENG582	The Art and Craft of Narrative	3 credits
	Readings and writing in this multi-genre course will focus on constructing narratives in fiction, nonfiction, poetry or writing for children. Students will be introduced to the workshop method and given instruction on sending work out for publication.	
ENG583	The Art and Craft of the Lyric	3 credits
	Readings and writing in this multi-genre course will focus on writing lyrically in poetry and prose. Students will be introduced to the workshop method and given instruction on sending work out for publication.	

Contact

Karen Kingsbury

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2019-2020 Course Catalog

Criminology (BA)

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

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

Woodland Road • Pittsburgh, PA 15232

Curriculum

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 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.	3 credits
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 credits
INTCRM303	Internship - Criminology Internship - Criminology	3 credits
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, theater production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary major must	3 credits

have the approval of both academic programs.

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
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 credits
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 credits
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 credits
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 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

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
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 credits
CRM320	Criminalization of Mental Illness 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.	3 credits
CRM332	History of Crime and Punishment This course will provide an introduction to the historical study of crime and punishment. Specifically, the course will examine definitions of crime, goals of punishment, and how these forms of crime and punishment reflect the structure of that society within that specific historical context.	3 credits
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 credits
CRM362	What is Evil? This course will utilize an interdisciplinary framework (criminology, sociology, psychology, history, political science) to examine definitions of "evil," motivations to commit "evil" actions, social reactions to "evil," and control of "evil."	3 credits
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 credits
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 credits

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 credits
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 credits
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 credits
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 credits
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 credits

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.

2 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 credits
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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
3 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 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
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 credits
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 credits
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 credits
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 credits

CRM320	Criminalization of Mental Illness 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.	3 credits
CRM332	History of Crime and Punishment This course will provide an introduction to the historical study of crime and punishment. Specifically, the course will examine definitions of crime, goals of punishment, and how these forms of crime and punishment reflect the structure of that society within that specific historical context.	3 credits
CRM362	What is Evil? This course will utilize an interdisciplinary framework (criminology, sociology, psychology, history, political science) to examine definitions of "evil," motivations to commit "evil" actions, social reactions to "evil," and control of "evil."	3 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

Contact

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Program Coordinator

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2019-2020 Course Catalog

Cultural Studies (BA)

Cultural Studies is an interdisciplinary major that examines issues of race, ethnicity, class, and culture. Drawing on social, cultural, and literary theories, this major introduces methods of interpretation for the analysis of cultural objects in their social contexts. Students learn to apply contemporary theory in their critical analysis of literature, film, and other cultural narratives. A required core of courses provides students with the tools necessary to analyze representations of culture. The electives allow students the opportunity to focus on an aspect of the field that meets their particular interests. Students pursuing the concentration in African American Studies will study the history, culture, politics, religion and literature of the African Diaspora – the communities created by the dispersion of peoples from the African continent.

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

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.

Curriculum

Cultural Studies: African American Studies Concentration

12 courses, including

CST183	Representations of Race and Gender	3 credits
	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.	

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 credits
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 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
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, Chesnut, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition.	3 credits
1 African American Studies elective (3)		
1 Film Studies elective (3)		
INTCST303	Internship - Cultural Studies Internship - Cultural Studies	3 credits
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, theater 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

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 credits
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 credits
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 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
1 film-related course		
2 courses in multi-ethnic studies		
2 courses in African-American studies		
1 Internship (3)		
Integrative Capstone must confront a significant cultural studies topic and demonstrate the relationship between cultural studies and the other subject in the major		

Minor Requirements

Cultural Studies is not available as a minor. See Minor Requirements for African-American Studies.

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

3 credits

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.

4 African or African-American Studies electives

Contact

Karen Kingsbury

Department Chair

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2019-2020 Course Catalog

Economics (BA)

The Economics major provides a flexible and attractive skill set in key areas: statistics, managerial economics, decision-making, and global and emerging markets. Through coursework and hands on experience you 'll develop verbal and written communication skills that are critical in the workplace. A degree in economics is excellent preparation for graduate study in law, policy, or business.

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

Curriculum

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222	Financial Accounting Principles I	3 credits
	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).	
ACT223	Managerial Accounting Principles	3 credits
	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.	
BUS105	Foundations of Business	3 credits
	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.	
BUS110	Business Statistics	3 credits
	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.	
BUS171	Information Systems and Operations	3 credits
	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.	
BUS230	Organizational Behavior	3 credits
	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.	
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.	

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 credits
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 credits
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 team led custom research study.	3 credits
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 credits
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 credits
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 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

ECN490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

Economics Major

5 courses

2 required courses:

ECN330	Global Financial System and the Macro Economy	3 credits
<p>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.</p>		

ECN331	Managerial Economics	3 credits
<p>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.</p>		

3 courses from the following:

ECN262	Global Environmental Economics	3 credits
<p>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.</p>		

ECN351	International Trade and Finance	3 credits
<p>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.</p>		

ECN355	Economic Analysis of Public Policy	3 credits
<p>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.</p>		

ECN358W	Economic Development	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		
ECN331	Managerial Economics	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		
ACT222	Financial Accounting Principles I	3 credits
<p>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).</p>		

BUS110	Business Statistics	3 credits
<p>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.</p>		
ECN101	Principles of Macroeconomics	3 credits
<p>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.</p>		
ECN102	Principles of Microeconomics	3 credits
<p>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.</p>		
ECN330	Global Financial System and the Macro Economy	3 credits
<p>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.</p>		
ECN331	Managerial Economics	3 credits
<p>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.</p>		

3 upper-level Economics electives

Minor Requirements

6 courses, including:

ECN101	Principles of Macroeconomics	3 credits
<p>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.</p>		
ECN102	Principles of Microeconomics	3 credits
<p>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.</p>		

4 Approved upper-level Economics electives

Contact

James Pierson

Program Director / Department Chair

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2019-2020 Course Catalog

Education (BA)

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.

Curriculum

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 credits
EDU105	Child Development: Birth Through Grade 4 This course addresses physical, social, cognitive, and moral development from prenatal stages through middle childhood. Students examine child development in the context of social, cultural, instructional settings. Using case studies, the implications of growth and development on instructional planning for effective learning is achieved. Students learn to create environments that are healthy, respectful, supportive and challenging for all children.	3 credits
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 appropriateness and the involvement of certain muscle groups and skill requirements. Students design an original game targeting the development of age-specific skills.	1 credits
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 credits
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 credits
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 credits

EDU230	Mathematical Foundations	3 credits
	This course relates the principles and process skills of basic mathematics to effective teaching with the best practices in the classroom. Concrete experiences with manipulatives and hands-on learning are an important piece in this course. In this course, students 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.	
EDU234	Inclusion: Issues and Strategies	3 credits
	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.	
EDU240	Integrating the Arts	3 credits
	This interdisciplinary course provides the basic understanding of the use of art, music, movement, and creative dramatics in an early childhood setting. It is designed to enhance the student's mastery of other subjects in the elementary curriculum. Students examine national and PA Academic Standards of 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.	
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.	
EDU319	Methods of Teaching Elementary Social Studies	3 credits
	This course is a study of the resources and methods of teaching elementary social studies including geography and culture. Links to literature and the fine arts are part of this exploration of a thematic integration of social studies in classroom activities. A structured field experience is part of this course.	
EDU323	Educational Research Methods	3 credits
	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.	

EDU328	Literacy II: Connections to Literature	3 credits
	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 various types of literature common to early elementary experiences that develop their emotional, social, language, cognitive, and creative talents.	
EDU335	Methods of Teaching Elementary Mathematics	3 credits
	This course is designed to examine and explore recent research developments related to national efforts to reform the teaching and learning of mathematics. Students explore the teaching of mathematics in grades K-8 within the context of child development and learning theory. Research-based curriculum projects are explored in terms of their ability to promote deep conceptual understanding in mathematics. Considerations involved in examining or developing assessment tasks, instruments, and frameworks are addressed in relation to the content taught. Emphasis also is placed on reviewing specific content topics in math to increase the student's won competencies in these disciplines.	
EDU336	Methods of Teaching Elementary Science	3 credits
	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.	
EDU400	Data Driven Instruction Decisions	2 credits
	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.	
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 practice 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.	

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	3 credits
	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.	
EDU431	Assessment and Adaptation	3 credits
	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.	
EDU490	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, theater 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.	

K-12 Teaching Certification Visual Arts Concentration

[Click Here](#) to view certification

Note: courses are not necessarily taken in numerical order.

Art History courses

ART131	History of World Art I: Prehistory to 1400	3 credits
	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.	

ART132	History of World Art II: 1400 to Present	3 credits
<p>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.</p>		

2 course Art History concentration

Studio Courses

ART111	Ceramics I	3 credits
<p>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.</p>		

ART115	Painting I	3 credits
<p>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.</p>		

ART117	Drawing I	3 credits
<p>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.</p>		

ART127	Printmaking I	3 credits
<p>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.</p>		

ART141	Media Literacy	3 credits
<p>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.</p>		

ART490	Integrative Capstone	3 credits
<p>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, theater</p>		

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.

Three additional courses in advanced studio work

One photography course

Education Courses

EDU104	Perspectives on Education	3 credits
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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
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This course addresses physical, social, cognitive, and moral development from prenatal stages through middle childhood. Students examine child development in the context of social, cultural, instructional settings. Using case studies, the implications of growth and development on instructional planning for effective learning is achieved. Students learn to create environments that are healthy, respectful, supportive and challenging for all children.

EDU205	ELL Teaching Strategies for Classroom Teachers	3 credits
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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.

EDU234	Inclusion: Issues and Strategies	3 credits
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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.

EDU240	Integrating the Arts	3 credits
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This interdisciplinary course provides the basic understanding of the use of art, music, movement, and creative dramatics in an early childhood setting. It is designed to enhance the student's mastery of other subjects in the elementary curriculum. Students examine national and PA Academic Standards of 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.

EDU241	Pedagogical Practices	3 credits
	<p>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.</p>	
EDU400	Data Driven Instruction Decisions	2 credits
	<p>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.</p>	
EDU409	Differentiated Reading and Writing	3 credits
	<p>This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing to students with disabilities. Strategies to develop conceptual understanding in the content areas are equally important for the beginning and more accomplished learner. Projects include developing lessons that differentiate instructional practice and assessment to help all students achieve.</p>	
EDU431	Assessment and Adaptation	3 credits
	<p>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.</p>	
EDU437	Methods of Teaching Elementary Art	3 credits
	<p>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</p>	
EDU447	Methods of Teaching Secondary Art	3 credits
	<p>Students approach the teaching of art consistent with national standards of pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience to secondary students. Students work with host classroom teachers at two different schools or two different levels (middle and high school). Corequisite: EDU415.</p>	

EDU430	Diverse Family and Community Partnerships	3 credits
<p>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.</p>		

Secondary Education Certification

[Click here](#) to view the certification.

EDU104	Perspectives on Education	3 credits
<p>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</p>		

EDU205	ELL Teaching Strategies for Classroom Teachers	3 credits
<p>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.</p>		

EDU234	Inclusion: Issues and Strategies	3 credits
<p>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.</p>		

EDU241	Pedagogical Practices	3 credits
<p>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.</p>		

EDU400	Data Driven Instruction Decisions	2 credits
<p>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.</p>		

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 practice and assessment to help all students achieve.	
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.	
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	3 credits
	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.	
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	
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.	
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.

EDU234	Inclusion: Issues and Strategies	3 credits
<p>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.</p>		
EDU241	Pedagogical Practices	3 credits
<p>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.</p>		
EDU400	Data Driven Instruction Decisions	2 credits
<p>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.</p>		
EDU409	Differentiated Reading and Writing	3 credits
<p>This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing to students with disabilities. Strategies to develop conceptual understanding in the content areas are equally important for the beginning and more accomplished learner. Projects include developing lessons that differentiate instructional practice and assessment to help all students achieve.</p>		
EDU415	Secondary School Curriculum	3 credits
<p>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.</p>		
EDU430	Diverse Family and Community Partnerships	3 credits
<p>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.</p>		

EDU431 Assessment and Adaptation**3 credits**

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.

Contact

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2019-2020 Course Catalog

English (BA)

The English major engages students to analyze literary texts within the frames of literary history and theory. English majors learn to make successful and astute arguments about the interrelations between literary texts, literary history, and literary theory orally and in writing. Strong critical thinkers who are trained to articulate difficult concepts in clear language, English majors are prepared for careers requiring intellectual sophistication and clear expression; they are well prepared through seminar coursework and the Integrative Capstone for graduate study in professional or academic areas ranging from literature, law, or public relations to creative writing, teaching, or advertising. Certification in secondary education in English is available. Students may elect to complete a rigorous program of study which leads to a Bachelor of Fine Arts in Creative Writing, culminating in a creative Integrative Capstone. Highly qualified students may also be admitted to the 5-year BFA/MFA in Creative Writing or to the BA/MAT program in Teaching.

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

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

Curriculum

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 credits
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, Shakespeare, Donne, and Milton.	3 credits
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 credits
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 credits
ENG321W	Shakespeare Survey A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.	3 credits
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 credits
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 credits

ENG Elective - Not 102 or 104

Upper-level Seminar Elective (3)

Upper-level Seminar Elective (3)

INTENG303	Internship - English Internship - English	3 credits
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, theater 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

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 Odyssey.	3 credits
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, Shakespeare, Donne, and Milton.	3 credits
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 credits
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 credits
ENG321W	Shakespeare Survey A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.	3 credits
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	3 credits

African-American literary tradition.

ENG350W	Seminar in Literary Theory and Scholarly Writing	3 credits
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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.

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	3 credits
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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.

ENG244	Creative Writing II	3 credits
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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.

ENG245	Advanced Writing Workshop	3 credits
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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.

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 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
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 credits
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 credits
ENG241	Writing for Professionals Writing for Professionals helps students write clearly and effectively about a variety of subjects in genres related to the workplace. Through writing and reading assignments, students learn about targeting an audience, organizing writing, and developing a professional style. They create documents useful when seeking employment and in the workplace.	3 credits

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 credits
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, Shakespeare, Donne, and Milton.	3 credits
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 credits
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 credits
ENG321W	Shakespeare Survey A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.	3 credits
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, Chesnut, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition.	3 credits

Environmental Writing Minor Requirements

6 courses, including:

ENV116	Global Environmental Challenges	3 credits
<p>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.</p>		
ENV129	Our Fragile Earth: A Scientific Perspective	3 credits
<p>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.</p>		
ENV129L	Our Fragile Earth Lab	1 credits
<p>This lab offers hands-on opportunity to perform basic environmental lab skills, including water testing, bioassay, and greenhouse experiment protocol. The course may be taken independently as a freestanding environmental lab course. Two hours of laboratory per week. Additional Fee(s): Laboratory fee.</p>		
ENV327	Writing about Environmental Science	3 credits
<p>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.</p>		
ENV242	Women and the Global Environment	3 credits
<p>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.</p>		

One course from the following:

ENV446	Wilderness and Literature	3 credits
<p>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</p>		

as ENG 446.

ENG452	Ecofeminist Literature	3 credits
<p>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.</p>		
ENG584	The Environmental Imagination	3 credits
<p>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.</p>		
ENG585	Travel Writing	3 credits
<p>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.</p>		

Contact

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2019-2020 Course Catalog

Environmental Science

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.

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

Curriculum

Major Requirements

65 credits, including:

SUS201	Integrative Biology	3 credits
	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.	

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. Additional Fee(s): Laboratory fees = \$50.	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
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 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 Lab: Environmental Geology	0 credits
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 credits
ENV3xx Hydrology (3)		
INTENV303	Internship - Environmental Studies Internship - Environmental Studies	3 credits

ENV451	Soil Science	3 credits
<p>Study of soils as natural bodies, media for plant growth, and ecosystem components. Topics include soil morphology and characteristics, composition, formation, conservation, and soil erosion. Physical, chemical, and biological properties of soils are related to the production of plants, the functioning of hydrologic and nutrient cycles, and the protection of environmental quality. Cross-listed as LNS 551</p>		
ENV490 Capstone (4)		
BIO224	Botany	3 credits
<p>An introduction to the structure and function of plants. Topics include the evolutionary rise of green plants, plant life cycles and development, plant physiology, plant ecology, and the morphology and taxonomy of vascular plants. The importance of plants for humans is discussed, including their use for food and medicine. Three hours of lecture per week.</p>		
BIO224L	Lab: Botany	2 credits
<p>Experiments to complement the material presented in BIO224. Four hours of laboratory or field experience per week. Corequisite: BIO224. Additional Fee(s): Laboratory fees.</p>		
BIO248	Ecology	3 credits
<p>A study of the interrelation between organisms and their environment. Three hours of lecture per week.</p>		
BIO248LW	Lab: Ecology	2 credits
<p>Experiments to complement the material presented in BIO248. Four hours of laboratory or field experience per week. Corequisite: BIO248. Additional Fee (s): Laboratory fee.</p>		
BIO303	Applied and Environmental Microbiology	3 credits
<p>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.</p>		
CHM107	Chemistry I	3 credits
<p>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</p>		
CHM109L	Chemistry I Laboratory	1 credits
<p>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.</p>		

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.	3 credits
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 credits
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 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
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 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

AND one restrictive elective:

SUS305	Environmental Toxicology To be determined	3 credits
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OR

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.

Contact

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2019-2020 Course Catalog

Exercise Science (BS)

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

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

Curriculum

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 credits
BIO143L	Lab: The Cell Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequisite: 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 Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	1 credits
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 credits
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 credits
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 credits
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 credits

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 credits
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.	3 credits
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 credits
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 credits
EXS302	Principles of Strength and Conditioning Students learn to integrate anatomical and physiological function into a comprehensive strength and conditioning model. Topics include testing, evaluation, exercise techniques, program design, and aerobic endurance training. Students are introduced to facility organization, risk management, and developing a policies and procedure manual.	3 credits
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.	3 credits

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 credits
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.	3 credits
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 credits
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 credits
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, theater 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
INTEXS303	Internship - Exercise Science Internship - Exercise Science	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 application to problems drawn from the natural and social sciences. Three hours of class per week. Three hours of class per week.	3 credits

PSY101	General Psychology	3 credits
<p>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.</p>		

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	3 credits
<p>The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three class meetings per week.</p>		

PSY152	Human Growth and Development	3 credits
<p>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.</p>		

BIO119	Medical Terminology	3 credits
<p>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.</p>		

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	3 credits
<p>Introduction to the fundamental concepts of laws and mechanics. This is the first course in an algebra-based sequence. Topics include motion, Newton's Laws, gravity, conservation of energy and momentum, collisions, circular and harmonic motion, and waves.</p>		

OR

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.		
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.		
OR		
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.		
PSY152	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. 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.		

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	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. 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.		
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.		

Contact

Jason Edsall

Program Coordinator

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(412) 365 - 1706

2019-2020 Course Catalog

Food Studies (BAFS)

The Bachelor of Arts in Food Studies (BAFS) allows students to gain mastery of experiential liberal arts through the lens of food. Students accumulate applied agricultural and culinary knowledge, as well as round out their classroom learning through participation in our signature Food Fellows Experience—a term of cooperative learning and professional development supported by in-person and online guidance from faculty and practitioners.

Learning Outcomes

The Bachelor of Arts in Food Studies program curriculum emphasizes and instills interdisciplinary breadth, experiential learning, community building, communicative competence, and critical thinking capabilities for its students. Learning outcomes of the program include:

1. Students will employ skills from different fields to demonstrate and document contemporary and historic states of food and agriculture.
2. Students will gain basic experience in growing, producing, and cooking food and grasp the specific material competencies related to agriculture and cooking.
3. Students will demonstrate knowledge of the broad range of food studies disciplines and their contribution to our understanding of issues in food and agriculture.
4. Students will be able to use task negotiation, network development, social interaction, and cultural acumen as well as project management in working with collaborators in multiple types of community settings, from business to nonprofit to university members to grassroots groups.
5. Students will employ communication theories, concepts, applied skills, and problem-solving to multiple audiences in a variety of written, oral, and demonstration-focused formats.
6. Students will apply evidence-based theory, concepts, and processes to propose creative, sustainable, and productive solutions to issues in food and agriculture.
7. Students will use analytical approaches and applied skills to food and agricultural tasks.

Curriculum

Minor

16 credits

FST150	Food, Farm & Field	3 credits
	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.

FST250	International Cuisine	3 credits
<p>This course explores international cuisine and culture through an interdisciplinary lens. Focusing on culinary history, the course emphasizes knowledge of global culture and cuisine. One of the featured regions of study will align with Chatham's "Global Focus" for the academic year.</p>		
FST315	Food Access and Policy	3 credits
<p>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 and the relationship between food access, gender, cultural appropriateness, nutrition, sustainability, and justice.</p>		
FST320	Basic Agroecology	3 credits
<p>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.</p>		
FST320L	Growing Sustainably Lab	1 credits
<p>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 fertility, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.</p>		
FST342	Sustainable Production	3 credits
<p>Course explores specific modes of production, agricultural and culinary, with a focus on applied and experiential learning through practical application in a group project. Students focus on farm to kitchen and develop problem solving skills for practical applications, including plant and crop production and culinary product development.</p>		

Contact

2019-2020 Course Catalog

Healthcare and Business Management - (BA)

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.

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

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.

Curriculum

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 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.	3 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 credits
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 credits

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 credits
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 credits
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 credits
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 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 socially constructed categories such as race, ethnicity, nationality, gender, socio-economic status, and religion. These will be explored in a variety of contexts, language, family structures and the handling of conflict of laws and ethics (cultural relativism) will be examined.	3 credits
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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 credits

OR

ECN102	Principles of Microeconomics	3 credits
<p>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.</p>		

NUR402	Health Policy and Finance for Nurses	3 credits
<p>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.</p>		

BUS490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

OR one of the following:

BUS511	Health Policy & Advocacy	3 credits
<p>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.</p>		

BUS540	Leadership for Change in Healthcare Organizations	3 credits
<p>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.</p>		

INTBUS303 Internship - Business**3 credits**

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.

Contact

2019-2020 Course Catalog

History (BA)

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.

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.

Curriculum

Major Requirements

12 courses, including:

HIS100	Introduction to World History	3 credits
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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
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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.

POL311W	Selected Topics in Social Science Research	3 credits
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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.

INTHIS303	Internship - History	3 credits
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Internship - History

HIS490	Integrative Capstone	3 credits
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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, theater 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.

One of the following:

HIS200W	Revolutions in Latin America	3 credits
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This course surveys Latin American history from colonization through the present with an emphasis on world history themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth 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.

HIS201W

HIS202W Modern Europe 3 credits

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."

HIS204W East Asian Studies 3 credits

An exploration of East Asian geography, history, language, and culture from 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.

HIS205W Africa, Past and Present 3 credits

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.

Electives

3 courses 200-level courses (from list below):

HIS213 Special Topics 3 credits

Special Topics

HIS215 Ind & the Working Class in Europe & America 3 credits

This course seeks to understand who built America, under what conditions they labored, and to understand their hopes, dreams, and struggles to create a better future for themselves and their families. The course traces the historical development of the American working class from colonial times to the present. Particular attention is given to the formation of working class political and economic organizations and their impact on American history.

HIS216 Rise of the Third World 3 credits

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.

HIS230	History of Social & Political Thought History of Ideas surveys some fundamental normative questions that have been formulated in religion, politics, the Arts, and popular culture from Plato (5th century BC) to the present. It examines principles and methods of political and social thought as they relate to authority, obedience, freedom, equality, and justice.	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 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 credits
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 credits
HIS250	History of Christianity This course provides students with a broad historical overview of Christianity, its origins, nature, and development. Students analyze primary sacred and historical texts in addition to historical scholarship on the religion.	3 credits
HIS257	The Sixties, Vietnam & America 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.	3 credits
HIS263	Gender and the Family in America In every era of US history, family and gender have been subject to and shaped by other forces 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 credits

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 credits
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 credits
HIS328	Recent African History and NGO Networks 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
HIS342	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.	3 credits
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 historical perspectives. Assignments include analyses, an interview, and a communication project.	3 credits
HIS 372 Curating African Art and Artifacts		
ART372	Curating African Art and Artifacts This course explores the rich diversity of art across sub-Saharan Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork.	3 credits

Interdisciplinary Major Requirements

8 courses, including:

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.	
1 of the following:		
HIS200W	Revolutions in Latin America	3 credits
	This course surveys Latin American history from colonization through the present with an emphasis on world history themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth 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.	
HIS201	Modern Middle East	3 credits
	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.	
HIS202W	Modern Europe	3 credits
	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."	
HIS205W	Africa, Past and Present	3 credits
	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.	

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	3 credits
	<p>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.</p>	
HIS102	Introduction to American History	3 credits
	<p>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.</p>	
HIS200W	Revolutions in Latin America	3 credits
	<p>This course surveys Latin American history from colonization through the present with an emphasis on world history themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth 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.</p>	
HIS201	Modern Middle East	3 credits
	<p>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.</p>	
HIS202W	Modern Europe	3 credits
	<p>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."</p>	

HIS204W East Asian Studies 3 credits

An exploration of East Asian geography, history, language, and culture from 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.

HIS205W Africa, Past and Present 3 credits

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.

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

1 300-400 level seminar

Contact

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2019-2020 Course Catalog

Immersive Media (IMM)

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.

Curriculum

Contact

Kyra Tucker

Program Director

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2019-2020 Course Catalog

Interior Architecture (BIA)

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.

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

Curriculum

Interior Architecture Foundation Minor Requirements

Choose 6 from the following courses

IAR105	Environment and Behavior	3 credits
	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.	
IAR202	Theory of Interior Architecture Studio	3 credits
	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.	
IAR210	2D Visual Communication	3 credits
	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.	
IAR215	Digital Visualization II	3 credits
	Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating work from scratch 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.	

IAR219	Drafting and Model Making	3 credits
<p>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.</p>		
IAR220	Interior Architecture II	3 credits
<p>This studio addresses problem identification and problem solving in the context of small to medium 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.</p>		
IAR230	Interior Materials	3 credits
<p>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.</p>		
IAR232	Color and Textiles Studio I	3 credits
<p>The first part of this residential studio examines theories of color in relation to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.</p>		

Interior Architecture Graphics Minor Requirements

Choose 6 from the following courses

IAR210	2D Visual Communication	3 credits
<p>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.</p>		
IAR215	Digital Visualization II	3 credits
<p>Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating work from scratch 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.</p>		

IAR218	Building Codes	3 credits
<p>Students learn and apply relevant building codes as they relate to the health and life safety of the occupant. This course addresses energy laws, the principles of universal design and accessible code compliance.</p>		
IAR219	Drafting and Model Making	3 credits
<p>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.</p>		
IAR230	Interior Materials	3 credits
<p>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.</p>		
IAR231	Green & Sustainable Design	3 credits
<p>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.</p>		
IAR232	Color and Textiles Studio I	3 credits
<p>The first part of this residential studio examines theories of color in relation to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.</p>		
IAR310	Digital Visualization III	3 credits
<p>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.</p>		

Interior Architecture Systems Minor Requirements

Choose 6 from the following courses

IAR105	Environment and Behavior	3 credits
	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.	
IAR210	2D Visual Communication	3 credits
	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.	
IAR215	Digital Visualization II	3 credits
	Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating work from scratch 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.	
IAR218	Building Codes	3 credits
	Students learn and apply relevant building codes as they relate to the health and life safety of the occupant. This course addresses energy laws, the principles of universal design and accessible code compliance.	
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	3 credits
	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.	
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.	

IAR330	Construction Systems & Methods	3 credits
<p>This course provides an overview of architecture building systems including exterior and interior construction methods and terminology. 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, conservation, human comfort, and health and safety.</p>		
IAR335	Lighting & Acoustics	3 credits
<p>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.</p>		

Interior Architecture Theory Minor Requirements

IAR105	Environment and Behavior	3 credits
<p>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.</p>		
IAR202	Theory of Interior Architecture Studio	3 credits
<p>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.</p>		
IAR231	Green & Sustainable Design	3 credits
<p>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.</p>		
IAR232	Color and Textiles Studio I	3 credits
<p>The first part of this residential studio examines theories of color in relation to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.</p>		

IAR257	20th- and 21st-Century Architecture	3 credits
<p>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.</p>		
IAR259	History of Interior Architecture: pre-20th Century	3 credits
<p>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.</p>		

Major Requirements

27 courses, including

IAR105	Environment and Behavior	3 credits
<p>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.</p>		
IAR202	Theory of Interior Architecture Studio	3 credits
<p>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.</p>		
IAR210	2D Visual Communication	3 credits
<p>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.</p>		
IAR214	Digital Visualization I	3 credits
<p>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.</p>		

IAR215	Digital Visualization II Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating work from scratch 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 credits
IAR218	Building Codes Students learn and apply relevant building codes as they relate to the health and life safety of the occupant. This course addresses energy laws, the principles of universal design and accessible code compliance.	3 credits
IAR219	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 credits
IAR220	Interior Architecture II This studio addresses problem identification and problem solving in the context of small to medium 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 credits
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 credits
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 credits
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 Studio I	3 credits
	The first part of this residential studio examines theories of color in relation to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.	
IAR262W	20th and 21st Century Architecture	3 credits
	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.	
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	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.	
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.	
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.	
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.	

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 fee(s): Course Computing fee.	3 credits
IAR330	Construction Systems & Methods This course provides an overview of architecture building systems including exterior and interior construction methods and terminology. 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, conservation, human comfort, and health and safety.	3 credits
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 credits
INTIAR301	Internship - Interior Architecture Internship - Interior Architecture	1 credits
INTIAR302	Internship - Interior Architecture Internship - Interior Architecture	2 credits
INTIAR303	Internship - Interior Architecture Internship - Interior Architecture	3 credits
IAR443	Community Service Encouraging engagement with the surrounding community, students are required to participate in a community service project under the supervision of a field leader or faculty member.	1 credits
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 credits

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 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 paper.	
IAR490	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, theater 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.	
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.	
IAR213	Special Topics	3 credits
	Special Topics	

3 courses (9 credits) from any program

Contact

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2019-2020 Course Catalog

International Business (BA)

International Business majors learn how to think globally about the business world. The curriculum engages the student in all functional areas of business and explores how these functions change and adapt by expanding across borders. Through an innovative combination of cross-disciplinary coursework, students develop expertise in language, cultural sensitivity, and an ongoing knowledge of world affairs.

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

Curriculum

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 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.	3 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.	3 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 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 understanding of how human behavior influences the effectiveness of the modern corporation.	3 credits
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 credits

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 credits
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 credits
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 team led custom research study.	3 credits
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 credits
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 credits
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 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

BUS490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

International Business Major

5 courses:

3 required courses:

BUS240	International Business	3 credits
<p>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.</p>		

ECN351	International Trade and Finance	3 credits
<p>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.</p>		

BUS413	Logistics and Operations	3 credits
<p>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.</p>		

2 courses from the following:

ECN262	Global Environmental Economics	3 credits
<p>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.</p>		

ECN330	Global Financial System and the Macro Economy	3 credits
<p>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.</p>		

ECN358W	Economic Development	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

ECN351	International Trade and Finance	3 credits
<p>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.</p>		

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	3 credits
	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.	
BUS110	Business Statistics	3 credits
	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.	
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.	
ACT222	Financial Accounting Principles I	3 credits
	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).	
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.	
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.	

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.	
2 Approved courses from the following:		
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.	
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.	
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.	
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.	

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

Contact

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2019-2020 Course Catalog

International Studies (BA)

Chatham's major in International Studies emphasizes cultural texts and histories, both classical and contemporary, in combination with practical experience and firsthand intercultural interaction. The core courses draw on humanistic intellectual traditions, in order to develop nuanced understandings of particular texts, topics, and problems within a broad and relevant historical, political, and cultural context. Completion of a regional concentration ensures practical grounding in language, historical and geographical understanding, and experiential learning; it also qualifies a student for financial and programmatic support for study abroad.

Likely career fields for an International Studies major include civic and non-profit work, international outreach, media and communications, and education. Careers in government and business are also achievable, especially if this major is complemented by additional study and experience. The major offers a foundation for graduate work in a variety of fields, including humanities, social sciences, and law.

Students may test out of some or all language requirement. They will not be given course credit but the requirement will be waived. Certificates must be at least 18 credits. In cooperation with the Chair of History, Political Science, and International Studies, students placing out of language must be sure that appropriate course work meets the 18 credit requirement.

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](#).

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

Curriculum

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 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
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 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
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 credits
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 credits

HIS490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

Asia Concentration Requirements

CST204W	East Asian Studies	3 credits
<p>An exploration of East Asian geography, history, language, and culture from the Zhou Dynasty (ca. 1,000 BCE) to present times. Focus on China, Korea, Japan with reference to neighboring regions and discussion of Taiwan. Emphasis on arts, ideologies, and East Asian cultural sites in Pittsburgh area.</p>		

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	3 credits
<p>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.</p>		

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**3 credits**

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."

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**3 credits**

This course surveys Latin American history from colonization through the present with an emphasis on world history themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth 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.

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**3 credits**

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.

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

French Minor

In a dynamic and increasingly interactive and interdependent world, a student's education must include a knowledge of other languages and cultures. By teaching language within a framework of intercultural understanding, the modern languages program at Chatham prepares students to experience the richness of other languages, literature, and cultures. Students who declare a minor in French will study the language as well as the cultural contexts of the language.

Requirements (8 courses, 20 credits):

LNG231 Intermediate French Language and Culture I**3 credits**

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 International Studies major. It fulfills a global general education requirement.

LNG231L Intermediate 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 231.

LNG232 Intermediate French Language and Culture II**3 credits**

This course expands upon content learned in LNG231. It allows students to review grammar 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 International Studies major. It fulfills a global general education requirement.

LNG232L	Intermediate French Language and Culture II-Lab	1 credits
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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.

One (1) grammar and composition course (taken at a partner institution and identified by International Affairs)

Three (3) additional upper-level language and culture electives (two of which may be taken in English to as to accommodate culture and literature courses; can be taken at a partner institution and identified by International Affairs)

German Minor

In a dynamic and increasingly interactive and interdependent world, a student's education must include a knowledge of other languages and cultures. By teaching language within a framework of intercultural understanding, the modern languages program at Chatham prepares students to experience the richness of other languages, literature, and cultures. Students who declare a minor in German will study the language as well as the cultural contexts of the language.

Requirements:

LNG241	Intermediate German Language and Culture I	3 credits
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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 International Studies major. It fulfills a global general education requirement.

LNG241L	Intermediate German Language and Culture I-Lab	1 credits
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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 241.

LNG242	Intermediate German Language and Culture II	3 credits
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This course expands upon content learned in LNG241. It allows students to review grammar 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 International Studies major. It fulfills a global general education requirement.

LNG242L	Intermediate German Language and Culture II-Lab	1 credits
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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.

One (1) grammar and composition course (taken at a partner institution and identified by International Affairs)

Three (3) additional upper-level language and culture electives (two of which may be taken in English to as to accommodate culture and literature courses; can be taken at a partner institution and identified by International Affairs)

Spanish Minor

In a dynamic and increasingly interactive and interdependent world, a student's education must include a knowledge of other languages and cultures. By teaching language within a framework of intercultural understanding, the modern languages program at Chatham prepares students to experience the richness of other languages, literature, and cultures. Students who declare a minor in Spanish will study the language as well as the cultural contexts of the language.

Requirements:

LNG261	Intermediate Spanish Language and Culture I	3 credits
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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 International Studies major. It fulfills a global general education requirement.

LNG261L	Intermediate Spanish Language and Culture I-Lab	1 credits
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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 261.

LNG262	Intermediate Spanish Language and Culture II	3 credits
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This course expands upon content learned in LNG261. It allows students to review grammar 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 International Studies major. It fulfills a global general education requirement.

LNG262L	Intermediate Spanish Language and Culture II-Lab	1 credits
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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.

One (1) grammar and composition course (taken at a partner institution and identified by International Affairs)

Three (3) additional upper-level language and culture electives (two of which may be taken in English to as to accommodate culture and literature courses; can be taken at a partner institution and identified by International Affairs)

Contact

2019-2020 Course Catalog

Management (BA)

The Management major at Chatham cultivates strong leadership and entrepreneurial skills through both academic coursework, and real-world applications. Graduates are prepared to address challenges in talent acquisition, management, and the development of sustainable human capital.

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

Curriculum

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 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.	3 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.	3 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 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 understanding of how human behavior influences the effectiveness of the modern corporation.	3 credits
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 credits

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.	
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.	
OR		
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 team led custom research study.	
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.	
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.	
INTBUS303	Internship - Business	3 credits
	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.	

BUS490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

Management Major

5 courses

3 required courses:

BUS390	Human Resources Management	3 credits
<p>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.</p>		

BUS395W	Leadership and Management	3 credits
<p>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.</p>		

ECN331	Managerial Economics	3 credits
<p>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.</p>		

2 courses from the following:

BUS240	International Business	3 credits
<p>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.</p>		

BUS413	Logistics and Operations	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

BUS395W	Leadership and Management	3 credits
<p>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.</p>		

ECN331	Managerial Economics	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

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 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
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 credits
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 credits
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 credits
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 credits
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 credits

ECN331	Managerial Economics	3 credits
<p>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.</p>		

1 course from the following:

BUS240	International Business	3 credits
<p>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.</p>		

BUS357	Strategy and Entrepreneurial Ventures	3 credits
<p>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.</p>		

Contact

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2019-2020 Course Catalog

Management Information Systems (BA)

The MIS major prepares students to become critical thinkers and innovative designers of contemporary information systems in organizational settings. MIS majors develop both conceptual knowledge and hands-on skills in computing, relational databases, and web design. They will become competent in recognizing opportunities to improve business processes or areas, communicate with stakeholders, and implement and manage information systems projects.

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.

Curriculum

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222	Financial Accounting Principles I	3 credits
	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).	
ACT223	Managerial Accounting Principles	3 credits
	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.	
BUS105	Foundations of Business	3 credits
	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.	
BUS110	Business Statistics	3 credits
	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.	
BUS171	Information Systems and Operations	3 credits
	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.	
BUS230	Organizational Behavior	3 credits
	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.	
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.	

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.	
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.	
OR		
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 team led custom research study.	
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.	
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.	
INTBUS303	Internship - Business	3 credits
	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.	

BUS490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

Management Information Systems Major

5 courses

4 required courses:

BUS317	Systems Analysis and Design	3 credits
<p>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).</p>		
CMP202	Introduction to Programming	3 credits
<p>An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques.</p>		
CMP283	Database Management Systems	3 credits
<p>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.</p>		
COM261	Web Design I: Code + Aesthetics	3 credits
<p>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.</p>		

1 course from the following:

BUS416	Computer Networking & Telecommunication	3 credits
<p>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).</p>		

BUS421	Information and Cybersecurity	3 credits
<p>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.</p>		

Minor Requirements

6 courses, including:

BUS105	Foundations of Business	3 credits
<p>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.</p>		

BUS171	Information Systems and Operations	3 credits
<p>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.</p>		

CMP202	Introduction to Programming	3 credits
<p>An introduction to programming using C++ for students with no previous computer programming experience. Includes introduction to algorithms and object-oriented programming techniques.</p>		

CMP283	Database Management Systems	3 credits
<p>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.</p>		

2 courses from the Management Information Systems major

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2019-2020 Course Catalog

Marketing (BA)

Marketing is a unique combination of art and science, creativity and rigor, innovation and fundamentals. Marketing majors obtain the full range of knowledge and skills needed to develop cutting edge marketing strategy and tactics. The program enables students to develop analytical and practical insights for leveraging business growth opportunities across industries and within targeted populations. Special emphasis is placed on ethical marketing practice and adaptation to new technologies, changing consumer preferences, environmental sustainability and a rapidly expanding global economy.

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

Curriculum

Core Requirements

Core Major Requirements for Accounting, Economics, International Business, Management, Management Information Systems, and Marketing:

ACT222	Financial Accounting Principles I	3 credits
	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).	
ACT223	Managerial Accounting Principles	3 credits
	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.	
BUS105	Foundations of Business	3 credits
	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.	
BUS110	Business Statistics	3 credits
	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.	
BUS171	Information Systems and Operations	3 credits
	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.	
BUS230	Organizational Behavior	3 credits
	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.	
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.	

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 credits
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 credits
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 team led custom research study.	3 credits
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 credits
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 credits
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 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

BUS490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

Marketing Major

5 required courses

BUS244	Consumer Behavior	3 credits
<p>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.</p>		
BUS445	Marketing Strategy	3 credits
<p>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.</p>		
BUS350	Advertising and Promotion	3 credits
<p>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.</p>		
COM234	Persuasion	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

BUS445	Marketing Strategy	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

BUS110	Business Statistics	3 credits
<p>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.</p>		

ACT222	Financial Accounting Principles I	3 credits
<p>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).</p>		

BUS243	Principles of Marketing	3 credits
<p>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.</p>		

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 credits
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 team led custom research study.	3 credits
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 credits
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 credits
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 outlets, including the internet, television, consumer magazines and professional journals.	3 credits
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 credits
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 credits

BUS496	Digital Marketing	3 credits
<p>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.</p>		

Minor Requirements

6 courses, including:

BUS105	Foundations of Business	3 credits
<p>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.</p>		

ECN102	Principles of Microeconomics	3 credits
<p>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.</p>		

BUS243	Principles of Marketing	3 credits
<p>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.</p>		

3 courses from Marketing major

Contact

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2019-2020 Course Catalog

Mathematics (BA/BS)

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.

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

Curriculum

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 credits
INTMTH303	Internship - Mathematics Internship - 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 application to problems drawn from the natural and social sciences. Three hours of class per week.	3 credits
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits
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 credits
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 credits
MTH221	Linear Algebra Topics include finite dimensional vector spaces, geometry of \mathbb{R}^n , linear functions, systems of linear equations, and theory of matrices and determinants.	3 credits
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 credits

MTH327	Advanced Analysis Foundations for abstract analysis, real and complex number systems, elements of point set topology and limits, continuity, and derivatives.	3 credits
OR		
MTH341	Abstract Algebra Introduction to elements of modern abstract algebra, including rings, groups, and fields.	3 credits
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, theater 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

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 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
INTMTH303	Internship - Mathematics Internship - 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 application to problems drawn from the natural and social sciences. Three hours of class per week. Three hours of class per week.	3 credits

MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits
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 credits
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 credits
MTH221	Linear Algebra Topics include finite dimensional vector spaces, geometry of \mathbb{R}^n , linear functions, systems of linear equations, and theory of matrices and determinants.	3 credits
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 credits
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 credits
MTH327	Advanced Analysis Foundations for abstract analysis, real and complex number systems, elements of point set topology and limits, continuity, and derivatives.	3 credits
MTH341	Abstract Algebra Introduction to elements of modern abstract algebra, including rings, groups, and fields.	3 credits

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, theater 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.	
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.	
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.	

1 additional 200-level or above mathematics courses approved in advance

Minor Requirements

6 courses, including:

MTH151	Calculus I	4 credits
	This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	
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.	
MTH221	Linear Algebra	3 credits
	Topics include finite dimensional vector spaces, geometry of \mathbb{R}^n , linear functions, systems of linear equations, and theory of matrices and determinants.	

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.

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.

Contact

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2019-2020 Course Catalog

Media Arts

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

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.

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).

Curriculum

Major Requirements for Media Arts major

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
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
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 how representations of race, gender, ethnicity, and "otherness" are culturally produced and disseminated.	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	3 credits

include questions of history and memory, self and other, and identity in both the Western and non-Western contexts.

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 credits
ART213	Special Topics Special Topics	3 credits
INTART303	Internship - Art Internship - Art	3 credits
FDT490	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, theater 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

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 credits
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 credits

ART245	Design Praxis	3 credits
<p>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.</p>		
ART261	Web Design 1: Code + Aesthetics	3 credits
<p>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.</p>		
ART321	Typography Design Studio	3 credits
<p>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.</p>		
ART353	Print Design	3 credits
<p>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, Adobe InDesign, 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.</p>		
ART365	Visual Communication	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		
ART103	Intro to Visual Culture	3 credits
<p>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.</p>		
ART245	Design Praxis	3 credits
<p>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.</p>		
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ART261	Web Design 1: Code + Aesthetics	3 credits
<p>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.</p>		

Photography Concentration

ART142	Photography I : Black and White Darkroom	3 credits
	<p>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.</p>	
ART152	Photography II - Introduction to Digital Photography	3 credits
	<p>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.</p>	
ART241	Lighting Principles	3 credits
	<p>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.</p>	
ART247	Photography III - Advanced Digital Imaging	3 credits
	<p>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.</p>	
ART388	Landscape Photography	3 credits
	<p>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.</p>	
ART481	Event Photography	1 credits
	<p>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</p>	

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Photography Minor

FDT141	Media Literacy	3 credits
<p>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.</p>		
ART103	Intro to Visual Culture	3 credits
<p>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.</p>		
ART152	Photography II - Introduction to Digital Photography	3 credits
<p>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.</p>		
ART358	Photography IV: Studio and Lighting Techniques	3 credits
<p>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.</p>		

Film and Digital Technology Concentration

FDT250	Introduction to Digital Video Production	3 credits
<p>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.</p>		
FDT350	Intermediate Digital Video Production	3 credits
<p>Students will utilize the nonlinear editing software program Final Cut Pro to examine methods of production and related theories involved in achieving structure in film and video. By conceptually dissecting and practically applying techniques such as splicing, transitional effects, and other editing processes, students will render sophisticated projects which are</p>		

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.

FDT450	Advanced Digital Video Production Studio	3 credits
	<p>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.</p>	
FDT213	Special Topics	3 credits
	Special Topics	
FDT261	Web Design I: Code + Aesthetics	3 credits
	<p>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.</p>	
FDT369	Interactive Strategies	3 credits
	Interactive Strategies	
FDT421	Digital Animation and Compositing	3 credits
	<p>This production course provides an introduction to computer animation and visual effects. Students learn the principles, process, and philosophy of animation with a focus on the design and construction of environments, characters, and time-based motion. Students script, storyboard, design, and produce a short animated digital video. Cross-listed with ART 421.</p>	

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	3 credits
	<p>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.</p>	

FDT161	Introduction to Film, Video and New Media Art	3 credits
	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.	
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.	
FDT350	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 structure in film and video. By conceptually dissecting and practically applying techniques such as splicing, transitional effects, and other editing processes, students will render sophisticated projects which are conscious of how the edit structures film and by doing so becomes another creative and technical layer for study. Cross-listed as ART 350. Additional fee: course computing fee.	
FDT313	Special Topics	3 credits
	Special Topics	

Contact

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2019-2020 Course Catalog

Media Arts: Film and Digital Technology (BA)

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.

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

Coolidge Hall • Woodland Road • Pittsburgh, PA 15232

Curriculum

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 credits
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
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 how representations of race, gender, ethnicity, and "otherness" are culturally produced and disseminated.	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

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 credits
ART313	Special Topics Special Topics	3 credits
INTART303	Internship - Art Internship - Art	3 credits
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, theater 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

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

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2019-2020 Course Catalog

Media Arts: Graphic Design (BA)

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.

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).

Curriculum

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2019-2020 Course Catalog

Media Arts: Photography (BA)

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.

Learning Outcomes

College-Wide Goals & Objectives

This section explains how the Media Arts Major meets the overarching objectives at Chatham University.

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- 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.

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- 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.
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- a. Students must develop and transform original concepts into well-conceptualized projects - demonstrating a competency in project design development.
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- 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).

Curriculum

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2019-2020 Course Catalog

Music (BA)

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.

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 repertoires 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.

Curriculum

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 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
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 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
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 credits
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 credits

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	3 credits
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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 composition strategies and aesthetic issues guide the use of such techniques in creative projects.

INTMUS303	Internship - Music	3 credits
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Internship - Music

MUS490	Integrative Capstone	3 credits
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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, theater production, creative work in the arts, independent research, or independent readings. The integrative capstone in an interdisciplinary program 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	3 credits
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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.

MUS150	History of Rock, Pop and Soul	3 credits
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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.

MUS210	Music & the Natural World	3 credits
<p>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.</p>		
MUS262	Introduction to Computer Music	3 credits
<p>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 composition strategies and aesthetic issues guide the use of such techniques in creative projects.</p>		
MUS266	World Music	3 credits
<p>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.</p>		

Voice Concentration

MUS171	Choir	1 credits
<p>Students prepare and perform a variety of choral literature. Rehearsals that are 90-120 minutes in duration are held twice per week. Public performances occur at various points throughout the semester. An audition is required.</p>		

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	3 credits
<p>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 composition strategies and aesthetic issues guide the use of such techniques in creative projects.</p>		

Four semesters of MUS 183: Composition (3)

Interdisciplinary Major Requirements

9 courses, excluding the Integrative Capstone

MUS161	Diatonic Tonal Harmony	4 credits
<p>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.</p>		

MUS252	Chromatic Tonal Harmony	4 credits
<p>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.</p>		

MUS267W	History of Music I	3 credits
<p>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.</p>		

MUS368W	History of Music II	3 credits
<p>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.</p>		

MUS159	Music Fundamentals	3 credits
<p>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.</p>		

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.

Contact

Michael Boyd

Program Coordinator

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2019-2020 Course Catalog

Nurse Educator Certificate

The Nurse Educator Certificate is a 12 credit certificate that provides the nurse with the basic educational tools necessary to teach nursing and/or nurses in an academic or clinical setting. The Certificate can be completed in two semesters.

Admission Requirements

1. Completed free online application: <https://chatham.edu/admission-and-aid/next-steps/apply.html>
2. A BSN degree with a minimum 2.8 undergraduate GPA or 3.0 graduate GPA
3. Proof of active, unencumbered nursing license in your state
4. Official transcripts showing highest degree obtained

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

Learning Outcomes

At the completion of the program, the graduate will be able to:

1. Integrate emerging health care technologies into nursing education
2. Perform in curriculum design and evaluation of outcomes
3. Apply program concepts in the role of a nurse educator in the academic and clinical environment
4. Utilize various teaching strategies to facilitate learning

Curriculum

Major Requirements

12 credits

NUR503	Informatics Foundation and Health Care Technology	3 credits
	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.	
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.	
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.	
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.	

Contact

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2019-2020 Course Catalog

Pathways to Nursing

Pathways to Nursing 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 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.

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.

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
- High school GPA of 3.0 or greater
- SAT \geq 1050 or ACT \geq 21 or TEAS test score of “proficient” or higher. Offered by ATI at <https://atitesting.com/Home.aspx> and required for admission to UPMC Shadyside School of Nursing.

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 Pathways to Nursing, all students are required to satisfy the requirements for participation in clinical rotations including background checks and a health screening, and a current CPR certification.

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” and assign a new advisor if the appropriate documentation is not completed within the timeframe designated in the notification letter.

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.

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.

Curriculum

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 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 respond to identified patient problems in the clinical setting. Students engage in clinical experiences in acute medical-surgical units.	10 credits
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 credits

N320	Advanced Nursing Concepts This course introduces the student to advanced concepts of nursing practice. The course builds and expands on the concepts of oxygenation, perfusion, metabolism and infection that were previously introduced in Nursing 211. In addition, the advanced concepts of cellular regulation, intracranial regulation and alterations in tissue integrity are explored. Through the integration of nursing concepts, along with Tanner's clinical judgment model, the student engages in advanced clinical decision making in high acuity environments. Students engage in various clinical experiences that take place in stepdown units, critical care units and emergency departments.	8 credits
N340	Transition Into Nursing Practice This course serves as the student's transition into the role of professional nursing practice. Leadership and management concepts are applied with an emphasis on safety and quality nursing care. Clinical is conducted through a preceptor experience where the student is given the opportunity to manage, delegate and prioritize care for multiple patients.	6 credits
N360	NLCEX Prep Course This course provides the students with NCLEX preparation through content reviews and test taking strategies.	2 credits
NUR402	Health Policy and Finance for Nurses 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
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 credits
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
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.	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.	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
NUR499W	Nursing Leadership and Professional Practicum This culminating course, which fulfills Chatham's internship requirement, encompasses various aspects of professionalism and leadership that students will encounter and utilize at all levels of nursing. Students will apply leadership concepts and decision-making skills while they complete their capstone project.	4 credits
IND175	Introduction to Nursing Resources This course will teach nursing students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of library and information resources. The work completed in this course will help nursing students become more efficient in areas of evidence-based practice.	1 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.	4 credits

Contact

Lora Walter

Program Coordinator

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2019-2020 Course Catalog

Physics (BA/BS)

Chatham University offers both B.A. and B.S. degrees in physics in collaboration with Carnegie Mellon University (CMU). This major prepares students for graduate or engineering study or for employment in industry. Students take first-year physics requirements and mathematics courses at Chatham; upper-level physics requirements and electives are taken at CMU through a special cross-registration agreement. Students also may choose to seek certification in physics at the secondary level by completing the appropriate courses in the education program at Chatham. A minor in physics is not available. To complete this major, students should plan to register for both Calculus and Physics during the first semester of the first year. Integrative Capstone work will be done at CMU with collaboration between Chatham and CMU faculties.

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

Curriculum

Major Requirements (BA)

20 courses, including:

IND350

Scientific Research Methods

2 credits

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.

INTPHY303	Internship - Physics Internship - Physics	3 credits
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits
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 credits
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 credits
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 credits
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 credits
PHY490	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, theater 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

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 credits
INTPHY303	Internship - Physics Internship - Physics	3 credits
MTH151	Calculus I This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.	4 credits
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 credits
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 credits
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 credits
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 credits

PHY490

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, theater 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.

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.

Contact

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Department Chair

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2019-2020 Course Catalog

Policy Studies (BA)

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

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

Chatham University Policy Studies

Falk Hall • Woodland Road • Pittsburgh, PA 15232

Curriculum

Major Requirements

17 courses, including:

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 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 credits
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 credits
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 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
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 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.	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.	3 credits
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.	3 credits
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 credits
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 credits
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, theater 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
*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:		
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 credits
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	3 credits

general education mission course requirement.

ECN351	International Trade and Finance	3 credits
<p>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.</p>		

Or appropriate course substitute approved by the program director

2 sociopolitical analysis electives from the following:

POL262	Women and Politics	3 credits
<p>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.</p>		

POL300	The U.S. Congress	3 credits
<p>This course examines the functions, rules, customs, and procedures of the US Congress. Topics include the relationship between the legislative branch and other governmental institutions, including the relationship between Congress, the electorate, and interest groups. Students will also explore the committee system and the leadership structure. Prerequisite(s): POL101 or permission of the instructor.</p>		

POL302	Ethnic Conflict	3 credits
<p>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 identities. Second, we will examine how domestic factors have and have not worked to suppress ethnic conflict. Finally, we will examine how the international community or other third parties have attempted to bring about the peaceful resolution of conflicts.</p>		

POL319	Politics of the European Union	3 credits
<p>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.</p>		

POL324	U.S. Foreign Policy	3 credits
<p>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</p>		

between the needs of democracy and national security concerns.

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 will utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice.

Or appropriate course substitute approved by the program director

2 historical analysis electives from the following:

HIS216 Rise of the Third World 3 credits

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.

HIS228 Recent African History 3 credits

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.

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.

HIS342 Post/Modern China: Digital Storytelling 3 credits

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.

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	3 credits
	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.	
<hr/>		
or		
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POL101	American Government and Public Policy	3 credits
	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.	
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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.	
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or		
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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.	
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POL202W	Understanding Public Policy	3 credits
	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.	
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HIS 200 - level elective		
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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.	

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.

POL 300 - level elective

Additional policy course from a list (including ECN, POL, and SWK course)

Contact

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2019-2020 Course Catalog

Political Science (BA)

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

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

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

Curriculum

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 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
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 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.	3 credits
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 credits

POL490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

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	3 credits
<p>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.</p>		

OR

POL104	Introduction to International Relations	3 credits
<p>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.</p>		

POL101	American Government and Public Policy	3 credits
<p>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.</p>		

POL311W	Selected Topics in Social Science Research	3 credits
<p>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.</p>		

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	3 credits
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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.

ENG241	Writing for Professionals	3 credits
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Writing for Professionals helps students write clearly and effectively about a variety of subjects in genres related to the workplace. Through writing and reading assignments, students learn about targeting an audience, organizing writing, and developing a professional style. They create documents useful when seeking employment and in the workplace.

OR

ENG355	Advanced Writing and Stylistics	3 credits
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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.

POL303	Constitutional Law I: US Govt Powers/Relationships	3 credits
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This course examines the political science of law and courts through a consideration of the scope of Article III jurisdiction, bargaining and decision-making on the U.S. Supreme Court, and political struggles over doctrine within the judicial hierarchy. Topics include the ways in which courts have affected Congressional power over taxation and commerce and

presidential domestic and international powers.

PHI121	Introduction to Logic	3 credits
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An introduction to critical thinking, induction, deduction, and contemporary symbolic logic including argument symbolization, proof construction, and truth tables.

IND104	LSAT Preparation	1 credits
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This course will help students prepare for the LSAT, by focusing on study skills particular to this examination.

Political Science Minor Requirements

6 courses, including:

POL100	Introduction to Comparative Politics	3 credits
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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.

OR

POL104	Introduction to International Relations	3 credits
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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.

POL101	American Government and Public Policy	3 credits
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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.

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

Contact

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2019-2020 Course Catalog

Psychology (B.A.)

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.

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

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, Biological Bases of Behavior, Learning and Cognition, and Social Influences of Behavior and Individual Differences.
2. Demonstrate and apply knowledge of research methods for implementation of quasi-experimental, correlational and/or qualitative research with the use of statistical software packages.
3. Apply critical thinking to determine the credibility of information and develop, defend and criticize arguments.
4. Demonstrate skills in written and oral communication including the presentation of scientific and own ideas in a public forum.
5. Demonstrate awareness of how basic psychological principles and theories may apply differently across cultures.
6. Demonstrate personal development through fulfillment of student responsibilities and the application of psychological knowledge to self-development.
7. Demonstrate professional development and professionalism through appropriate use of supervision/advising, career exploration and participation in career related internships and/or independent studies.
8. 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.

Curriculum

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 credits
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 credits

PSY217W	Critical Thinking in Psychology	3 credits
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 credits
INTPSY303	Internship - Psychology Internship - Psychology	3 credits
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, theater 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

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 credits
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 credits
PSY324	Motivation A survey of concepts and data related to the arousal and direction of behavior.	3 credits

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 credits
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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 credits
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 credits
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 credits
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 credits
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 credits
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 credits
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 credits

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.		

2 additional psychology program electives

Interdisciplinary Major Requirements

8 courses, exclusive of the Integrative Capstone

PSY101	General Psychology	3 credits
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.		

PSY213	Statistics and Research Design	3 credits
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.		

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.		

1 course in learning and cognition from the following:

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.		

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.		

PSY324	Motivation	3 credits
A survey of concepts and data related to the arousal and direction of behavior.		

1 course in learning and cognition from the following:

PSY323	Personality	3 credits
<p>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.</p>		
PSY331	Social Psychology	3 credits
<p>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.</p>		
PSY333	Abnormal Behavior	3 credits
<p>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.</p>		

1 course in biological bases from the following:

PSY340	Psychopharmacology	3 credits
<p>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.</p>		
PSY341	Psychobiology	3 credits
<p>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.</p>		
PSY230	Animal Behavior	3 credits
<p>A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions.</p>		

1 developmental course from the following:

PSY351	Childhood and Adolescence	3 credits
<p>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.</p>		

PSY352	Adult Development	3 credits
<p>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.</p>		
PSY357	Adolescence & the Transition to Adulthood	3 credits
<p>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.</p>		

One additional approved psychology program elective.

Minor Requirements

6 courses, including:

PSY101	General Psychology	3 credits
<p>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.</p>		

1 course in learning and cognition from the following:

PSY307	Cognitive Psychology	3 credits
<p>A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation.</p>		
PSY326	Psychology of Learning	3 credits
<p>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.</p>		
PSY324	Motivation	3 credits
<p>A survey of concepts and data related to the arousal and direction of behavior.</p>		

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

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.

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.

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.

1 course in biological bases from the following:

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.

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.

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.

1 developmental course from the following:

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.

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.

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.

One additional approved psychology program elective.

Contact

Joe Wister

Program Coordinator

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2019-2020 Course Catalog

Psychology (BA)

The major course work is organized in a common structure for the baccalaureate curriculum: a required introductory course, three methodology courses, six advanced content courses, and the integrated capstone experience.

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

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

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.

Chatham University Psychology

Coolidge Hall • Woodland Road • Pittsburgh, PA 15232

Curriculum

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 credits
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 credits
PSY217W	Critical Thinking in Psychology	3 credits
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 credits
INTPSY303	Internship - Psychology Internship - Psychology	3 credits

PSY490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		

1 course in learning and cognition from the following:

PSY307	Cognitive Psychology	3 credits
<p>A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation.</p>		

PSY326	Psychology of Learning	3 credits
<p>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.</p>		

PSY324	Motivation	3 credits
<p>A survey of concepts and data related to the arousal and direction of behavior.</p>		

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

PSY323	Personality	3 credits
<p>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.</p>		

PSY331	Social Psychology	3 credits
<p>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.</p>		

PSY333	Abnormal Behavior	3 credits
<p>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.</p>		

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 credits
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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 credits
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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 credits
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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 credits
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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 credits
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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 credits
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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 credits
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 credits
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 credits
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 credits
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 credits
PSY324	Motivation A survey of concepts and data related to the arousal and direction of behavior.	3 credits
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 credits

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 credits
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 credits
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 credits
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 credits
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 credits
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 credits
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 credits

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.		

One additional approved psychology program elective.

Minor Requirements

6 courses, including:

PSY101	General Psychology	3 credits
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.		

1 course in learning and cognition from the following:

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.		

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.		

PSY324	Motivation	3 credits
A survey of concepts and data related to the arousal and direction of behavior.		

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

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.		

PSY331	Social Psychology	3 credits
<p>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.</p>		

PSY333	Abnormal Behavior	3 credits
<p>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.</p>		

1 course in biological bases from the following:

PSY340	Psychopharmacology	3 credits
<p>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.</p>		

PSY341	Psychobiology	3 credits
<p>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.</p>		

PSY230	Animal Behavior	3 credits
<p>A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions.</p>		

1 developmental course from the following:

PSY351	Childhood and Adolescence	3 credits
<p>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.</p>		

PSY352	Adult Development	3 credits
<p>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.</p>		

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.

One additional approved psychology program elective.

Contact

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2019-2020 Course Catalog

Social Services Administration (BA)

The mission of the Chatham University undergraduate Social Services Administration program is to prepare students for entry level positions within social service agencies and for graduate study related to public administration, public health, social work, and related fields. The program emphasizes skills and knowledge related to the administration of non-profit agencies and the impact of policy on these agencies.

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

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

Falk Hall • Woodland Road • Pittsburgh, PA 15232

Curriculum

Major Requirements

10 courses total, including:

BUS105

Foundations of Business

3 credits

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.

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
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 profession and as well as for those with an interest in related fields such as psychology, counseling, and public policy.	3 credits
BUS452	Managing Nonprofit 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
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 credits
INTSSA303	Internship - Social Services Administration Internship - Social Services Administration	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, theater 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

5 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 credits
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 credits
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 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
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 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.	3 credits
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 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
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 credits
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 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
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 credits
SWK351	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 credits

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 credits
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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
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 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 profession and as well as for those with an interest in related fields such as psychology, counseling, and public policy.	3 credits
BUS452	Managing Nonprofit 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
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 credits
One 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 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
SWK351	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 credits

Contact

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Program Coordinator

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2019-2020 Course Catalog

Social Work (BSW)

The social work program offers a major in social work leading to a Bachelor of Social Work (B.S.W.) degree that is accredited by the Council on Social Work Education. A liberal arts foundation is an integral part of an undergraduate social work education and provides an essential context for understanding human behavior. The B.S.W. prepares students for entry level generalist social work practice as well as graduate education in social work and related fields. Bachelor level social workers are employed in all areas of human services and health care. They are also eligible for advanced standing in graduate programs in social work.

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

Learning Outcomes

Upon successful completion of the major, students will be able to:

1. Demonstrate Ethical and Professional Behavior Competency
2. Engage Diversity and Difference in Practice Competency
3. Advance Human Rights and Social, Economic, and Environmental Justice Competency
4. Engage In Practice-informed Research and Research-informed Practice Competency
5. Engage in Policy Practice Competency
6. Engage with Individuals, Families, Groups, Organizations, and Communities Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities Competency
8. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

ASSESSMENT OF STUDENT LEARNING OUTCOMES LAST COMPLETED ON April 2018

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the accreditation standards below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each

of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

**ASSESSMENT OF STUDENT LEARNING OUTCOMES
LAST COMPLETED ON April 2018**

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	90=Mastered 70=Superior 50=Competent 30=Inadequate 10=Lacking Performance	AY 2017-2018 N=5
Competency 1: Demonstrate Ethical and Professional Behavior	M = 65.71	100%
Competency 2: Engage Diversity and Difference in Practice	M = 63.33	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	M = 60.0	100%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	M = 40.0	40%
Competency 5: Engage in Policy Practice	M = 48.57	60%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	M = 68.0	80%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	M = 88.0	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	M = 76	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	M = 60	80%

Any Additional Competency(ies) Developed by the Program		
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Curriculum

Major Requirements

16 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 credits
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 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 profession and as well as for those with an interest in related fields such as psychology, counseling, and public policy.	3 credits
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 credits
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 credits

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 credits
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 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
SWK351	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 credits
SWK352	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 credits
SWK354	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 credits
SWK355	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 credits
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, theater 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

12 credits of field placement from the following:

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.	
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.	
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.	
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.	
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.	

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	3 credits
	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 profession and as well as for those with an interest in related fields such as psychology, counseling, and public policy.	

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.	
OR		
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.	
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.	
OR		
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 will utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice.	
SWK351	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.	
SWK352	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.	
OR		

SWK354	Working with Groups	3 credits
<p>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.</p>		

OR

SWK355	Working with Organizations and Communities	3 credits
<p>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.</p>		

Elective social work (SWK) course at the 200 or 300 level

Contact

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2019-2020 Course Catalog

Sustainability (BA/BS)

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.

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 addition 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.

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.

Curriculum

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 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

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. Additional Fee(s): Laboratory fees = \$50.	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
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
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 credits
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 credits

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 Foot printing, 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
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 fertility, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.	1 credits
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, theater 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
INTSUS303	Internship - Sustainability Internship - Sustainability	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 application to problems drawn from the natural and social sciences. Three hours of class per week. Three hours of class per week.	3 credits

OR

BUS110	Business Statistics	3 credits
<p>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.</p>		

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	3 credits
<p>Contemporary natural resource management policy issues are addressed emphasizing domestic 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.</p>		
SUS404	Quantitative Ecology	3 credits
<p>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.</p>		
SUS404L	Quantitative Ecology Laboratory	1 credits
<p>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.</p>		
CHM102	Chemistry in Context	3 credits
<p>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.</p>		

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.		

Track Electives (Choose Two) - 6 Credits

SUS203	Global Environmental Health	3 credits
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.		

SUS301	Global Change Science	3 credits
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.		

SUS455 - Forestry and Conservation (3)

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.		

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	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.		

SUS460 - Energy Policy (3)

IAR231	Green & Sustainable Design	3 credits
<p>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.</p>		

Track Electives (Choose Two) - 6 credits

SUS330 - Sustainable/Resilient Cities (3)

SUS435	Green and Social Innovation	3 credits
<p>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.</p>		

SUS436 - Sustainable Energy Applications (3)

CMP120	Introduction to Programming	3 credits
<p>An introduction to the theory and practice of computer programming with an emphasis on problem solving. No previous programming experience is required.</p>		

CMP283	Database Management Systems	3 credits
<p>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.</p>		

BUS171	Information Systems and Operations	3 credits
<p>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.</p>		

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	3 credits
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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.

SUS470	Corporate Social Responsibility (CSR)	3 credits
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This course helps students to understand the roles and responsibilities 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.

BUS105	Foundations of Business	3 credits
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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.

Track Electives (Choose Two) - 6 Credits

SUS330 - Sustainable/Resilient Cities (3)

SUS335	Renewable Energy and Society	3 credits
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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.

SUS436 - Sustainable Energy Applications (3)

BUS243	Principles of Marketing	3 credits
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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.

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.

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**3 credits**

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.

SUS102 Sustainability and Society**3 credits**

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.

SUS202 Dynamic Earth Systems**3 credits**

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.

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.

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 3 credits

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.

FST420L Growing Sustainably Lab 1 credits

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 fertility, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.

SUS462 - Sustainable Aquaculture (3)

SUS455 - Forestry (3)

SUS460 - Energy Policy (3)

SUS470 Corporate Social Responsibility (CSR) 3 credits

This course helps students to understand the roles and responsibilities 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.

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	3 credits
	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.	
SUS102	Sustainability and Society	3 credits
	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.	
SUS202	Dynamic Earth Systems	3 credits
	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.	
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.	
SUS401 - Sustainability Policy and Decision Making (3)		
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 Foot printing, 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.	
SUS330 - Sustainable and Resilient Cities (3)		
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.	

Contact

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2019-2020 Course Catalog

Visual Arts: Art History (BA)

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

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

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. Sources Students 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

Curriculum

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 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
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
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 credits

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 credits
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 credits
ART313	Special Topics Special Topics	3 credits
INTART303	Internship - Art Internship - Art	3 credits
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, theater 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

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

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
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ART231	Renaissance Art	3 credits
<p>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).</p>		
IAR257	20th- and 21st-Century Architecture	3 credits
<p>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.</p>		
ART366	American Art: Colonial to 1900	3 credits
<p>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.</p>		
ART372	Curating African Art and Artifacts	3 credits
<p>This course explores the rich diversity of art across sub-Saharan Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork.</p>		

Art History Minor

5 courses

ART103	Intro to Visual Culture	3 credits
<p>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.</p>		
ART132	History of World Art II: 1400 to Present	3 credits
<p>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.</p>		

ART214	Design Studio	3 credits
<p>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.</p>		
ART231	Renaissance Art	3 credits
<p>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).</p>		
ART254	Modern Art, 1900 to the Present	3 credits
<p>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.</p>		

Contact

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2019-2020 Course Catalog

Visual Arts: Studio Arts (BA)

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

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

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).

Curriculum

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 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
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
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 credits
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 credits

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 credits
ART313	Special Topics Special Topics	3 credits
INTART303	Internship - Art Internship - Art	3 credits
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, theater 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

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:

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
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

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	3 credits
<p>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.</p>		
<hr/>		
ART254	Modern Art, 1900 to the Present	3 credits
<p>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.</p>		
<hr/>		
ART214	Design Studio	3 credits
<p>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.</p>		
<hr/>		
ART117	Drawing I	3 credits
<p>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.</p>		

One Studio art class

Contact

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2019-2020 Course Catalog

Women's and Gender Studies (BA)

The major in women's and gender studies offers students the opportunity for the interdisciplinary study of women's contributions to society and women's experience in diverse cultures, politics and historical periods. Students seek to understand the new scholarship on women and the new intellectual frameworks, methodologies, and feminist theories that examine gender as a social construct. They analyze critically the representations of women in literature and the arts, in social and political theory and practice, and in the sciences, and they are encouraged to rethink their own responsibility for reshaping society.

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.

Curriculum

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)

WGS490	Integrative Capstone	3 credits
<p>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, theater 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.</p>		
ENG350W	Seminar in Literary Theory and Scholarly Writing	3 credits
<p>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.</p>		
<p>6 courses from the following:</p>		
CRM220	Women and the Criminal Justice System	3 credits
<p>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.</p>		
CST183	Representations of Race and Gender	3 credits
<p>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.</p>		
CST215	Perspectives in Queer Theory	3 credits
<p>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.</p>		
ENG262	Introduction to Women Writers	3 credits
<p>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.</p>		
ENG385	Toni Morrison Seminar	3 credits
<p>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.</p>		

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.	
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.	
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.	
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.	

Minor Requirements

6 courses: including

WGS101	Introduction to Women's and Gender Studies	3 credits
	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.	
WGS201W	Feminist Theory	3 credits
	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.	

WGS322W 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 will utilize a comparative policy framework to explore the strengths and weaknesses of current interventions regarding their promotion of social and economic justice.

3 electives chosen from the list of major electives.

Women's Leadership Certificate

[Women's Leadership Certificate](#)

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2019-2020 Course Catalog

Women's Leadership Certificate

The certificate in Women's Leadership offered by the Women's Institute at Chatham University is a multi-disciplinary program designed to equip students with the theory, skills, and practice of leadership. Students earning a certificate will be prepared to take on leadership roles in their chosen fields and beyond, from business, politics, science, and the arts to healthcare, education, non-profits, NGO's, and more. The goal of the program is to foster world-ready graduates committed to gender equity, who possess the professional skills and experience to become change makers in their organizations, in their communities, and in society at large.

The certificate may be added to any undergraduate major. In addition to 19 credits of coursework, students are required to participate in two signature programs offered by the Women's Institute or its two outreach centers, the Center for Women's Entrepreneurship and the Pennsylvania Center for Women and Politics. Undergraduate certificates must be earned within a degree program.

Curriculum

Course Requirements

One (1) foundation course: choose either

WGS101	Introduction to Women's and Gender Studies	3 credits
	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.	

OR

CST183	Representations of Race and Gender	3 credits
	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.	

Two (2) Women's & Gender Studies electives, or courses cross-listed with WGS (6 credits)

WGS202	Women's Leadership in the 21st Century	3 credits
	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.	
INTWGS303	Internship - Women's and Gender Studies	3 credits
	Internship - Women's and Gender Studies	
OR approved Internship course * (3)		
WGS490	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, theater 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.	
OR approved Capstone course * (3)		
* Student may use Internship and/or Capstone from their major if learning outcomes also fulfill those for Certificate.		

Contact

Accelerated Master of Food Studies EARTH (MA)

This program is designed for students who have taken sufficient relevant credits at a high enough level, in their bachelors and previous education, to complete a masters of Food Studies in one year with the minimum requirement of 31 credits. The program includes core course requirements (10 credits) in food systems, food access and research methods. Each student will complete a minimum of six classes (18 credits) demonstrating knowledge and experience in food studies in a focused area of expertise. Area of expertise include but is not limited to: food politics, food market and marketing, sustainable agriculture, and food writing and communication. Finally each student will undertake a summer internship (3 credits) working with a US-based organization, including businesses, not-for-profit organizations, and government. Most opportunities will be in the Southwestern Pennsylvania area. Students in the program will obtain an understanding of how food is grown, treated, harvested, sold, purchased, consumed, shared, and disposed of. As well as an understanding of the impact it has on its suppliers, consumers, and environment.

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**

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 be 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.

Curriculum

Major Requirements

10 credits including tutorial

FST508	Food Systems	3 credits
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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.

FST509	Food Access	3 credits
<p>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?</p>		
FST620	Research in Food and Agriculture	2 credits
<p>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.</p>		
FST510	Food, Culture, History	3 credits
<p>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.</p>		

Electives

Six electives (18 credits)

FST513	Integrated Seminar in Applied and Environmental Microbiology	3 credits
<p>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.</p>		
FST605	Food and Climate Change	3 credits
<p>This course considers the relationship between Earth's changing climate and the human production and consumption of food. With attention to current theories and case studies, students will develop a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice.</p>		
SUS580	Sustainable Behavior Change	3 credits
<p>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.</p>		

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.	
SUS516	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 Foot printing, 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.	
SUS521	Ecotoxicology and 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 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.	
SUS640	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.	
SUS622	Engaging Animals	3 credits
	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.	
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.	
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.

FST505	Food and Representations	3 credits
	Food is elemental to survival, culture, home, and subjectivity - to rituals of love, loss, 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.	
FST512	Practical Nutrition	3 credits
	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.	
FST513	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.	
FST605	Food and Climate Change	3 credits
	This course considers the relationship between Earth's changing climate and the human production and consumption of food. With attention to current theories and case studies, students will develop a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice.	
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.	
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.	

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.	
FST524	Greenhouse Production	3 credits
	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.	
FST608	Culture and Culinary Grains	3 credits
	Culture and Culinary Grains	
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.	
FST532	Sustainable Meat Production	3 credits
	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.	
FST603	Food Journeys	3 credits
	Food Journeys	
FST607	Sustainable Consumption	3 credits
	Sustainable Consumption	
FST611	Religion, Community, and Food	3 credits
	This course explains the ways in which sustainability and communal religious life have intersected in the U.S. from the 17th century to the present. Using lecture readings, film, and independent research, we will study ethical farming practices, food sustainability, and moral food choices through the lens of American religious communities.	

SUS580	Sustainable Behavior Change	3 credits
	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.	
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.	
SUS516	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 Foot printing, 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.	
BUS570	Global Business	3 credits
	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.	
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.	
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.	
SUS562	Economics of the Environment	3 credits
	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.	

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.

Contact

Mailing Address

Chatham University Master of Arts in Food Studies Woodland Road Pittsburgh, PA 15232 (412)
365-1100

Admissions

Trish Golla *Assistant Director of Graduate Admission* Falk School of Sustainability & Environment
Chatham University Woodland Road Pittsburgh PA, 15232

Email: pgolla@chatham.edu Phone: 412-365-1386

Accelerated Master of Sustainability EARTH (MSUS)

This program is designed for students who have taken sufficient relevant credits at a high enough level, in their bachelors and previous education, to complete a masters of sustainability in one year with the minimum requirement of 31 credits. The program includes core course requirements (10 credits) in sustainability & systems, research methods and political economy. Each student will complete a minimum of six classes (18 credits) demonstrating knowledge and experience in sustainability in the US context in a focused area of expertise. Area of expertise include but is not limited to: Water resource management, Communications and media studies, Community health, Food systems, and Business and management.

Finally each student will undertake a summer internship (3 credits) working with a US-based organization, including businesses, not-for-profit organizations, and government. Most opportunities will be in the Southwestern Pennsylvania area.

Students in the program will learn to address the challenges of applying sustainability principles across all aspects of society, from the local level to emerging global initiatives. This program will develop the knowledge and practical skills necessary to manage the complex challenges posed by sustainability.

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, transdisciplinary 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**

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.

Curriculum

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 credits
SUS511	Project Design, Methods, and Evaluations	3 credits
SUS512	Sustainability in Pittsburgh Pittsburgh and the surrounding region have experienced several waves of change; the current described as a "green renaissance". This course will provide a brief socio-ecological history then will visit various places and people that highlight the diversity in how Pittsburgh is striving to become a model of a sustainable city.	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.	3 credits

Electives

Six electives (18 credits)

FST513	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.	
FST605	Food and Climate Change	3 credits
	This course considers the relationship between Earth's changing climate and the human production and consumption of food. With attention to current theories and case studies, students will develop a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice.	
SUS580	Sustainable Behavior Change	3 credits
	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.	
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.	
SUS516	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 Foot printing, 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.	
SUS521	Ecotoxicology and 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 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.	
SUS640	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.	

SUS622	Engaging Animals	3 credits
	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.	
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.	
FST505	Food and Representations	3 credits
	Food is elemental to survival, culture, home, and subjectivity - to rituals of love, loss, 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.	
FST512	Practical Nutrition	3 credits
	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.	
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	This course considers the relationship between Earth's changing climate and the human production and consumption of food. With attention to current theories and case studies, students will develop a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice.	

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.	
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.	
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.	
FST524	Greenhouse Production	3 credits
	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.	
FST608	Culture and Culinary Grains	3 credits
	Culture and Culinary Grains	
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.	
FST532	Sustainable Meat Production	3 credits
	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.	

FST603	Food Journeys Food Journeys	3 credits
FST607	Sustainable Consumption Sustainable Consumption	3 credits
FST611	Religion, Community, and Food This course explains the ways in which sustainability and communal religious life have intersected in the U.S. from the 17th century to the present. Using lecture readings, film, and independent research, we will study ethical farming practices, food sustainability, and moral food choices through the lens of American religious communities.	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
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 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 Foot printing, 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
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
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 credits

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.

SUS562 Economics of the Environment**3 credits**

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.

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.

Contact

2019-2020 Course Catalog

BSN to DNP (BSN-DNP)

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.

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):
 - In approximately 500 words, 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.
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

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.

Curriculum

Major Requirements

53 credits

NUR501	Scientific Underpinnings for Practice	3 credits
	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.	
NUR504	Introduction to Organizational Leadership in Nursing	3 credits
	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.

NUR505	Health Assessment and Promotion Across the Lifespan	3 credits
	<p>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.</p>	
NUR703	Ethics and Public Policy in Healthcare Delivery	3 credits
	<p>This course focuses on ethical issues and public policy in healthcare. Students develop strategies to manage ethical dilemmas and analyze health policy to educate, advocate and provide leadership in shaping healthcare policy.</p>	
NUR706	Communication and Collaboration for Health Care Leadership	3 credits
	<p>This course focuses on strategies to improve professional communication with peers, subordinates, and patients in the health care environment.</p>	
NUR707	Information Technology and Data-Driven Decision Making	3 credits
	<p>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.</p>	
NUR630	Health Care Economics and Financial Management	3 credits
	<p>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, influencing policy makers, and linking patient care outcomes to resource management.</p>	
NUR640	Leadership for Change	3 credits
	<p>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.</p>	
NUR650	Leadership and Health Care Operations	3 credits
	<p>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.</p>	

NUR700	Structure & App of Contemporary Nursing Knowledge	3 credits
	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.	
NUR702	Developing Evidence-Based Practice	3 credits
	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.	
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.	
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.	
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.	

Contact

Diane Hunker

Program Director

dhunker@chatham.edu

(412) 365-1738

2019-2020 Course Catalog

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) is a clinical doctorate that prepares nurses to practice as clinical leaders in the health care delivery system. Graduates of the DNP program have a skill set and competencies to function in clinical leadership roles depending on student interest and career trajectory.

The DNP program at Chatham University is accredited by the Commission on Collegiate Nursing Education, 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 practice experience sites with the guidance of an approved preceptor. Cohorts are admitted each Fall and Spring.

[Approved DNP Practice Experience Categories by Course](#)

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](#)
- In approximately 500 words, describe 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 DNP 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.
- 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 the course NUR697 Nursing Practice Experience. This course is designed for those planning admission to Chatham University's DNP program and lack the required practice experience hours. There is a one credit, 90-hour, two credit, 170-hour, and three credit, 250 version of the course is available. Students may not take the course twice within the same semester. Students may begin the process of applying for formal DNP admission while enrolled in 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.

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

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 thinking.
- 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.

Curriculum

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 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 This course focuses on ethical issues and public policy in healthcare. Students develop strategies to manage ethical dilemmas and analyze health policy to educate, advocate and provide leadership in shaping healthcare policy.	3 credits
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 credits
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 credits
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 credits
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 credits
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 credits

Practice Experience Requirements

DNP students are required to complete 500 practice experience hours during the DNP program (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. Qualified preceptor and program experience site are identified and approved during the first semester of coursework. A signed affiliation agreement with the identified agency and an approved preceptor must be in place with the practice experience agency prior to engaging in practice experiences. It is the responsibility of the student to comply with agency requirements.

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.

BSN to DNP Executive Track

[BSN to DNP Executive Track](#)

Contact

Dianne Hunker

Program Director

dhunker@chatham.edu

(412) 365 - 1738

2019-2020 Course Catalog

Doctor of Physical Therapy (DPT)

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.

Admission Requirements

How to Apply

Applicants to Chatham University's DPT program must use the Physical Therapist Centralized Application Service (PTCAS). Beginning early July, 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 2020 admission

Application Deadline: **Tuesday, October 1, 2019***

Admission Interview Date: **Saturday, November 2, 2019** *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, 2019
- Applications must be e-submitted to PTCAS by October 1, 2019*
- Applications must be complete and include all other Chatham admission requirements (see below) by

October 15, 2019

***It is highly recommended to e-submit your application to PTCAS on or before September 15, 2019.**

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 Wroblewski, 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 2019-2020 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

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

Curriculum

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.	4 credits
BIO502L	Human Gross Anatomy Lab Human Gross Anatomy Lab	2 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.	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.	1 credits
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 credits
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 credits
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 credits

PTH703I	Musculoskeletal Physical Therapy Part One	2 credits
	The first part of this two-part 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
	The second part of this two-part course will provide in-depth preparation required to perform the examination, evaluation, and management of musculoskeletal conditions commonly encountered in 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 neuro-musculoskeletal system dysfunction from birth through adolescence and young adulthood. Students will build upon concepts of normal development, motor control, and motor learning to develop a theoretical framework for addressing the physical therapy needs of children.	
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.	
PTH713I	Multi-System Physical Therapy Part One	1 credits
	The first part of 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.	

PTH713II	Multi-System Physical Therapy-Part Two The second part of this problem-based learning course continues with 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.	2 credits
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 credits
PTH724I	Research II Part One 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.	1 credits
PTH724II	Research II-Part Two The purpose of part II of this course is to offer students the opportunity to enhance knowledge and skills that are essential to the critical evaluation of the medical literature and the application of research to the practice of physical therapy.	1 credits
PTH730	Clinical Experience I-A The first part of this ten (10) 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.	4 credits
PTH731I	Clinical Experience IB-I The first part of this ten (10) 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.	1 credits
PTH731I	Clinical Experience IB-I The first part of this ten (10) 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.	1 credits

PTH731II	Clinical Experience IB-II The second part of this ten (10) 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.	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 The first part of this sixteen (16) week full-time experience is scheduled at the completion 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.	1 credits
PTH735II	Clinical Experience V-Part Two The second part of this sixteen (16) week full-time experience is scheduled at the completion 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.	11 credits
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 Part one of this course enhances basic concepts 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.	1 credits
PTH742II	Principles of Practice II: Communication and Ethics-Part Two Part two of this course enhances basic concepts 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 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.	1 credits
PTH745I	Principles of Practice V: Health Care, Management & Policy Part One Part one of this course integrates the principles of professional development with health care policy, delivery, and management.	1 credits
PTH745II	Principles of Practice V: Healthcare, Management & Policy- Part Two Principles of Practice V integrates the principles of health care delivery, management, policy and leadership within the physical therapy profession.	2 credits
PTH746I	Clinical Experience III-Part One The first part of this eight (8) week full-time experience is scheduled at the completion 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.	1 credits
PTH746II	Clinical Experience III-Part Two The second part of this eight (8) week full-time experience is scheduled at the completion 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.	5 credits
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 credits

PTH748	Research III: Evidence in Practice	2 credits
<p>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.</p>		
HSC633I	Global Health Perspectives Part One	1 credits
<p>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.</p>		
HSC633II	Global Health Perspectives Part Two	1 credits
<p>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.</p>		

Contact

Joe Schreiber

Program Director

jschreiber@chatham.edu

(412) 365 - 1358

2019-2020 Course Catalog

Doctor of Psychology (PsyD)

The PsyD program is accredited by the American Psychological Association (APA). The curriculum reflects APA's Standards of Accreditation by offering Discipline-Specific and Practice-Related coursework, practica experience, comprehensive exams, dissertation, and internship credits consistent with a doctorate degree in counseling psychology. Students take their courses in a developmental sequence to ensure that their training is appropriately sequential, cumulative, and congruent with their experience and goals. Given that there are two entry points into the PsyD program, the course sequencing will look different for post-masters students and post-bachelors student.

Post-masters students have accrued a master's degree in counseling, counseling psychology, clinical psychology, psychology or related field. Students with a master's degree should have foundational, graduate-level coursework in Helping Skills, Statistics/Research Methods, Multiculturalism & Diversity, Clinical Assessment, Counseling Theories, and Professional Ethics. Post-masters students with the foundational coursework take 85 credits in the PsyD program. Post-masters students that do not have all of the foundational coursework completed when they start the PsyD program will be expected to complete the needed courses while in the program and as a result, will need to take more than 85 credits for the PsyD degree conferral.

Students entering the PsyD program after accruing their bachelor's degree in psychology or related field earn a Masters of Arts in Psychology (MAP) in route to their PsyD. The MAP covers 18 credits for the foundational coursework (Helping Skills, Statistics/Research Methods, Multiculturalism & Diversity, Clinical Assessment, Counseling Theories, and Professional Ethics), 15 credits in relevant counseling psychology topics that are shared between the MAP and PsyD degree, an additional 3-credit elective, and 67 credits in the PsyD program, for a total of 103 post-bachelors credits for the PsyD degree conferral.

All students work with their academic advisor, Director of Training, Field Placement Coordinator, and other core faculty to map out and to implement an academic plan of study.

*Course sequencing may change to be in compliance with changing accreditation requirements. Students in the program will be notified promptly of any changes.

Admission Requirements

Admission Deadlines

Applicants who wish to be considered for Fall 2020 entry should have all application materials submitted by **December 1, 2019**. Applicants will be notified by mid-January regarding selection to participate in full-day program interviews, which will take place in February.

Pre-requisites

- A baccalaureate or masters degree from an accredited college or university

- Master's degree in counseling, psychology, or related field (36 credit hours minimum); with a 3.2 minimum graduate GPA
- **Or** an undergraduate degree with a minimum of 15 undergraduate psychology credit hours; with a 3.5 minimum undergraduate GPA (with Bs or above in psychology coursework)

Application Requirement

Applicants to the PsyD program must submit the following information to the Office of Admissions for review:

- Completed [online](#) application
- Official Transcripts (must be sent from the school's Registrar's Office) from **all** colleges and universities you have attended including those in which you may **have transfer credits**
- Curriculum vitae or resume
- Three (3) Academic or Professional Letters of Recommendation
- Official GRE test scores (General test only) – Chatham Code 2081
- Admissions essay - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?

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.

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 [International Admission](#) web pages.

Learning Outcomes

Chatham University's Psy.D. in Counseling Psychology program is committed to **developing entry level health service psychologists who are capable of practicing ethically and capably within the bounds of their competence.**

Professional Competencies

In line with the profession-wide competencies set forth by the American Psychological Association's

Standards of Accreditation for Health Service Psychologists, we seek to develop the professional competencies of our students in the following areas:

1. Competency 1: Research

Students will demonstrate the ability to:

- Independently formulate research and/or other scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical papers, dissertation research).
- Conduct research and/or other scholarly activities.
- Critically evaluate and disseminate research and/or other scholarly work.

2. Competency 2: Ethical and Legal Standards

Students will demonstrate the ability to:

- Understand and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws governing health service psychologists, and relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas.
- Conduct oneself in an ethical manner in all professional activities.

3. Competency 3: Individual and Cultural Diversity

Students will demonstrate:

- Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

4. Competency 4: Professional Values, Attitudes and Behaviors

Students will demonstrate the ability to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Competency 5: Communication and Interpersonal Skills

Students will demonstrate the ability to:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Competency 6: Assessment

Students will demonstrate the ability to:

- Demonstrate current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Apply the knowledge of client strengths and psychopathology to the assessment process with sensitivity to cultural and individual differences.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Competency 7: Intervention

Students will demonstrate the ability to:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Competency 8: Supervision

Students will demonstrate:

- Knowledge of supervision models and practices.

9. Competency 9: Consultation & Interprofessional/Interdisciplinary Skills

Students will demonstrate:

- Knowledge and respect for the roles and perspectives of other professions.
- Knowledge of consultation models and practices.

Curriculum

Foundational Courses

These courses are required for students entering the PsyD program without a master's degree. Students with a master's degree may need to take some or all of these courses depending on their previous graduate-level coursework.

PSY501	Foundations of Counseling Psychology The course introduces students to the field of counseling psychology, including the historical roots, current values, and training curriculum. The course also engages students in experiential learning of the theory and practice of basic counseling skills.	3 credits
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 credits
PSY617	Psychology of Culture and Identity The course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop effective skills to work with diverse populations.	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
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
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 credits

Additional MAP to PsyD Coursework

These courses are required for students earning a MAP in route to the PsyD.

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 standardized criteria. Students will also study the concept of resilience and its role in contributing to health and well-being.	
PSY629	Human Development across the Life Span	3 credits
	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.	
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.	
PSY672	Group Counseling	3 credits
	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.	
PSY627	Vocational/Career Counseling	3 credits
	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.	

Required Discipline Specific and Practice-Related PsyD Courses

PSY674	Foundations of Family Therapy	3 credits
	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.	
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	3 credits
	The course addresses empirically supported theories of Cognition and Affect and their influence on human behavior. Cognitive understanding of how humans learn, process and retain information and its role in human activities will be examined. Affect will be examined through review of early attachment relationships, emotional regulation, and social-emotional processes.	
PSY709	Intellectual Assessment	3 credits
	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.	
PSY711	Multicultural & Diversity Issues in Counseling Psych	3 credits
	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.	
PSY712	Advanced Research Design	4 credits
	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.	
PSY714	Personality Theory and Assessment	3 credits
	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.	
PSY715	Ethical Issues in Counseling Psychology	3 credits
	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.	

PSY716	Psychometrics	2 credits
	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.	
PSY780	Professional Seminar in Counseling Psychology	3 credits
	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.	
PSY806	Supervision and Leadership	3 credits
	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.	
PSY605	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.	
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	
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.	

Coursework Credits = 49

Additional Degree Requirements

Practicum

PSY746	Practicum I	3 credits
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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.

PSY750	Practicum II	1 credits
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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.

PSY840	Practicum III	1 credits
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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.

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	3 credits
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These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.

PSY863	Dissertation II	3 credits
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These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.

Required Dissertation = 6 Credits

Required Internship = 3 Credits

Total Credits = 103

Elective Courses

Students that have entered the program with a master's degree that has fulfilled all foundational and related coursework (PSY627,629,657,658,672) are eligible to accrue up to 5 electives (15 credits) as part of their PsyD degree.

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 credits
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 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
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
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
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	3 credits
	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.	
PSY673	Couples Counseling	3 credits
	This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories.	
PSY676	Counseling Children and Adolescents	3 credits
	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.	
PSY677	Grief Counseling	3 credits
	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.	
PSY678	Risk and Resilience in Childhood	3 credits
	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.	
PSY693	Independent Study	3 credits

Contact

Mary Jo Loughran

Program Director

mloughran@chatham.edu

(412) 365 - 278

2019-2020 Course Catalog

Entry-Level Doctor of Occupational Therapy (OTD)

The vision of the Entry Level Doctor of Occupational Therapy Program at Chatham University is to cultivate personal and professional growth as globally-minded citizens and as leaders in healthcare. At its core, the program promotes sustainable health and wellness for all persons, communities and populations.

The mission of the Chatham University Entry Level Doctor of Occupational Therapy Program is to prepare students to be reflective, skilled, ethical occupational therapy practitioners and future leaders by facilitating:

- a. the ability to think and reflect critically about local, national, and global issues impacting occupational therapy practice and make professional judgments which consider and integrate the complex and multifaceted nature of clients' occupational performance.
- b. the knowledge, skills, and attitudes necessary for current and future practice of the profession, in order to enhance and/or sustain the quality of human life.
- c. an awareness of the responsibility associated with the moral, ethical, and legal obligations inherent in the role of an occupational therapist.
- d. an awareness of and sensitivity to diversity through the use of a client centered approach, and a recognition of the role of occupation in maximizing participation, health, and human potential.
- e. sustainable professional growth congruent with attributes of personal integrity and authenticity through life-long learning via engagement in community focused service, professional leadership, and ongoing scholarly pursuits.

The Entry-level OTD 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 leadership. Students must complete fieldwork training and a doctoral capstone project as part of the degree requirement. Students must also complete all degree requirements no later than six 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.

All occupational therapy courses are limited to occupational therapy students unless permission is obtained from the instructor and the program director.

Admission Requirements

How to Apply

Applicants to Chatham University's entry-level occupational therapy 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 2020 admission

Application Deadline: **Friday, November 1, 2019***

Admission Interview Date: **Saturday, November 16, 2019** *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, 2019, 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, 2019*
- Applications must be complete and include all other Chatham admission requirements (see below) by November 1, 2019

***It is highly recommended to e-submit your application to OTCAS on or before October 15, 2019.**

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 2019-2020 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

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 Reasoning is 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:

- analyze and 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.

Entry 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 prioritize and/or modify appropriate courses of action that effect change in the person, community and/or society

Outcome #2: Occupational Therapy Knowledge and Skills

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 models of practice, and the best available evidence.
- demonstrate appropriate therapeutic use of self in a variety of contexts.

Entry 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 persons, groups, and populations.
- apply knowledge and strategies related to the management of occupational therapy services, including program development, marketing, and program evaluation.
- demonstrate the ability to navigate and influence health care policy, occupational therapy practice, and/or societal needs.

Outcome # 3: Professional Growth and Leadership

Professional Growth and Leadership encompasses a myriad of experiences that promote sustainable professional growth including 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, 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 one's own professional development and identify areas of strength, areas for improvement, and goals for professional growth.

Entry 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 congruent with professional authenticity and integrity in order to serve in multifaceted occupational therapy roles.
- develop a plan for continued scholarly and professional activities.
- engage in professional, advocacy, and scholarly endeavors.

Curriculum

Degree Requirements

117 credits, including:

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 Laboratory: Human Anatomy	1 credits
BIO509	Fundamentals of Neuroscience This course is designed to examine the fundamental aspects of nervous system function, emphasizing the bases of excitability, synaptic transmission and neuron target 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 credits

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.	
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.	
OTH612	Evidence-based Practice I	2 credits
	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.	
OTH622	Occupational Performance in Children & Adolescents	4 credits
	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.	
OTH623	Occupational Performance in the Aging Population	4 credits
	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.	

OTH624	Biomechanics & Occupational Performance	4 credits
	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.	
OTH626	Occupational Therapy Models of Practice	2 credits
	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.	
OTH628	Evidence-Based Practice II	3 credits
	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.	
OTH632	Environmental Interventions	3 credits
	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.	
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**12 credits**

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.

OTH707 - Introduction to Doctoral Capstone (2)

OTH738 - Doctoral Capstone Project Development I (2)

OTH748 - Doctoral Capstone Project Development II (3)

OTH767 - Integrated Occupational Science (3)

OTH790 - Doctoral Experience (12)

OTH795 - Doctoral Dissemination (3)

Contact

Joyce Salls

Program Director

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(412) 365 - 1177

2019-2020 Course Catalog

Master of Accounting (MAcc)

Made possible by a generous grant from The PNC Foundation, Inc.

The Master of Accounting (MAcc) program is designed to help prepare students with or without an accounting background to take advantage of the many opportunities available in the field of accounting while providing students with the skills and knowledge necessary for taking the CPA and/or the CMA examinations. Whether a student desires to work in private industry, the not-for-profit sector, or governmental entities, a degree in accounting can lead to a dynamic career with skills that are highly valued in the marketplace. The MAcc is a flexible program designed to fit the student's career goals and is available to college graduates of all majors. To sit for the CPA exam you will need: 150 credits in total of post-secondary education including at least 36 credits of accounting-related subjects.

Undergraduate degree, 12 credits of college-level accounting courses or the equivalent, proficiency in written and oral communications, college level math and computer usage, including word processing, spread sheets, databases, and the Internet, are required.

Program Design:

The MAcc requires students to take 30 graduate credits. Eight courses (24 credits) are required core courses, and two (6 credits) are electives which students can choose based on educational needs and career interests.

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.

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

Curriculum

Degree Requirements

Prerequisites: 12 credits or equivalent

ACT222 Financial Accounting Principles I**3 credits**

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).

ACT322	Intermediate Accounting I	3 credits
	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.	
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.	
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.	

Core Courses

24 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	3 credits
	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.	
ACT580	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.	

ACT620	Advanced Financial Accounting	3 credits
<p>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.</p>		
ACT625	Cost Analysis	3 credits
<p>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.</p>		
ACT630	Advanced Tax Accounting	3 credits
<p>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.</p>		
ACT699	Forensic Accounting	3 credits
<p>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.</p>		

Electives

Choose 6 credits below

ACT512	Auditing	3 credits
<p>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.</p>		
BUS540	Leadership for Change in Healthcare Organizations	3 credits
<p>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.</p>		
BUS570	Global Business	3 credits
<p>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,</p>		

and career planning.

BUS576	Sustainable Human Capital	3 credits
<p>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.</p>		
BUS623	Strategic Performance for Executives	3 credits
<p>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.</p>		
BUS641	Sustainable Supply Chain Management	3 credits
<p>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.</p>		
BUS672	Corporate Finance	3 credits
<p>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.</p>		

Contact

2019-2020 Course Catalog

Master of Arts in Communication

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.

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.
- If a Student has below a 3.0 GPA, please feel free to apply if you show extreme promise through other achievements. Additional Admissions documents may be requested.
- Completed application for admission, including:
 - [Online application](#)
 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
 - 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

For specific questions about the Program, please reach out to Rachel Fiscus at 412-365-1141 or at r.fiscus@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.

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

Curriculum

Core Requirements

(5 required courses - 15 credit hours) - required in all three concentrations:

COM525	Communications Research and Theory	3 credits
	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.	
COM528	Risk and Crisis Communications	3 credits
	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.	
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 communication 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, although 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 builds upon previous coursework. Students develop a major project designed to meet their professional interests. The project will demonstrate mastery of the knowledge and skills gained throughout the program.	

Environmental Communication

9 credits

COM515	Environmental Communications	3 credits
<p>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.</p>		
SUS580	Sustainable Behavior Change	3 credits
<p>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.</p>		
<p>And one of the following:</p>		
SUS502	Sustainability and Systems	3 credits
<p>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.</p>		
SUS504	Foundations of Sustainability	3 credits
<p>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.</p>		
SUS590	Careers in Sustainability	3 credits
<p>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.</p>		
SUS603	Sustainability: Ethics, Equity, Justice	3 credits
<p>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.</p>		
SUS611	Decision Making Under Uncertainty	3 credits
<p>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.</p>		

SUS640	Sustainable Community Development	3 credits
<p>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.</p>		

Health Communication

9 credits

COM510	Health Communications	3 credits
<p>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.</p>		

BUS511	Health Policy & Advocacy	3 credits
<p>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.</p>		

OR

BUS551	Informatics in Healthcare	3 credits
<p>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.</p>		

PWR632	Science and Environmental Writing	3 credits
<p>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.</p>		

Strategic Communication

9 credits

COM550	Organizational Communications	3 credits
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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.

COM518	Strategic Communications	3 credits
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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.

OR

PWR621	Use of New and Social Media	3 credits
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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.

Electives

6 credits

All students will round out their program of study with 6 credits of electives.

Contact

Katie Cruger

Program Director

kcruger@chatham.edu

(412) 365 - 1765

2019-2020 Course Catalog

Master of Arts in Creative Writing (MACW)

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.

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.

Curriculum

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	3 credits
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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.

ENG581	The Craft of Fiction	3 credits
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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.

ENG582	The Art and Craft of Narrative	3 credits
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Readings and writing in this multi-genre course will focus on constructing narratives in fiction, nonfiction, poetry or writing for children. Students will be introduced to the workshop method and given instruction on sending work out for publication.

ENG583	The Art and Craft of the Lyric	3 credits
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Readings and writing in this multi-genre course will focus on writing lyrically in poetry and prose. Students will be introduced to the workshop method and given instruction on sending work out for publication.

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 Contemporary Lyricism	3 credits
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This course is a graduate seminar focusing on the close reading of text from various genres (poetry, fiction, nonfiction, and children's writing) that use lyricism as a primary craft device. Designed to complement the craft workshop, this course or Readings in Contemporary Narrative is required for all MFA students.

ENG532	Readings in Prose and Poetry	3 credits
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This course is a graduate seminar focusing on the close reading of prose and poetry drawn primarily from the modern and contemporary periods. Designed to complement the craft workshops, this course is required of all MFA students.

ENG533	Readings in Contemporary Narrative	3 credits
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This course is a graduate seminar focusing on the close reading of narrative texts from several genres (fiction, nonfiction, poetry, and children's writing), drawn from modern and contemporary periods. Designed to complement craft workshops, this course or Readings in the Contemporary Lyric is required of all MFA students.

Readings in prose

Two advanced writing workshops (6 credits) in your primary genre chosen from the following:

ENG535	Writing Poetry: Form	3 credits
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A poetry writing workshop to focus on form. Pre Requisite: ENG583

ENG539	Writing Creative Nonfiction: Memoir	3 credits
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A creative Non-Fiction workshop focusing mainly on the memoir. Pre requisite: ENG582

ENG537	Writing Poetry: Literary Movements	3 credits
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A poetry workshop focusing on readings from a particular poetic movement, and writing poetry that models or responds to movement. Pre-requisite: ENG583

ENG548	Writing Creative Nonfiction	3 credits
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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

ENG551	Writing Fiction: The Short Story	3 credits
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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.

ENG553	Writing Poetry	3 credits
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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.

ENG554	Writing Fiction	3 credits
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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

ENG557	Writing Fiction: Story Collections/Novel-in-Stories	3 credits
<p>This course furthers one's technique and practice of fiction writing via studying book length 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</p>		

ENG589	Creative Writing: Multi-Genre	3 credits
<p>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.</p>		

One of Environmental Imagination or Travel Writing:

ENG584	The Environmental Imagination	3 credits
<p>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.</p>		

ENG585	Travel Writing	3 credits
<p>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.</p>		

Four content courses (12 credits), at least 2 of which must be literature-based courses.

Sample courses include:

ENG546	Wildness and Literature	3 credits
<p>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.</p>		

ENG552	Ecofeminist Literature	3 credits
<p>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.</p>		

ENG562	Children's Literature	3 credits
<p>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.</p>		

One elective (3) from any course in the MFA program that does not require pre-requisites

ENG710 Summer Community of Writers
Summer Community of Writers

6 credits

Contact

2019-2020 Course Catalog

Master of Arts in Food Studies & Master of Business Administration (MAFS/MBA)

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.

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
- In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
- Students must complete pre-requisite courses in Financial Accounting, Business Statistics and Introduction to Microsoft Excel prior to beginning the program

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 be 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](#)

Curriculum

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 53 credits are required to earn the dual degree:

The MBA portion of the program consists of the following 24 credits

BUS570	Global Business	3 credits
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.		

BUS576	Sustainable Human Capital	3 credits
	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.	
BUS672	Corporate Finance	3 credits
	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.	
BUS577	Information Systems and Analytics	3 credits
	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.	
BUS652	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 development of internal controls, and constructing budgets.	
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.	
BUS671	Marketing Management	3 credits
	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.	
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. "	

Required Core Total: 24

The FST portion of the program consists of the following 29 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
FST511	Research Methods Introduction to social science research methods applicable to the study of food and culture. Practicum includes ethnography, interviews, focus groups, survey research, oral history, textual analysis, cultural mapping, and visual methods. Applied approach to research: students will produce data for practical use in existing community or commercial projects.	3 credits
FST698	Thesis/Project Course provides supervision and research guidance for Masters 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
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 credits

FST520L	Growing Sustainably Lab	1 credits
<p>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.</p>		
FST518	Business of Food and Agriculture	3 credits
<p>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.</p>		
Required Core Total: 20		
Electives (choose 9 credits)		
FST530	Sustainable Gastronomy	3 credits
<p>This course covers the history of cooking as a profession and a skill set. Emphasis on gastronomy and culinary arts as both integrative creative enterprises and structured labor in specific contexts. The history of public cooking and dining, restaurants, communication of culture and cuisine, and procedures will be covered.</p>		
FST502	Essential Readings in Food and Agriculture	1 credits
<p>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.</p>		
FST512	Practical Nutrition	3 credits
<p>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.</p>		
FST505	Food and Representations	3 credits
<p>Food is elemental to survival, culture, home, and subjectivity - to rituals of love, loss, 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.</p>		

FST514	Wine, Ciders and Meads	3 credits
	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.	
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.	
FST522	GIS: Food and Agriculture	3 credits
	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.	
FST527	Permaculture	3 credits
	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.	
FST528	Tree Care	3 credits
	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.	
FST531	Sustainable Fermentation	3 credits
	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 viticulture practices and local/global links.	

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 credits
FST602	Global Agriculture 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.	3 credits
FST603	Food Journeys Food Journeys	3 credits
FST607	Sustainable Consumption Sustainable Consumption	3 credits
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 credits
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 credits
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 credits

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
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 credits
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 credits
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 credits
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 credits
FST683	Special Topics Special Topics	3 credits
FST611	Religion, Community, and Food This course explains the ways in which sustainability and communal religious life have intersected in the U.S. from the 17th century to the present. Using lecture readings, film, and independent research, we will study ethical farming practices, food sustainability, and moral food choices through the lens of American religious communities.	3 credits

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.	
BUS562	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.	
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.	
BUS513	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.	
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.	
SUS580	Sustainable Behavior Change	3 credits
	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.	
BUS550	Innovation and Commercialization	3 credits
	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.	

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.	
BUS575	Leading Organizations and Projects	3 credits
	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.	
BUS582	Foundations of Project Management	3 credits
	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.	
BUS680	Complex Issues in Project Management	3 credits
	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.	

Contact

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2019-2020 Course Catalog

Master of Arts in Food Studies (MA)

The Masters of Arts in Food Studies emphasizes a holistic approach to food systems, from agriculture and food production to cuisines and consumption, providing intellectual and practical experience from field to table. Graduates gain analytical and experiential knowledge of global and local food systems. Academic courses provide a critical framework, emphasizing the ways people relate to food within a cultural and historical context. Analyses of global, environmental, and gender issues are centralized in the study of the food system as a cultural, economic, and geographic entity. The 388-acre Eden Hall Campus, with its organic gardens, apiaries, orchards, kitchen and root cellar, provides a working environment for engagement with the practice and pedagogy of sustainable agriculture and culinary arts.

Food Studies is the interdisciplinary domain that includes agricultural and culinary history as well as sociological, cultural, political, economic, and geographic examinations of food production and consumption. At the heart of the curriculum model are a number of common preparatory, experiential, and core courses, which allow students to develop a shared knowledge base and community-based networks. The common preparatory courses provide all students with disciplinary training in both natural and social sciences, linking real world problems with ethics, theory, history, communication, research skills, and experiential learning. Internships and directed study in community settings are encouraged.

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
- In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
- 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**

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.

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 be 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.

Curriculum

Core Courses

24 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
FST511	Research Methods Introduction to social science research methods applicable to the study of food and culture. Practicum includes ethnography, interviews, focus groups, survey research, oral history, textual analysis, cultural mapping, and visual methods. Applied approach to research: students will produce data for practical use in existing community or commercial projects.	3 credits
FST698	Thesis/Project Course provides supervision and research guidance for Masters 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
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

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 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 credits
FST530	Sustainable Gastronomy This course covers the history of cooking as a profession and a skill set. Emphasis on gastronomy and culinary arts as both integrative creative enterprises and structured labor in specific contexts. The history of public cooking and dining, restaurants, communication of culture and cuisine, and procedures will be covered.	3 credits
Internship in any combination, totaling 3 credits:		
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 credits
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 credits
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 credits

Electives

18 credit hours

From the list of potential electives, students may design an area of concentration with their advisor, including Communication and Writing; Food Politics; Sustainable Agriculture; and Markets.

FST502	Essential Readings in Food and Agriculture	1 credits
	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.	
FST512	Practical Nutrition	3 credits
	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.	
FST504	Food Science Principals	3 credits
	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.	
FST505	Food and Representations	3 credits
	Food is elemental to survival, culture, home, and subjectivity - to rituals of love, loss, 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.	
FST514	Wine, Ciders and Meads	3 credits
	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.	
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.	

FST522	GIS: Food and Agriculture	3 credits
	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.	
FST527	Permaculture	3 credits
	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.	
FST528	Tree Care	3 credits
	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.	
FST531	Sustainable Fermentation	3 credits
	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.	
FST532	Sustainable Meat Production	3 credits
	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.	
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
	Food Journeys	
FST607	Sustainable Consumption	3 credits
	Sustainable Consumption	

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.	
FST611	Religion, Community, and Food	3 credits
	This course explains the ways in which sustainability and communal religious life have intersected in the U.S. from the 17th century to the present. Using lecture readings, film, and independent research, we will study ethical farming practices, food sustainability, and moral food choices through the lens of American religious communities.	
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.	
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.	
FST616	Cultivating the Midwest: Corn and Soybeans	3 credits
	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.	
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.	
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.	
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.	
FST683	Special Topics	3 credits
	Special Topics	

Contact

Alice Julier

Program Director

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(412) 365 - 2473

2019-2020 Course Catalog

Master of Arts in Interdisciplinary Design

The M.A. in Interdisciplinary Design is a three semester, 30 credit hour program that can be completed in one year. 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.

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.
If a Student has below a 3.0 GPA, please feel free to apply if you show extreme promise through other achievements. Additional Admissions documents may be requested.
- Completed application for admission, including:
 - [Online application](#)
 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
 - Curriculum vita or resume, please feel free to include volunteer activities
 - Two letters of recommendation
 - Official transcripts from all colleges and universities attended
 - Portfolio or other examples of work in various forms of media. Please provide an array of 2-dimensional works (drawing, painting, printmaking, photography, graphics, etc.). The portfolio can be sent as an email attachment or weblink

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

For specific questions about the Program, please reach out to Rachel Fiscus at 412-365-1141 or at r.fiscus@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.

Curriculum

MA Curriculum

30 credits with optional training available for Adobe and Apple software programs.

Communication

VCD510	Visual Communication Design: Branding	3 credits
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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 type mark development, photography/illustration, use of the grid system, color story, typography and messaging.

VCD520	Visual Communication Design: Typography	3 credits
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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.

VCD530	Print Design	3 credits
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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.

VCD540	History of Communication Design	3 credits
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To be determined

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 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
FDT650	Media Project II: Advanced Digital Video Production Introduces students to Avid non-linear editing system, the most widely used system within the industry. Students will have a chance to explore the ways in which the Avid DV Xpress can enhance traditional editing techniques. Additional Fee(s): Course Computing Fee	3 credits
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
Technology Workshops - Optional Training		
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 lab will cover one of the essential design applications: Adobe Illustrator 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
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
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):	2 credits

Interior Architecture

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 development, space planning, scale, textiles, and color with respect to user needs.

OR

VCD620 Digital Illustration Methods 3 credits

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.

Thesis Interdisciplinary

VCD590 Masters Thesis in Interdisciplinary Design: Applied 3 credits

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.

Contact

Prajna Parasher

Program Director/Department Chair

ppp816@chatham.edu

(412) 365 - 1182

2019-2020 Course Catalog

Master of Arts in Psychology (MA)

The Chatham University Master of Arts in Psychology degree is a 36 credit hour degree that provides graduate level education and training in psychology. The mission of the MA in Psychology degree is to provide women and men a foundation in the study of human behavior and skills for working with people. Graduates of the MA in Psychology program are able to use their understanding of psychological science and theories to further their professional careers in many ways, including work in research settings, in human service, health, or educational organizations, and in doctoral programs in psychology. Students also benefit from the rich and stimulating environment of Chatham University.

Chatham's MA in Psychology program offers small classes with individualized attention, knowledgeable and experienced faculty, opportunities to conduct research, and activities fostering leadership skill. The program emphasizes critical thinking and problem-solving skills, self-awareness, attention to socio-cultural diversity, application of knowledge, and both collaborative and independent work. The degree does not provide the education needed for licensure as a psychologist or counselor.

Admission Requirements

Application Deadline

Fall Recommended Deadline - July 1*

*Rolling admission for Fall entry until August 1

Spring Recommended Deadline - November 1

Pre-requisites

- A baccalaureate degree from an accredited college or university
- Minimum GPA of a 3.0
- Successful completion of an undergraduate psychology course with at least a B grade

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 you have attended including those in which you may **have transfer credits**
- Curriculum Vitae or Resume
- Two (2) Academic or Professional Letters of Recommendation
- In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?

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 MAP program.

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 [International Admission](#) web pages.

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.

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

Curriculum

Core Courses for MA in Psychology Degree

Required for both concentrations

PSY501	Foundations of Counseling Psychology The course introduces students to the field of counseling psychology, including the historical roots, current values, and training curriculum. The course also engages students in experiential learning of 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 of 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 credits
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 credits

PSY617	Psychology of Culture and Identity	3 credits
	The course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop effective skills to work with diverse populations.	
PSY629	Human Development across the Life Span	3 credits
	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.	
PSY642	Assessment	3 credits
	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.	
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 standardized 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.	
PSY662	Theories and Techniques of Counseling	3 credits
	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.	
PSY672	Group Counseling	3 credits
	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.	

PSY681	Professional Integration Seminar	3 credits
<p>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.</p>		

Elective Courses

PSY530	Introduction to Sport and Exercise Psychology	3 credits
<p>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.</p>		

PSY602	Sport and Exercise Psychology Interventions	3 credits
<p>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.</p>		

PSY621	Advanced Seminar in Diversity Issues	3 credits
<p>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.</p>		

PSY632	Positive Psychology	3 credits
<p>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.</p>		

PSY663	Foundations of Health Psychology	3 credits
<p>Students will explore how psychological processes influence physical health. Further, the psychological sequelae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.</p>		

PSY665	Addictions Counseling	3 credits
<p>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.</p>		

PSY668	Crisis, Trauma and Recovery	3 credits
	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.	
PSY671	Mindfulness Counseling	3 credits
	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.	
PSY673	Couples Counseling	3 credits
	This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories.	
PSY676	Counseling Children and Adolescents	3 credits
	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.	
PSY677	Grief Counseling	3 credits
	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.	
PSY678	Risk and Resilience in Childhood	3 credits
	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.	
PSY693	Independent Study	3 credits
PSY718	Psychology and Sustainability	3 credits
	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.	

Contact

Mary Jo Loughran

Program Director

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(412) 365 - 2783

2019-2020 Course Catalog

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching degree is a professional program that recommends students for teacher certification in PreK-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.

Admission Requirements

Admission Deadlines

- Fall Recommended Deadline – July 1*
- *Rolling admission for Fall entry until August 1

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 Requirements:

Applicant to the MAT program must submit the following information to the Office of Admissions for review:

- Completed [online](#) application - resume and essay can be uploaded to the application but can also be sent independently
- Official Transcripts (must be sent from the school's Registrar's Office) from **all** colleges and universities you have attended including those in which you may **have transfer credits**
- Curriculum Vitae or Resume
- Two (2) Academic or Professional Letters of Recommendation
- Admissions Essay - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?

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.

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 [International Admission](#) web pages.

Please note that only international applicants that have a TOEFL score of 100 and can meet the clearance and PDE requirements will be admitted into the 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.

Curriculum

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 required to complete a major research project that addresses a current educational issue. Co-Requisite: EDU580	2 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 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 credits
EDU509	Trends and Issues in Early Childhood Education Trends and Issues in Early Childhood Education	3 credits
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 credits

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 early childhood classroom.	
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 and 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.	
EDU530	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 partnerships. Must be taken with student teaching.	
EDU534	Methods of Teaching Elementary Social Studies	2 credits
	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.	
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.	
EDU536	Methods of Teaching Elementary Science	2 credits
	This course explores recent developments 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.	
EDU607	Child Development and Learning Theory	3 credits
	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.	

EDU609	Literacy	3 credits
	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.	
EDU634	Inclusion: Issues and Strategies	3 credits
	This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course.	
EDU639	Integrating the Arts	3 credits
	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.	
EDU657	ELL Teaching Strategies for Classroom Teachers	3 credits
	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.	
EDU696	Student Teaching	9 credits
	During one 8 week elementary and one 8 week secondary placement, student teachers will plan and implement lessons, and assume other appropriate 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.	
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.	

EDU580	Supervised Field III Experience	0 credits
<p>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.</p>		
EDU581	Pedagogical Practices	1 credits
<p>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.</p>		

Secondary

(biology, chemistry, English, mathematics, physics or social studies) 44 credits, including:

EDU502	Perspectives on Education	2 credits
<p>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 required to complete a major research project that addresses a current educational issue. Co-Requisite: EDU580</p>		
EDU510	Differentiated Reading and Writing	3 credits
<p>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.</p>		
EDU515	Secondary School Curriculum	3 credits
<p>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.</p>		
EDU516	Methods of Teaching Secondary English	3 credits
<p>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</p>		

OR

EDU517	Teaching Methods in Secondary Social Studies	3 credits
<p>This course develops research-based strategies for teaching social studies. Contextual teaching, problem-based learning, and critical thinking are approached through instructional strategies that combine investigative classroom inquiry with both national and state context standards. Students learn to frame issues, help students research and analyze data and information to construct meaning and understanding. Co-Requisites: EDU515 and EDU581</p>		
OR		
EDU518	Methods of Teaching Secondary Science	3 credits
<p>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</p>		
OR		
EDU514	Data Driven Instructional Decisions	2 credits
<p>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 and 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.</p>		
EDU530	Diverse Family and Community Partnerships	3 credits
<p>Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated that partnerships can have a positive impact. A number of studies highlight the positive associations between parent involvement in schools and their children's social and emotional development and academic achievement. This course explores the form and focus of several types of partnerships. Must be taken with student teaching.</p>		
EDU605	Instructing Students With Autism Spectrum Disorders	3 credits
<p>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.</p>		
EDU634	Inclusion: Issues and Strategies	3 credits
<p>This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course.</p>		

EDU657	ELL Teaching Strategies for Classroom Teachers	3 credits
	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.	
EDU696	Student Teaching	9 credits
	During one 8 week elementary and one 8 week secondary placement, student teachers will plan and implement lessons, and assume other appropriate 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.	
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.	
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.	
EDU505	Issues of Poverty in Education	3 credits
	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.	
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.	
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.

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	2 credits
	<p>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 required to complete a major research project that addresses a current educational issue. Co-Requisite: EDU580</p>	
EDU510	Differentiated Reading and Writing	3 credits
	<p>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.</p>	
EDU514	Data Driven Instructional Decisions	2 credits
	<p>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 and 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.</p>	
EDU515	Secondary School Curriculum	3 credits
	<p>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.</p>	
EDU530	Diverse Family and Community Partnerships	3 credits
	<p>Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated that partnerships can have a positive impact. A number of studies highlight the positive associations between parent involvement in schools and their children's social and emotional development and academic achievement. This course explores the form and focus of several types of partnerships. Must be taken with student teaching.</p>	
EDU531	Assessment and Adaptation	3 credits
	<p>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.</p>	

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.	
EDU607	Child Development and Learning Theory	3 credits
	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.	
EDU634	Inclusion: Issues and Strategies	3 credits
	This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course.	
EDU639	Integrating the Arts	3 credits
	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.	
EDU657	ELL Teaching Strategies for Classroom Teachers	3 credits
	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.	
EDU696	Student Teaching	9 credits
	During one 8 week elementary and one 8 week secondary placement, student teachers will plan and implement lessons, and assume other appropriate 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.	

Middle Level

English, Math, Science, Social Studies concentration - 44 credits, including:

EDU502	Perspectives on Education	2 credits
	<p>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 required to complete a major research project that addresses a current educational issue. Co-Requisite: EDU580</p>	
EDU503	Young Adolescent Literature	2 credits
	<p>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.</p>	
EDU510	Differentiated Reading and Writing	3 credits
	<p>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.</p>	
EDU514	Data Driven Instructional Decisions	2 credits
	<p>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 and 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.</p>	
EDU515	Secondary School Curriculum	3 credits
	<p>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.</p>	
EDU524	Teaching in a Urban Schools	2 credits
	<p>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.</p>	
EDU526	Integrated Humanities Methods	2 credits
	<p>This course addresses theory and practice in teaching secondary school students to read and communicate effectively in the content area. The course provides strategies for teaching reading, listening, speaking, and writing in the secondary classroom. A research paper or project demonstrating mastery of content area literacy is required.</p>	

EDU528	Integrated Math and Science Methods	2 credits
	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.	
EDU530	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 partnerships. Must be taken with student teaching.	
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.	
EDU606	Adolescent Development and Learning Theory	3 credits
	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.	
EDU609	Literacy	3 credits
	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.	
EDU618	Instructional Computer Integration	2 credits
	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.	

EDU634	Inclusion: Issues and Strategies	3 credits
	This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course.	
EDU657	ELL Teaching Strategies for Classroom Teachers	3 credits
	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.	
EDU673	Instructional Personalization and Transition	2 credits
	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 Childhood Intervention, Inclusion, Sexuality and Transition to Adult Life.	
EDU694	Student Teaching for the Urban Fellow	3 credits
	During the 14 week pre-K-6 placement, student teachers will plan and implement lesson and assume other appropriate instructional responsibilities under the guidance of an experienced teacher and a college supervisor. Students develop a portfolio based on the PDE Form 430 to document their competencies for certification.	
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.	
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.	

Contact

Kristin Harty

Program Director/Department Chair

kharty@chatham.edu

(412) 365 - 2769

2019-2020 Course Catalog

Master of Business Administration (MBA)

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)

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 this degree. How will the degree impact your future personal and career goals?

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 [International Admission](#) web pages.

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.

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

Curriculum

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. Basic knowledge of statistics, accounting, and Excel are essential. Students without previous business coursework or life experience in these areas must complete competency coursework. Consult with the admissions counselor about how to meet these competencies.

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	3 credits
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.		
BUS576	Sustainable Human Capital	3 credits
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.		

BUS577	Information Systems and Analytics	3 credits
<p>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.</p>		
OR		
ACT580	Accounting Information Systems	3 credits
<p>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.</p>		
BUS618	Economics for Managers	3 credits
<p>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.</p>		
BUS652	Managerial Accounting	3 credits
<p>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.</p>		
OR		
ACT625	Cost Analysis	3 credits
<p>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.</p>		
BUS671	Marketing Management	3 credits
<p>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.</p>		

BUS672	Corporate Finance	3 credits
<p>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.</p>		
BUS698	Strategy and Entrepreneurship	3 credits
<p>"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. "</p>		
BUS699	Business Consulting Capstone	3 credits
<p>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.</p>		

Entrepreneurial Leadership and Strategy Concentration

9 credits

BUS550	Innovation and Commercialization	3 credits
<p>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.</p>		
BUS575	Leading Organizations and Projects	3 credits
<p>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.</p>		
BUS623	Strategic Performance for Executives	3 credits
<p>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.</p>		

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	1 credits
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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.

FST508	Food Systems	3 credits
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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.

FST518	Business of Food and Agriculture	3 credits
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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.

FST520	Basic Agroecology	3 credits
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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.

FST522	GIS: Food and Agriculture	3 credits
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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.

FST531	Sustainable Fermentation	3 credits
	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.	
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.	
FST532	Sustainable Meat Production	3 credits
	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.	
FST683	Special Topics	3 credits
	Special Topics	

Healthcare Management Concentration

9 credits online

BUS511	Health Policy & Advocacy	3 credits
	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.	
BUS551	Informatics in Healthcare	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.	
COM510	Health Communications	3 credits
	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.	

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 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
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
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 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

Project Management Concentration

9 credits

BUS575	Leading Organizations and Projects	3 credits
<p>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.</p>		
BUS582	Foundations of Project Management	3 credits
<p>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.</p>		
BUS680	Complex Issues in Project Management	3 credits
<p>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.</p>		

Supply Chain Management Concentration

9 credits

BUS513	Logistics and Operations	3 credits
<p>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.</p>		
BUS562	Global Procurement	3 credits
<p>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.</p>		
BUS641	Sustainable Supply Chain Management	3 credits
<p>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.</p>		

Sustainability Concentration

9 credits

BUS639	Sustainability and Assessment Reporting	3 credits
<p>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.</p>		
BUS641	Sustainable Supply Chain Management	3 credits
<p>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.</p>		
SUS580	Sustainable Behavior Change	3 credits
<p>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.</p>		

Self-Designed Concentration

Choose 9 credits

ACT540	Government and Non-Profit Accounting	3 credits
<p>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.</p>		
ACT545	Accounting Theory	3 credits
<p>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.</p>		
ACT573	Business Law and Ethics	3 credits
<p>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.</p>		
ACT580	Accounting Information Systems	3 credits
<p>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.</p>		

ACT625	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.	
ACT620	Advanced Financial Accounting	3 credits
	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.	
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.	
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.	
BUS511	Health Policy & Advocacy	3 credits
	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.	
BUS513	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.	
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BUS551	Informatics in Healthcare	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.	
BUS552	Managing Non-Profit 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.	
BUS562	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.	
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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.	
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.	
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	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.	
FST502	Essential Readings in Food and Agriculture	1 credits
	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.	
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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.	

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
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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

SUS580 Sustainable Behavior Change**3 credits**

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Contact

James Pierson

Program Director/Chair

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(412) 365 - 1615

2019-2020 Course Catalog

Master of Education in Educational Instructional Studies (M.Ed)

The M.Ed. in Education Instructional Studies is designed for people who desire to work in non-certified fields in education related jobs and for current teachers who wish to gain expertise in education. The program provides a foundation in the history of education in the United States, types of schools and school systems, learning theory and development, and inclusive practices. Further, it teaches people how to incorporate evidence based practices to teach diverse learners and also collaborate with diverse families and communities.

The Educational Instructional Studies program is a 34-credit, four semester program. The program consists of on ground, hybrid and online courses and is designed for a working professional. All on ground, in seat classes meet in the evenings. The first semester of the program introduces students to the foundations of American education, development and learning theory, special education, and culturally diverse learners. Each semester thereafter, students learn evidence based practices to hone in on skills to work with diverse learners and to collaborate with families and communities.

Curriculum

Major Requirements

EDU502	Perspectives on Education	2 credits
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 required to complete a major research project that addresses a current educational issue. Co-Requisite: EDU580		
EDU634	Inclusion: Issues and Strategies	3 credits
This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course.		
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.		

EDU530	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 partnerships. Must be taken with student teaching.	
EDU505	Issues of Poverty in Education	3 credits
	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.	
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.	
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.	
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.	
EDU671	Collaboration, Consultation, and Teamwork	3 credits
	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.	
EDU609	Literacy	3 credits
	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.	

EDU606	Adolescent Development and Learning Theory	3 credits
	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.	
EDU607	Child Development and Learning Theory	3 credits
	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.	
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.	
EDU657	ELL Teaching Strategies for Classroom Teachers	3 credits
	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.	
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.	

Contact

2019-2020 Course Catalog

Master of Fine Arts in Creative Writing

The Master of Fine Arts in Creative Writing is a broad program of study (42 credit hours) designed to prepare students for careers as writers or other positions requiring similar professional skills, such as editing, publishing, and content development for the web; to enable students to improve their writing in more than one genre through interaction with our faculty and other writing students; and to become experienced critics of literary works. Our focus on nature, environmental, and travel writing provides students unique opportunities to explore the world and travel as part of their degree programs.

Most full-time students will be able to complete the program in two years. All students must complete the program within 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.

Admission Requirements

Early Decision Deadline for Fall 2020 for Fellowship/Assistantship MFACW Interviews: **Feb 15**

Recommended regular application deadline for FALL entry: **April 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 (3.5 or higher recommended for Assistantship/Fellowship consideration).
- 6 credits in undergraduate Writing are recommended, but not required.
If a Student has below a 3.0 GPA, please feel free to apply if you show extreme promise through other achievements. Additional Admissions documents may be requested.
- Complete application for admission, including:
 - [Online application](#)
 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
 - 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 ranging from 10-20 (maximum) pages. It can be one work or several pieces combined. Please provide on standard 8 ½ x 11 paper.

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

For specific questions about the Program, please reach out to Rachel Fiscus at 412-365-1141 or at r.fiscus@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.

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.

Curriculum

Degree Requirements

ONE craft course in your primary genre (3 credits)

ENG523 The Craft of Creative Writing: Multiple Genres 3 credits

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.

ENG581 The Craft of Fiction 3 credits

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.

ENG582 The Art and Craft of Narrative 3 credits

Readings and writing in this multi-genre course will focus on constructing narratives in fiction, nonfiction, poetry or writing for children. Students will be introduced to the workshop method and given instruction on sending work out for publication.

ENG583 The Art and Craft of the Lyric 3 credits

Readings and writing in this multi-genre course will focus on writing lyrically in poetry and prose. Students will be introduced to the workshop method and given instruction on sending work out for publication.

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 Contemporary Lyricism 3 credits

This course is a graduate seminar focusing on the close reading of text from various genres (poetry, fiction, nonfiction, and children's writing) that use lyricism as a primary craft device. Designed to complement the craft workshop, this course or Readings in Contemporary Narrative is required for all MFA students.

ENG532 Readings in Prose and Poetry 3 credits

This course is a graduate seminar focusing on the close reading of prose and poetry drawn primarily from the modern and contemporary periods. Designed to complement the craft workshops, this course is required of all MFA students.

ENG533	Readings in Contemporary Narrative	3 credits
	This course is a graduate seminar focusing on the close reading of narrative texts from several genres (fiction, nonfiction, poetry, and children's writing), drawn from modern and contemporary periods. Designed to complement craft workshops, this course or Readings in the Contemporary Lyric is required of all MFA students.	
TWO advanced writing workshops (6 credits) in your primary genre chosen from the following:		
ENG535	Writing Poetry: Form	3 credits
	A poetry writing workshop to focus on form. Pre Requisite: ENG583	
ENG539	Writing Creative Nonfiction: Memoir	3 credits
	A creative Non-Fiction workshop focusing mainly on the memoir. Pre requisite: ENG582	
ENG537	Writing Poetry: Literary Movements	3 credits
	A poetry workshop focusing on readings from a particular poetic movement, and writing poetry that models or responds to movement. Pre-requisite: ENG583	
ENG544	Writing Creative Nonfiction: The Lyric & Formally Adventurous Essay	3 credits
	A creative non-fiction workshop focused on lyric and experimental essay forms.	
ENG545	Writing Creative Nonfiction: Literary Journalism	3 credits
	A creative non-fiction workshop focusing on literary journalism. Pre Requisite: ENG 582	
ENG548	Writing Creative Nonfiction	3 credits
	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	
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.	
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.	

ENG554	Writing Fiction	3 credits
<p>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</p>		
ENG557	Writing Fiction: Story Collections/Novel-in-Stories	3 credits
<p>This course furthers one's technique and practice of fiction writing via studying book length 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</p>		
ENG589	Creative Writing: Multi-Genre	3 credits
<p>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.</p>		
<p>ONE of Nature Writing or Travel Writing:</p>		
ENG584	The Environmental Imagination	3 credits
<p>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.</p>		
ENG585	Travel Writing	3 credits
<p>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.</p>		
<p>FOUR content courses (12 credits), at least 2 which must be literature-based courses. Sample courses include:</p>		
ENG527	Ethnicity and Place	3 credits
<p>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.</p>		
ENG546	Wildness and Literature	3 credits
<p>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.</p>		

ENG552	Ecofeminist Literature	3 credits
<p>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.</p>		

ENG562	Children's Literature	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

ENG606	Thesis Seminar	3 credits
<p>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.</p>		

ENG607	Thesis Seminar: Poetry	3 credits
<p>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.</p>		

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	3 credits
	This course is a pre-requisite for ENG515 and focuses on the theoretical and pedagogical readings related to the teaching of creative writing.	
<hr/>		
ENG515	Teaching Creative Writing	3 credits
	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.	
<hr/>		
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.	

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	3 credits
	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.	

ENG569 Practicum: Fourth River Journal-2 **3 credits**

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.

ENG694 Internship **3 credits**

Internship with a publishing company, literary press or other writing organization.

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 **3 credits**

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.

ENG674 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.

ENG676 Artists in the Community **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 be within Pittsburgh and Western Pennsylvania. May be repeated for credit. Additional fee(s): Field Seminar fee.

ENG693 Independent Study **3 credits**

Independent study on topics of the student's choosing.

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	3 credits
<p>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.</p>		
ENG584	The Environmental Imagination	3 credits
<p>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.</p>		
ENG546	Wildness and Literature	3 credits
<p>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.</p>		

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	3 credits
<p>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.</p>		

Plus two of the following:

FST505	Food and Representations	3 credits
<p>Food is elemental to survival, culture, home, and subjectivity - to rituals of love, loss, 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.</p>		

FST683	Special Topics	3 credits
<p>Special Topics</p>		

Contact

Sheila Squillante

Program Director

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(412) 365 - 1190

2019-2020 Course Catalog

Master of Fine Arts in Creative Writing - Low Residency

Chatham University's Low-Residency Master of Fine Arts Creative Writing (MFA) program is 42 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 required to live and eat on campus. A residency fee of approximately \$500 covers lodging and all meals in the dining hall. 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.

Admission Requirements

The Low Residency Program is a rolling admission Program, there is no formal application 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
- 6 credits in undergraduate Writing are recommended, but not required.
If a Student has below a 3.0 GPA, please feel free to apply if you show extreme promise through other achievements. Additional Admissions documents may be requested.
- Complete application for admission, including:
 - [Online application](#)
 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
 - 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 ranging from 10-20 (maximum) pages. It can be one work or several pieces combined. Please provide on standard 8 ½ x 11 paper.

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

For specific questions about the Program, please reach out to Rachel Fiscus at 412-365-1141 or at r.fiscus@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.

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.

Curriculum

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 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.	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.	6 credits
ENG710I	Summer Community of Writers - Part One Summer Community of Writers - Part One	6 credits
ENG710II	Summer Community of Writers - Part Two Summer Community of Writers - Part Two	6 credits

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.

Contact

2019-2020 Course Catalog

Master of Fine Arts in Film and Digital Technology

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

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

Admission Requirements

Recommended Application Deadline for Fall entry **July 1st**

Recommended Application Deadline for Spring entry: **November 1st**

**Note: applications will continue to be accepted and considered for admission if 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.
If a Student has below a 3.0 GPA, please feel free to apply if you show extreme promise through other achievements. Additional Admissions documents may be requested.
- Completed application for admission, including:
 - [Online application](#)
 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
 - Curriculum vita or resume, please feel free to include volunteer activities
 - Two letters of recommendation
 - Official transcripts from all colleges and universities attended
 - Portfolio or other examples of work in film and/or digital media

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

For specific questions about the Program, please reach out to Rachel Fiscus at 412-365-1141 or at r.fiscus@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.

Curriculum

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 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
FDT650	Media Project II: Advanced Digital Video Production Introduces students to Avid non-linear editing system, the most widely used system within the industry. Students will have a chance to explore the ways in which the Avid DV Xpress can enhance traditional editing techniques. Additional Fee(s): Course Computing Fee	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	3 credits
	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	
FDT641	The Craft of Screenwriting	3 credits
	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.	
FDT563	Media Contexts I: Media History	3 credits
	Provides overview for incoming graduate students of current rhetorical concerns related to independent media, film production, and histories.	
FDT663	Media Contexts I: Theory	3 credits
	Analyzes the aesthetic conventions, narrative, and formats of new media, as well as the impact digital technologies have had on existing media.	
FDT571	e-Merging Media I	3 credits
	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	
FDT671	Emerging Media II: Advanced Web Design	3 credits
	Focuses on the technical through advanced study. Students will produce DVD, CD-ROM, and other interactive projects. Additional Fees: Course Computing Fee	
FDT677	Media Project V	6 credits
	The mastery of written, oral, and production components: a self-directed project with an approved thesis topic generated by individual student interest. The final project is completed under joint guidance of the class instructor and an outside advisor. Additional Fee: Course Computing Fee	

Elective courses may be substituted for FDT 571 and FDT 671 with prior approval of the program director.

Contact

Prajna Parasher

Program Director/Department Chair

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2019-2020 Course Catalog

Master of Interior Architecture

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.

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.
If a Student has below a 3.0 GPA, please feel free to apply if you show extreme promise through other achievements. Additional Admissions documents may be requested.
- Completed application for admission, including:
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 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
 - Curriculum vita or resume
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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.

Learning Outcomes

[Download the program outcomes](#) [PDF]

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

Curriculum

Degree Requirements

23 courses (72 credits), including

IAR518	Building Codes	3 credits
	Students learn and apply relevant building codes as they relate to the health, safety, and life safety of the occupant. This course addresses energy laws, the principles of Universal design, and accessible code compliance. Pre-requisites: IAR520, IAR535	
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	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 development, space planning, scale, textiles, and color with respect to user needs.	
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.	
IAR530	Interior Materials	3 credits
	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.	

IAR532	Color and Textiles Studio I	3 credits
	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.	
IAR535	Construction Methods	3 credits
	Intended for interior architecture majors, this course provides an overview of architectural building systems, including exterior and interior construction methods and terminology.	
IAR557	20th & 21st Century Architecture	3 credits
	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.	
IAR559	History of Interior Architecture	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.	
IAR610	Digital Visualization III	3 credits
	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	
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 finish systems and cabinetry, building codes, and accessibility. Additional Fees: Course Computing Fees	
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. Additional fees: Course Computing Fee.	
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, environmental systems, building codes, and life safety. Additional Fees: Course Computing Fee.	

IAR630	Building Systems	3 credits
<p>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</p>		
IAR631	Design for Sustainability	3 credits
<p>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.</p>		
IAR635	Lighting and Acoustics Studio	3 credits
<p>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</p>		
IAR645	Professional Practice	3 credits
<p>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.</p>		
IAR650	Interior Architecture V: Capstone Studio	3 credits
<p>This course stresses evidence-based design. Students create a program for a project influenced by their research in IAR655. The program and research findings serve as a foundation for the investigation of a design detailing. Additional fees: Course Computing Fee.</p>		
IAR655	Graduate Research Methods	3 credits
<p>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</p>		
IAR502	Theory of Interior Architecture	3 credits
<p>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.</p>		

IAR505	Design and Behavior	3 credits
<p>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.</p>		
IAR510	2D Visual Communications	3 credits
<p>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, two-point, isometric, and axonometric drawing methods will be covered. Additional fee(s): applied art fee.</p>		
IAR515	Digital Visualization II	3 credits
<p>Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Adobe Creative Suite and other rendering software are covered. Additional Fee: Course Computing fee.</p>		

Contact

Kyra Tucker

Program Director

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2019-2020 Course Catalog

Master of Physician Assistant Studies (MPAS)

All physician assistant studies courses are limited to physician assistant studies students, unless permission is obtained from the program director.

The curriculum is a 24 month (85 semester credits) professional course of study leading to the MPAS degree. Basic medical sciences, research, clinical methods, and clinical experiences are integrated from the beginning of the program and continued throughout the course of study.

The program produces physician assistants capable of providing primary medical care in an ethical, legal, safe, and caring manner. To achieve this, students must acquire knowledge and the ability to use that knowledge in the practice of medicine. Students are expected to consistently retrieve and apply their knowledge appropriately in the area of their patients and reason effectively. Self-directed learning skills are necessary in order to keep their knowledge current. Self-knowledge, knowledge and understanding of others and continued professional development beyond the degree are necessary for success.

Chatham University utilizes hybrid model of Problem-Based Learning, lecture, and on-line activity that challenges students to be self-directed and prepares students for the evidence-based, problem-oriented world of clinical medicine. Through actual patient cases, students develop learning issues and research topics using the most up to date resources, work in teams and receive feedback on knowledge base as well as professionalism to prepare them for primary care, problem-focused clinical practice.

The MPAS program is competency-based, requiring all students to master the required material. The grading system is pass/fail. 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.

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. The next application cycle will open in late April 2019 for students intending to start in Fall 2020.

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. Essay Required

9. 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.
10. 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 2020 entering class:
Saturday, September 28, 2019 and
Saturday, November 9, 2019

Recommended Courses

We recommend, but do not require, the following courses:

- Genetics
- Statistics
- Nutrition
- Developmental Psychology
- Additional/Advanced Anatomy and Physiology
- Pathophysiology
- Cadaver Lab Dissection

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. Our average combined score (quantitative and verbal) range is 305 - 310, and average analytical writing score range is 4.0 - 4.5. However, applicants should achieve a score of 290 or higher on the combined quantitative and verbal sections, and a score of 3.5 or higher on the analytical writing section. 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 possess any disability that would potentially interfere with the attainment of such competencies are encouraged to contact the Graduate Admission Recruiter, [Tyson Schrader](#), 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:
 - Advanced degrees
 - 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.

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.

Curriculum

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; 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
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 credits
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 credits
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 credits

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 credits
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 credits
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 Essentials for the Physician Assistant courses.	2 credits
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 credits
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 credits
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 credits
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 credits
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 credits

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 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 credits
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 credits
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 credits

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.	
PAS640	Clinical Experiences I	3 credits
	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.	
PAS641	Clinical Experiences II	3 credits
	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.	
PAS642	Clinical Experiences III	3 credits
	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.	
PAS643	Clinical Experiences IV	3 credits
	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.	
PAS644	Clinical Experiences V	3 credits
	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.	

PAS645	Clinical Experiences VI	3 credits
<p>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.</p>		
PAS646	Clinical Experience VII	3 credits
<p>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.</p>		
PAS647	Clinical Experience VIII	3 credits
<p>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.</p>		
PAS648	Clinical Experiences IX	3 credits
<p>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.</p>		

Contact

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Program Director

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2019-2020 Course Catalog

Master of Professional Writing

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.

Admission Requirements

This Program is a rolling admission Program, there is no formal application deadlines. You can begin courses Fall (2 options), Spring (2 options), or Summer (1 option).

- 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.
If a Student has below a 3.0 GPA, please feel free to apply if you show extreme promise through other achievements. Additional Admissions documents may be requested.
- Complete an online application for admission, including:
 - [Online application](#)
 - Curriculum vita or resume
 - One letter 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

For specific questions about the Program, please reach out to Rachel Fiscus at 412-365-1141 or at r.fiscus@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.

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

Curriculum

Degree Requirements

30 credits

PWR601	Introduction to Professional Writing	3 credits
<p>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.</p>		
PWR699	Professional Writing Portfolio	3 credits
<p>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.</p>		
<p>Choose 24 credits from:</p>		
PWR606	Grant Writing	3 credits
<p>This course focuses on teaching the conventions and fundamentals of writing successful grants for nonprofit organizations, educational institutions, and government agencies.</p>		
PWR616	Technical Writing	3 credits
<p>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.</p>		

PWR617	Teaching Technical Writing	3 credits
	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.	
PWR620	Political and News Writing	3 credits
	Political and News Writing	
PWR621	Use of New and Social Media	3 credits
	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.	
PWR625	Business and Organizational Writing	3 credits
	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.	
PWR632	Science and Environmental Writing	3 credits
	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.	
PWR641	Financial Writing	3 credits
	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.	
PWR662	Writing for Digital Media	3 credits
	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.	

PWR670	Principles of Information Architecture	3 credits
	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.	
PWR673	Web Design and Development I	3 credits
	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.	
PWR674	Web Design and Development II	3 credits
	A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools.	
PWR675	Visual and Interface Design	3 credits
	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.	
PWR694	Client Project	3 credits
	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.	

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.

PWR601	Introduction to Professional Writing	3 credits
<p>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.</p>		
PWR699	Professional Writing Portfolio	3 credits
<p>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.</p>		
5 concentration courses		
PWR662	Writing for Digital Media	3 credits
<p>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.</p>		
PWR670	Principles of Information Architecture	3 credits
<p>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.</p>		
PWR674	Web Design and Development II	3 credits
<p>A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools.</p>		

PWR675	Visual and Interface Design	3 credits
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.		

PWR694	Client Project	3 credits
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.		

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	3 credits
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 credits

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.

5 concentration required courses:

PWR606 Grant Writing 3 credits

This course focuses on teaching the conventions and fundamentals of writing successful grants for nonprofit organizations, educational institutions, and government agencies.

PWR616 Technical Writing 3 credits

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.

PWR617 Teaching Technical Writing 3 credits

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.

PWR632 Science and Environmental Writing 3 credits

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.

PWR694 Client Project 3 credits

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 electives courses

Contact

Katie Cruger

Program Director

kcruger@chatham.edu

(412) 365 - 1765

Master of Science in Athletic Training

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.

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%) - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
- 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

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

Curriculum

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 credits
BIO143L	Lab: The Cell Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequisite: 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 Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.	1 credits
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 credits
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 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
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 credits
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 credits
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 credits
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 credits

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 credits
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 credits
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 credits
EXS302	Principles of Strength and Conditioning Students learn to integrate anatomical and physiological function into a comprehensive strength and conditioning model. Topics include testing, evaluation, exercise techniques, program design, and aerobic endurance training. Students are introduced to facility organization, risk management, and developing a policies and procedure manual.	3 credits
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.	3 credits
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.	3 credits

EXS326L	Lab: Applied Exercise Physiology I	1 credits
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Experiments to complement the material presented in EXS326. Two hours of laboratory per week. Corequisite: EXS 326. Additional fee(s): Laboratory fee.

EXS426	Applied Exercise Physiology II	3 credits
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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.

AND

EXS426L	Applied Exercise Physiology II Lab	1 credits
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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.

OR

EXS490	Integrative Capstone	3 credits
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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, theater 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.

INTEXS303	Internship - Exercise Science	3 credits
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Internship - Exercise Science

OR

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.	

Graduate Athletic Training

ATH500	Prevention and Care of Emergency Medical Conditions	3 credits
	This course will teach athletic training students recognition, evaluation, and treatment of emergent medical conditions. 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.	

ATH502	Introduction to Professional Practice	2 credits
	This course will introduce athletic training students to various aspects of professional 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.	

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.	

ATH506	Therapeutic Interventions I	4 credits
	Theories, concepts and psychomotor skills in the appropriate application and utilization of therapeutic exercise in the rehabilitation of musculoskeletal injuries.	

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.	
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 musculoskeletal, cardiovascular, nervous, endocrine, and gastrointestinal systems.	
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	3 credits
	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.	

ATH514	Clinical Experience in Athletic Training III	2 credits
	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.	
ATH515	Clinical Experience in Athletic Training IV	4 credits
	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.	
ATH516	Clinical Experience in Athletic Training V	3 credits
	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.	
ATH517	Administration and Management	3 credits
	This course will address administration responsibilities, policies, and procedures as they relate to the athletic training profession. Focus will be placed on legal and ethical practices, budget, record keeping, facility design and budget as well as job seeking, and interview skills.	
ATH518	Optimizing Athletic Performance	3 credits
	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.	
ATH519	Advanced Topics in Athletic Training	3 credits
	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.	
ATH520	Certification Preparation Course	1 credits
	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.	

ATH521	Advanced Sports Nutrition	3 credits
<p>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 variety of active populations. Various diets and their implications/impact on the body will also be discussed.</p>		
ATH522	Healthcare Delivery	3 credits
<p>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.</p>		
PSY530	Introduction to Sport and Exercise Psychology	3 credits
<p>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.</p>		

Contact

Jason Edsall

Program Director

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2019-2020 Course Catalog

Master of Science in Biology (MS)

In many professions, the master's degree is now the minimum requirement for either employment or advancement. To meet this need, Chatham has developed two options for the MS biology program. The non-thesis option can be completed in one calendar year, and different tracks are available focusing on different areas of biology. The thesis option includes a research component and typically takes one and a half to two years.

Non-Thesis Option:

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 below.

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.

Admission Requirements

Recommended application deadline for FALL entry: **July 1**

Recommended application deadline for SPRING entry: **Nov 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](#)
 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
 - 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 Tyson Schrader at T.Schrader@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

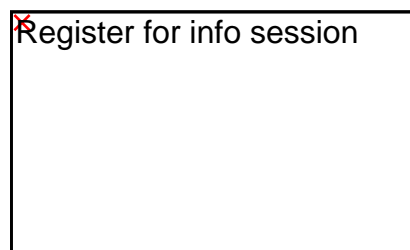
Pittsburgh, PA 15232

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.



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

Curriculum

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 credits
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 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
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
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 credits

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.	
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.	
BIO698	Biology Thesis I	3 credits
	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.	
BIO699	Biology Thesis II	3 credits
	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.	

Three (3) Electives

Human Biology Non-Thesis Requirements

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.	
BIO532	Biostatistics	3 credits
	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.	

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
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 credits
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 credits
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 credits

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 credits
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
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 credits
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
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 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, veterinary 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
BIO638	Internship Internship	2 credits
BIO639	Internship Internship	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
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
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 credits
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 credits

PSY503	Applied Biological Psychology	3 credits
	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.	
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.	
PSY629	Human Development across the Life Span	3 credits
	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.	
PSY635	Concepts of Mental Health and Illness	3 credits
	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.	
PSY663	Foundations of Health Psychology	3 credits
	Students will explore how psychological processes influence physical health. Further, the psychological sequelae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.	
PWR616	Technical Writing	3 credits
	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.	
PWR632	Science and Environmental Writing	3 credits
	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.	

Contact

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Program Director

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2019-2020 Course Catalog

Master of Science in Counseling Psychology (MS)

The program focuses on both the professional, intellectual, and personal growth of students, emphasizing human-centered values as well as evidence - informed treatment approaches. The program aims to prepare students to become competent providers of counseling psychology services in the context of a diverse community and the ever-changing healthcare environment.

Successful completion of the counseling psychology courses prepares students for master's level positions in professions promoting the optimal development of individuals, families, groups, and organizations. Graduates of the program will be ready for employment in agencies providing mental and physical health services, social services and other educational, professional, and business organizations. The psychology-based curriculum integrates theoretical foundations, experiential perspectives, and research methodologies with practice. In addition, students learn to assess persons in their familial and social contexts, design strategies for change, and evaluate the effectiveness of those interventions. Students are further encouraged to be mindful of the socio-cultural diversity of individuals, families, and groups.

Admission Requirements

Application Deadline

Fall Recommended Deadline - July 1*

*Rolling admission for Fall entry until August 1

Spring Recommended Deadline - November 1

Pre-requisites

- A baccalaureate degree from an accredited college or university
- Minimum GPA of a 3.0
- Successful completion of an undergraduate psychology course with at least a B grade

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 you have attended including those in which you may **have transfer credits**
- Curriculum Vitae or Resume
- Two (2) Academic or Professional Letters of Recommendation
- Admissions Essay - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?

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.

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 [International Admission](#) web pages.

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.

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 comporment 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

Curriculum

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 introduces students to the field of counseling psychology, including the historical roots, current values, and training curriculum. The course also engages students in experiential learning of 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 of 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 credits
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 credits

PSY617	Psychology of Culture and Identity	3 credits
	The course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop effective skills to work with diverse populations.	
PSY627	Vocational/Career Counseling	3 credits
	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.	
PSY629	Human Development across the Life Span	3 credits
	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.	
PSY642	Assessment	3 credits
	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.	
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 standardized 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.	
PSY662	Theories and Techniques of Counseling	3 credits
	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.	

PSY672	Group Counseling	3 credits
<p>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.</p>		
PSY674	Foundations of Family Therapy	3 credits
<p>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.</p>		
PSY681	Professional Integration Seminar	3 credits
<p>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.</p>		
Field Placements		
PSY682	Practicum	3 credits
<p>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.</p>		
PSY685	Supervised Internship I	3 credits
<p>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.</p>		
PSY686	Supervised Internship II	3 credits
<p>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.</p>		

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 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.

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.

PSY621 Advanced Seminar in Diversity Issues 3 credits

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.

PSY632 Positive Psychology 3 credits

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.

PSY645 Environmental Psychology 3 credits

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.

PSY663 Foundations of Health Psychology 3 credits

Students will explore how psychological processes influence physical health. Further, the psychological sequelae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.

PSY665 Addictions Counseling 3 credits

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.

PSY668	Crisis, Trauma and Recovery	3 credits
	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.	
PSY669	Foundations of Expressive Arts Therapy	3 credits
	This class explores the use of various expressive art modalities and theoretical approaches, including Eastern traditions, Jungian psychology, and other sources. The student will participate in experiential exercises to further understanding of the expressive arts theories and applications.	
PSY671	Mindfulness Counseling	3 credits
	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.	
PSY673	Couples Counseling	3 credits
	This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories.	
PSY676	Counseling Children and Adolescents	3 credits
	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.	
PSY677	Grief Counseling	3 credits
	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.	
PSY678	Risk and Resilience in Childhood	3 credits
	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.	
PSY693	Independent Study	3 credits

Elective Courses

PSY530	Introduction to Sport and Exercise Psychology <p>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.</p>	3 credits
PSY602	Sport and Exercise Psychology Interventions <p>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.</p>	3 credits
PSY621	Advanced Seminar in Diversity Issues <p>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.</p>	3 credits
PSY632	Positive Psychology <p>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.</p>	3 credits
PSY663	Foundations of Health Psychology <p>Students will explore how psychological processes influence physical health. Further, the psychological sequelae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.</p>	3 credits
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	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.	
PSY693	Independent Study	3 credits
PSY718	Psychology and Sustainability	3 credits
	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.	

Contact

Mary Jo Loughran

Program Director

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(412) 365 - 2783

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
 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career 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

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.

Curriculum

Degree Requirements

Students are required to take 10 courses for a total of 30 credits. Within the 10 courses, students will have the option of taking HCI 525 Advanced Analytics as an “or” option for HCI 502, 503, or 506, with academic advisor’s approval.

HCA 500 Data Literacy and Analytics (3 credits) or HCA 501 Analytics Leader (3 Credits) course, BUT NOT BOTH, is an accepted course option for HCI 502, HCI 503 or HCI 506 within the MHI Graduate Program.

HCI502	Healthcare Delivery Systems	3 credits
	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.	
HCI503	Informatics Foundation and Health Care Technology	3 credits
	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.	
HCI504	Project Management I	3 credits
	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.	
HCI505	Foundational Data Analytics	3 credits
	This course explores data literacy, visual literacy and how outcomes are dependent upon the integrity of data, the analysis of data and the need for clearly defined report writing. Students will manipulate data for analysis and interpretation in order to effectively conduct and/or contribute to data analytics projects.	
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
<p>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.</p>		
HCI525	Advanced Analytics	3 credits
<p>This course builds upon HCI505 by assisting students to advance their knowledge and skills regarding analytical methods. Using tableau, students will obtain a higher level of understanding in applying and manipulating advanced visual analytics while being introduced to machine learning with "R".</p>		
HCI582	Project Management II	3 credits
<p>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.</p>		
HCI583	Virtual Engagement to Improve Health	3 credits
<p>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.</p>		
HCI631	Integrating Technology into a Healthcare Environment	3 credits
<p>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.</p>		
HCI651	Database Management for Evidence-Based Decision Making	3 credits
<p>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.</p>		

Contact

Debra Wolf Program

Director

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2019-2020 Course Catalog

Master of Science in Interior Architecture

The Master of Science in Interior Architecture (MSIA) is a 30 credit post-professional degree for students with a first professional degree in interior design or architecture. Students develop a specialization in interior design that can be applied in practice or serve as a foundation for a career in higher education. The program is a recommended platform for students interested in pursuing doctoral studies where they can explore a specific building type, a particular user group, or address a critical design issue.

Program Highlights:

- 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.

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, Architecture 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

If a Student has below a 3.0 GPA, please feel free to apply if you show extreme promise through other achievements. Additional Admissions documents may be requested.

- Complete application for admission, including:
 - [Online application](#)
 - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
 - Copy of curriculum vita or resume
 - Two letters of recommendation
 - Official transcripts from all colleges and universities attended
 - Portfolio - The portfolio can be sent as an email attachment or weblink

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

For specific questions about the Program, please reach out to Rachel Fiscus at 412-365-1141 or at r.fiscus@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.

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)

Curriculum

Foundation Courses

Foundation Courses (12 credits) which allow students a foundation for writing their thesis.

IAR655	Graduate Research Methods	3 credits
	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	
ENG528	Academic Writing	3 credits
	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.	

IAR680	Thesis Development	3 credits
<p>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 gathering and written material.</p>		
IAR681	Thesis	3 credits
<p>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 gathering and written material.</p>		

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	3 credits
<p>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.</p>		
IAR505	Design and Behavior	3 credits
<p>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.</p>		
IAR510	2D Visual Communications	3 credits
<p>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, two-point, isometric, and axonometric drawing methods will be covered. Additional fee(s): applied art fee.</p>		
IAR518	Building Codes	3 credits
<p>Students learn and apply relevant building codes as they relate to the health, safety, and life safety of the occupant. This course addresses energy laws, the principles of Universal design, and accessible code compliance. Pre-requisites: IAR520, IAR535</p>		
IAR519	Drafting and Model Making	3 credits
<p>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.</p>		

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 development, space planning, scale, textiles, and color with respect to user needs.	
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.	
IAR530	Interior Materials	3 credits
	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.	
IAR532	Color and Textiles Studio I	3 credits
	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.	
IAR535	Construction Methods	3 credits
	Intended for interior architecture majors, this course provides an overview of architectural building systems, including exterior and interior construction methods and terminology.	
IAR557	20th & 21st Century Architecture	3 credits
	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.	
IAR559	History of Interior Architecture	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.	

IAR610	Digital Visualization III	3 credits
	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	
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 finish systems and cabinetry, building codes, and accessibility. Additional Fees: Course Computing Fees	
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. Additional fees: Course Computing Fee.	
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, environmental systems, building codes, and life safety. Additional Fees: Course Computing Fee.	
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	

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
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 architects. 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
IAR670	Supervised Teaching Students have the opportunity to assist with a class in interior architecture under the supervision of a faculty member.	3 credits
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
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
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	3 credits
	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.	
BUS575	Leading Organizations and Projects	3 credits
	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.	
BUS576	Sustainable Human Capital	3 credits
	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.	
BUS582	Foundations of Project Management	3 credits
	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.	
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 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.	
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.	
BUS652	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 development of internal controls, and constructing budgets.	
BUS671	Marketing Management	3 credits
	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.	
BUS680	Complex Issues in Project Management	3 credits
	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.	
COM510	Health Communications	3 credits
	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.	
COM515	Environmental Communications	3 credits
	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.	
COM550	Organizational Communications	3 credits
	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.	

ACT573	Business Law and Ethics	3 credits
	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.	
SUS502	Sustainability and Systems	3 credits
	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.	
SUS504	Foundations of Sustainability	3 credits
	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.	
SUS512	Sustainability in Pittsburgh	3 credits
	Pittsburgh and the surrounding region have experienced several waves of change; the current described as a "green renaissance". This course will provide a brief socio-ecological history then will visit various places and people that highlight the diversity in how Pittsburgh is striving to become a model of a sustainable city.	
SUS516	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 Foot printing, 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.	
SUS580	Sustainable Behavior Change	3 credits
	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.	
SUS601	Applied Ecology	3 credits
	The overall goal of this course is to examine the role that ecological science contributes to sustainability. Students will critically assess, process evidence, and enhance communication skills for scientific methods. All topics and applications considered will be centered on issues of sustainability in the ecological sciences, such as climate change, water pollution, land use change, and the loss of biodiversity.	

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 credits
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 credits
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 credits
SUS617	Pathways to a Renewable Future This course critically explores requirements and opportunities for transitioning all sectors -- residential, commercial, transport, industry -- to a fully renewable energy system. We investigate different energy technologies and the integration of renewables into the grid given electricity market restructuring and emerging options such as large-scale solar networks, micro-grids, and community solar.	3 credits
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 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.	3 credits
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

EDU505	Issues of Poverty in Education	3 credits
	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.	
EDU509	Trends and Issues in Early Childhood Education	3 credits
	Trends and Issues in Early Childhood Education	
EDU634	Inclusion: Issues and Strategies	3 credits
	This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course.	
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	3 credits
	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.	
EDU607	Child Development and Learning Theory	3 credits
	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.	
EDU530	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 partnerships. Must be taken with student teaching.	

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
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 credits
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 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
PSY501	Foundations of Counseling Psychology The course introduces students to the field of counseling psychology, including the historical roots, current values, and training curriculum. The course also engages students in experiential learning of the theory and practice of basic counseling skills.	3 credits

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.

Contact

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Program Director

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2019-2020 Course Catalog

Master of Science in Nursing (MSN)

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, 655 K Street, NW, Suite 750, Washington DC 20001, (202) 463-6930.

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.

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:
 - In approximately 500 words, 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.

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.

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

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.

Curriculum

Core Courses

18 credits

NUR501 Scientific Underpinnings for Practice

3 credits

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.

NUR503	Informatics Foundation and Health Care Technology	3 credits
	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.	
NUR504	Introduction to Organizational Leadership in Nursing	3 credits
	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.	
NUR505	Health Assessment and Promotion Across the Lifespan	3 credits
	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.	
NUR506	Professional Role: Communication & Collaboration for Improving Pt. Outcome	3 credits
	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.	
NUR507	Health Policy & Advocacy	3 credits
	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.	

Nursing LeadershipTrack

15 credits

NUR630	Health Care Economics and Financial Management	3 credits
	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, influencing policy makers, and linking patient care outcomes to resource management.	

NUR650	Leadership and Health Care Operations	3 credits
<p>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.</p>		
NUR640	Leadership for Change	3 credits
<p>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.</p>		

Nursing Informatics Track

15 credits

NUR631	Integrating Technology into a Health Care Environment	3 credits
<p>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.</p>		
NUR651	Database Management for Evidence-based Decision making	3 credits
<p>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.</p>		
NUR661	Health Care Informatics Practicum	3 credits
<p>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.</p>		
NUR671	Healthcare Informatics Capstone	3 credits
<p>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.</p>		

HCI583	Virtual Engagement to Improve Health	3 credits
<p>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.</p>		

Nursing Education Track

15 credits

NUR632	Curriculum Design and Evaluation in Nursing Education	3 credits
<p>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.</p>		
NUR642	Professional Role and Responsibility of the Nurse Educator	3 credits
<p>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.</p>		
NUR652	Teaching Strategies and Information Technology for the Nurse Educator	3 credits
<p>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.</p>		
NUR662	Healthcare Education Practicum	3 credits
<p>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.</p>		
NUR672	Healthcare Education Capstone	3 credits
<p>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.</p>		

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). The student will complete a project at the identified agency that is related to the enrolled specialty track. A signed affiliation agreement with the agency and an approved preceptor must be in place prior to engaging in practice experiences. It is the responsibility of the student to comply with agency requirements.

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. There is 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.

Professional Nurse Educator Certificate

[Professional Nurse Educator Certificate](#)

RN-to-MSN Educator Track

[RN-to-MSN Educator Track](#)

Contact

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2019-2020 Course Catalog

Master of Sustainability (MSUS)

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.

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, transdisciplinary academic settings
 - Commitment to a career advancing sustainability
- In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
- Curriculum vitae or resume

- Completed Application Form, which can be found at <http://apply.chatham.edu/graduate/>

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.

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

Curriculum

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 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
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 for 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 10 blogs, one for each visit, and a final paper.	2 credits
SUS601	Applied Ecology The overall goal of this course is to examine the role that ecological science contributes to sustainability. Students will critically assess, process evidence, and enhance communication skills for scientific methods. All topics and applications considered will be centered on issues of sustainability in the ecological sciences, such as climate change, water pollution, land use change, and the loss of biodiversity.	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.	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.	
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.	

Skills for Work and Research Courses

7 credits

SUS621	The Craft of Research	1 credits
	This class introduces students to evidence-based research in sustainability guiding them through the challenges. Topics include the role and limits of research, the skill of connecting with your readership, developing well-defined and appropriately scaled research questions/problems, identifying and assessing source material and methodologies, and constructing well-supported arguments and evidence.	
SUS691	Internship	1 credits
	Internship	
SUS698A	Final Project	1 credits
	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.	
COM515	Environmental Communications	3 credits
	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.	

Electives: Urban & Energy Systems

Total of 13 credits of electives

SUS514	Building Sustainable and Resilient Cities	3 credits
	Today's cities can thrive by becoming more sustainable, walkable, climate-resilient and restoring urban ecosystems. Cities also face a shrinking middle class and communities that are disproportionately affected by urban decline. Using systems theory and the example of Pittsburgh, we explore comprehensive approaches to equitable, resilient, and sustainable neighborhood revitalization.	
SUS517	Climate Change and Sustainability	3 credits
	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.	
SUS591	Independent Study	1 credits
	Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.	
SUS592	Independent Study	2 credits
	Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.	
SUS593	Independent Study	3 credits
	Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.	
SUS617	Pathways to a Renewable Future	3 credits
	This course critically explores requirements and opportunities for transitioning all sectors -- residential, commercial, transport, industry -- to a fully renewable energy system. We investigate different energy technologies and the integration of renewables into the grid given electricity market restructuring and emerging options such as large-scale solar networks, micro-grids, 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).	
SUS625	Restorative Environmental Justice	3 credits
	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.	

SUS640	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.	
SUS683	Special Topics	3 credits
	This course is designed to allow students to explore in depth a specific topic or area of sustainability.	
BUS577	Information Systems and Analytics	3 credits
	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.	

Electives: Ecology & Resource Management

Total of 13 credits of electives

SUS508	Environmental Statistics	3 credits
	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 scripting in program R to maximize analytical and data management efficiency. This course requires a foundation in statistical methods.	
SUS514	Building Sustainable and Resilient Cities	3 credits
	Today's cities can thrive by becoming more sustainable, walkable, climate-resilient and restoring urban ecosystems. Cities also face a shrinking middle class and communities that are disproportionately affected by urban decline. Using systems theory and the example of Pittsburgh, we explore comprehensive approaches to equitable, resilient, and sustainable neighborhood revitalization.	
SUS517	Climate Change and Sustainability	3 credits
	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.	
SUS521	Ecotoxicology and 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 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.

SUS526	Sustainable Aquaculture <p>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.</p>	3 credits
SUS591	Independent Study <p>Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.</p>	1 credits
SUS592	Independent Study <p>Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.</p>	2 credits
SUS593	Independent Study <p>Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.</p>	3 credits
SUS601	Applied Ecology <p>The overall goal of this course is to examine the role that ecological science contributes to sustainability. Students will critically assess, process evidence, and enhance communication skills for scientific methods. All topics and applications considered will be centered on issues of sustainability in the ecological sciences, such as climate change, water pollution, land use change, and the loss of biodiversity.</p>	3 credits
SUS617	Pathways to a Renewable Future <p>This course critically explores requirements and opportunities for transitioning all sectors -- residential, commercial, transport, industry -- to a fully renewable energy system. We investigate different energy technologies and the integration of renewables into the grid given electricity market restructuring and emerging options such as large-scale solar networks, micro-grids, and community solar.</p>	3 credits
SUS625	Restorative Environmental Justice <p>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.</p>	3 credits

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 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 credits
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 credits
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 credits

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 Foot printing, 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
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 special interest.	2 credits
SUS593	Independent Study Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.	3 credits
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 credits
SUS617	Pathways to a Renewable Future This course critically explores requirements and opportunities for transitioning all sectors -- residential, commercial, transport, industry -- to a fully renewable energy system. We investigate different energy technologies and the integration of renewables into the grid given electricity market restructuring and emerging options such as large-scale solar networks, micro-grids, and community solar.	3 credits
SUS683	Special Topics This course is designed to allow students to explore in depth a specific topic or area of sustainability.	3 credits
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 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	3 credits
<p>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.</p>		
BUS575	Leading Organizations and Projects	3 credits
<p>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.</p>		
BUS577	Information Systems and Analytics	3 credits
<p>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.</p>		
BUS582	Foundations of Project Management	3 credits
<p>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.</p>		
BUS639	Sustainability and Assessment Reporting	3 credits
<p>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.</p>		

Electives: Food Systems

Total of 13 credits of electives

SUS514	Building Sustainable and Resilient Cities	3 credits
<p>Today's cities can thrive by becoming more sustainable, walkable, climate-resilient and restoring urban ecosystems. Cities also face a shrinking middle class and communities that are disproportionately affected by urban decline. Using systems theory and the example of Pittsburgh, we explore comprehensive approaches to equitable, resilient, and sustainable neighborhood revitalization.</p>		

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
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
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 special interest.	2 credits
SUS593	Independent Study Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.	3 credits
SUS617	Pathways to a Renewable Future This course critically explores requirements and opportunities for transitioning all sectors -- residential, commercial, transport, industry -- to a fully renewable energy system. We investigate different energy technologies and the integration of renewables into the grid given electricity market restructuring and emerging options such as large-scale solar networks, micro-grids, and community solar.	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.	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
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 credits
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 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 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
FST603	Food Journeys Food Journeys	3 credits
FST607	Sustainable Consumption Sustainable Consumption	3 credits
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,	1 credits

aiding in teaching a risk reduction class, participating in the urban garden, and coordinating cooking demonstrations.

FST625	U.S. Agricultural Policy	3 credits
<p>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.</p>		
BUS582	Foundations of Project Management	3 credits
<p>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.</p>		

Electives: Policy & Regulation

Total of 13 credits of electives

SUS514	Building Sustainable and Resilient Cities	3 credits
<p>Today's cities can thrive by becoming more sustainable, walkable, climate-resilient and restoring urban ecosystems. Cities also face a shrinking middle class and communities that are disproportionately affected by urban decline. Using systems theory and the example of Pittsburgh, we explore comprehensive approaches to equitable, resilient, and sustainable neighborhood revitalization.</p>		
SUS517	Climate Change and Sustainability	3 credits
<p>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.</p>		
SUS562	Economics of the Environment	3 credits
<p>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.</p>		
SUS591	Independent Study	1 credits
<p>Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.</p>		

SUS592	Independent Study Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.	2 credits
SUS593	Independent Study Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.	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.	3 credits
SUS683	Special Topics This course is designed to allow students to explore in depth a specific topic or area of sustainability.	3 credits
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 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

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.

Contact

Peter Walker

Dean/Program Director

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2019-2020 Course Catalog

Masters of Education in Special Education (M.Ed)

The Master of Education in Special Education (M.Ed.) degree is designed for women and men in the teaching profession in grade PreK-12. The mission of the Chatham University Special Education Program is to prepare teachers in reflective, participatory, and collaborative practices to provide exemplary learning opportunities for children and youth with exceptionalities. The program is designed to develop ethical professionals working with diverse populations in a variety of social and cultural contexts. Students will either choose the PreK-8 Special Education major or the 7-12 Special Education major. Education courses are held both in class and online.

This program involves both classroom study and field experiences, culminating in 150 hour practicum experience in a school setting. In accordance with the Pennsylvania State Department of Education (PDE) requirements, candidates must satisfy all regulations pertaining to teacher training contained in the Pennsylvania School Code. These regulations are subject to change by the State. Students will be required to comply with any such regulations that are instituted before they can apply for certification through PDE. In addition, students must have a valid (less than one year old) Child Abuse, Pennsylvania Criminal History and Federal Criminal History Record to enter a school for any and all field work. A P.P.D Tuberculin (TB) Test and a physical exam may also be required to complete field work.

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.

Admission Requirements

Admission Deadlines

- Fall Recommended Deadline – July 1*
- *Rolling admission for Fall entry until August 1
- Summer Recommended Deadline – April 1

Pre-requisites

- 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
- 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.)

Application Requirements

Applicants to the MEd Special Education program must submit the following information to the Office of

Admissions for review:

- Completed [online](#) application - resume and essay can be uploaded to the application but can also be sent independently.
- Official Transcripts (must be sent from the school's Registrar's Office) from **all** colleges and universities you have attended including those in which you may **have transfer credits**, attended a community college, received AP credits from a college while in high school, enrolled in a summer course, participated in a study abroad, etc.
- Curriculum Vitae or Resume
- Two (2) Academic or Professional Letters of Recommendation
- Admissions essay - In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
- Provide proof of teaching certification

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.

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 [International Admission](#) web pages.

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.

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.

Curriculum

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 credits
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 credits
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 credits

EDU634	Inclusion: Issues and Strategies	3 credits
	This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course.	
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.	
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	3 credits
	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.	
EDU671	Collaboration, Consultation, and Teamwork	3 credits
	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.	
EDU690	Practicum in Special Education	6 credits
	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.	

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	3 credits
	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.	
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.	
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.	
EDU634	Inclusion: Issues and Strategies	3 credits
	This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of it implementation. Students participate in a variety of learning experiences throughout the course.	
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.	
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.	
EDU669	Low Incidence Disabilities 7-12	3 credits
	This course focuses on the design of a comprehensive educational program for students having low incidence disabilities in 7-12. Teacher/Teacher candidates will be exposed to the curriculum of students with low incidence disabilities such as life, vocational, and social skills, and functional academics. In addition, student will be able to identify and define various low-incidence disabilities as well as develop and implement lesson plans, curriculum and assistive technologies. Student will learn how to consult and research available journals and resources for teaching students with low-incidence disabilities. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.	

EDU671 Collaboration, Consultation, and Teamwork **3 credits**

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.

EDU690 Practicum in Special Education **6 credits**

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.

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.

Contact

Kristin Harty

Program Director/Department Chair

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2019-2020 Course Catalog

Post-Professional Doctorate of Occupational Therapy

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.

Admission Requirements

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:
 - In approximately 500 words, explain your understanding of Evidence Based Practice vs. Research and then describe an area of interest and / or potential problem that 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.**

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.

Curriculum

Degree Requirements

30 credits

OTD740	Occupational Science	3 credits
	Professional students examine landmark occupational science literature and apply learned concepts of human nature and meaningful occupation to observation exercises within their practice focus.	
<hr/>		
OTD741	Evidence-Based Practice	3 credits
	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.	

OTD742	Advanced Practice Concepts and Skills	3 credits
	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.	
OTD750	Occupational Therapist as Entrepreneur	3 credits
	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.	
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.	
OTD766	Methods of Evaluation	3 credits
	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.	

OTD772	Capstone Implementation and Evaluation	5 credits
<p>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.</p>		

Bridge Program

This program is designed for experienced for Occupational Therapists who hold a Bachelor's degree in Occupational Therapy but may also be recommended for candidates who have a Master's degree in another field. These students will be admitted to the Bridge to Post-Professional OTD program. Before entering the 16-month cohort, students will complete the following courses. All courses may be completed online at Chatham University:

OTH690	Introduction to Evidence-Based Practice for Occupational Therapists	3 credits
<p>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.</p>		

OTH695	Models of Practice in Occupational Therapy	3 credits
<p>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.</p>		

ENG528	Academic Writing	3 credits
<p>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.</p>		

Contact

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2019-2020 Course Catalog

RN to MSN (RN-MSN)

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.

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

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.

Curriculum

Major Requirements

47 credits including

RN-BSN Program (each course = 3 credits unless indicated)

IND175	Introduction to Nursing Resources	1 credits
	This course will teach nursing students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of library and information resources. The work completed in this course will help nursing students become more efficient in areas of evidence-based practice.	

NUR402	Health Policy and Finance for Nurses	3 credits
<p>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.</p>		
Substitute:		
NUR507	Health Policy & Advocacy	3 credits
<p>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.</p>		
NUR403W	Women's Health Nursing	3 credits
<p>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.</p>		
Substitute:		
NUR505	Health Assessment and Promotion Across the Lifespan	3 credits
<p>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.</p>		
NUR407	Scholarship for Evidence-Based Practice	3 credits
<p>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.</p>		
Substitute:		
NUR501	Scientific Underpinnings for Practice	3 credits
<p>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.</p>		

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
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
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 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.	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.	3 credits
NUR499W	Nursing Leadership and Professional Practicum This culminating course, which fulfills Chatham's internship requirement, encompasses various aspects of professionalism and leadership that students will encounter and utilize at all levels of nursing. Students will apply leadership concepts and decision-making skills while they complete their capstone project.	4 credits

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	3 credits
<p>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.</p>		
<p>(count for both BSN and MSN)</p>		
NUR503	Informatics Foundation and Health Care Technology	3 credits
<p>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.</p>		
NUR504	Introduction to Organizational Leadership in Nursing	3 credits
<p>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.</p>		
NUR505	Health Assessment and Promotion Across the Lifespan	3 credits
<p>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.</p>		
<p>(count for both BSN and MSN)</p>		
NUR506	Professional Role: Communication & Collaboration for Improving Pt. Outcome	3 credits
<p>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.</p>		
<p>(count for both BSN and MSN)</p>		
NUR507	Health Policy & Advocacy	3 credits
<p>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.</p>		

(count for both BSN and MSN)

NUR632	Curriculum Design and Evaluation in Nursing Education	3 credits
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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.

NUR642	Professional Role and Responsibility of the Nurse Educator	3 credits
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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.

NUR652	Teaching Strategies and Information Technology for the Nurse Educator	3 credits
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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.

NUR662	Healthcare Education Practicum	3 credits
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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.

NUR672	Healthcare Education Capstone	3 credits
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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.

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

Contact

2019-2020 Course Catalog

Sustainability & Business Administration (MSUS/MBA)

The program gives students an understanding and skills from both sustainability and business. Through this program, students earn both the Master of Sustainability and the Master of Business Administration. It includes core courses in both business and sustainability, and courses that provide breadth and depth in sustainability, business, and sustainable business. The degree requires 57 credits, and is designed to be completed by full time students in two school years and one summer. An optional first summer is offered for students who require prerequisites or simply want more time to take classes.

Each student also engages in, a Business Consulting Capstone or (individual or group) Sustainability Final Project, and a summer-long professional placement. During the summer semester, students will engage in projects centering on real world challenges such as consultation with sustainable businesses, making business plans for sustainability businesses, or individual or group sustainability projects for businesses. Graduates will be uniquely prepared to champion sustainability in the business world.

Students meet all of the requirements for both the Master of Sustainability and the Master of Business Administration. Please refer to those programs for details.

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

- In approximately 500 words, please explain why you are interested in pursuing this degree. How will the degree impact your future personal and career goals?
- Students must complete pre-requisite courses in Financial Accounting, Business Statistics and Introduction to Microsoft Excel prior to beginning the program

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](#)

Curriculum

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 credits
SUS511	Project Design, Methods, and Evaluations	3 credits
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 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
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
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
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 Foot printing, and DPSIR (Drivers, Pressures, States, Impacts and Responses) Society-Environment interaction framework. Finally, the class explores how quantitative decision-making is shaped by various	3 credits

stakeholders.

SUS602	The Political Economy of Sustainability	3 credits
<p>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.</p>		
BUS671	Marketing Management	3 credits
<p>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.</p>		
BUS698	Strategy and Entrepreneurship	3 credits
<p>"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. "</p>		
BUS672	Corporate Finance	3 credits
<p>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.</p>		
BUS576	Sustainable Human Capital	3 credits
<p>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.</p>		
SUS601	Applied Ecology	3 credits
<p>The overall goal of this course is to examine the role that ecological science contributes to sustainability. Students will critically assess, process evidence, and enhance communication skills for scientific methods. All topics and applications considered will be centered on issues of sustainability in the ecological sciences, such as climate change, water pollution, land use change, and the loss of biodiversity.</p>		
BUS699	Business Consulting Capstone	3 credits
<p>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.</p>		

OR

SUS605	Leadership for Transitions to Sustainability	3 credits
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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.

SUS603	Sustainability: Ethics, Equity, Justice	3 credits
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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.

SUS699	Advanced Seminar in Sustainability	3 credits
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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.

BUS652	Managerial Accounting	3 credits
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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.

Summer Immersion Experience

Contact

Peter Walker
Dean/Program Director
pwalker@chatham.edu
(412) 365 - 1842

James Pierson
Program Director/Department Chair
j.pierson@chatham.edu
(412) 365 - 1615

2019-2020 Course Catalog

Healthcare Analytics Certificate

12 credits

Admission Requirements

- Completed free online application
- A bachelor's degree with a minimum 3.0 GPA
- Official transcripts showing highest degree obtained

Admission materials may be submitted to:

Chatham University
Berry Hall
Woodland Road
Pittsburgh, PA 15232
Fax: (412) 365-1609
Email: GradAdmission@chatham.edu

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

Curriculum

Required:

HCI504 Project Management I

3 credits

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.

HCI631	Integrating Technology into a Healthcare Environment	3 credits
<p>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.</p>		

Must take one course as part of required courses:

HCI505	Foundational Data Analytics	3 credits
<p>This course explores data literacy, visual literacy and how outcomes are dependent upon the integrity of data, the analysis of data and the need for clearly defined report writing. Students will manipulate data for analysis and interpretation in order to effectively conduct and/or contribute to data analytics projects.</p>		

HCA500	Data Literacy and Analytics	3 credits
<p>This course provides students the opportunity to master data literacy skills needed to participate in and contribute to a data-driven culture. Through analysis and appropriate visualization of data, students will effectively communicate data as information to influence decisions for targeted performance improvement areas. Students will engage in story telling using data.</p>		

HCA501	Analytics Leader	3 credits
<p>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 and improve overall quality.</p>		

HCA 500 and HCA 501 only available to students in Highmark Program.

Must take one course as elective:

HCI502	Healthcare Delivery Systems	3 credits
<p>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.</p>		

HCI506	Health Policy and Informatics	3 credits
<p>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.</p>		

HCI651	Database Management for Evidence-Based Decision Making	3 credits
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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.

HCI583	Virtual Engagement to Improve Health	3 credits
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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.

Contact

Debra Wolf

Program Director

dwolf@chatham.edu

(412) 365 - 1547

2019-2020 Course Catalog

Healthcare Informatics Certificate

12 credits

Admission Requirements

- Completed free online application
- A bachelor's degree with a minimum 3.0 GPA
- Official transcripts showing highest degree obtained

Admission materials may be submitted to:

Chatham University

Berry Hall

Woodland Road

Pittsburgh, PA 15232

Fax: (412) 365-1609

Email: GradAdmission@chatham.edu

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

Curriculum

Required:

HCI504	Project Management I	3 credits
<p>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.</p>		
HCI631	Integrating Technology into a Healthcare Environment	3 credits
<p>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.</p>		
HCI651	Database Management for Evidence-Based Decision Making	3 credits
<p>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.</p>		

Must take one course as elective:

HCI502	Healthcare Delivery Systems	3 credits
<p>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.</p>		
HCI506	Health Policy and Informatics	3 credits
<p>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.</p>		
HCI583	Virtual Engagement to Improve Health	3 credits
<p>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.</p>		

Contact

Debra Wolf

Program Director

dwolf@chatham.edu

(412) 365 - 1547

Technical and Grant Writing Certificate

12 credits

Admission Requirements

- Resumé
- Completed free online application
- A bachelor's degree with a minimum 3.0 GPA
- Official transcripts showing highest degree obtained

Curriculum

Certificate Requirements

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
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
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

Electives

PWR625 Business and Organizational Writing**3 credits**

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.

or

PWR617 Teaching Technical Writing**3 credits**

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.

Contact

Katie Cruger

Program Director

kcruger@chatham.edu

(412) 365 - 1765

Web Development Graduate Certificate

12 credits

Admission Requirements

- Resumé
- Completed free online application
- A bachelor's degree with a minimum 3.0 GPA
- Official transcripts showing highest degree obtained

Curriculum

Certificate Requirements

PWR673	Web Design and Development I	3 credits
<p>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.</p>		
PWR674	Web Design and Development II	3 credits
<p>A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools.</p>		
PWR662	Writing for Digital Media	3 credits
<p>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.</p>		

Electives

PWR621 Use of New and Social Media

3 credits

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.

or

PWR670 Principles of Information Architecture

3 credits

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.

Contact

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Academic Calendar

Chatham University's academic year consists of fall, spring and summer terms. Please note that some classes may have fewer meeting days than all other days of the week, and classes on these days will need to include equivalent instructional activities to make up the time difference. The University reserves the right to make calendar changes as it deems necessary.

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2019-2020 Universal Academic Calendar

Fall 2019 Term

14-week term

Opening Convocation

Sunday, August 25

First day of classes

Monday, August 26

Labor Day - **HOLIDAY, no classes**

Monday, September 2

Add/drop period ends

Tuesday, September 3

Long Weekend

Mon-Tues, October 7-8

Midterm undergraduate grades, before 12:00 noon

Friday, October 11

Incomplete grades from Spring/Summer 2019, before 12:00 noon

Friday, October 11

Family & Friends Weekend

Fri-Sun, Oct 25-27

Registration for Spring 2020

Fri-Fri, Nov 1-15

Last day to withdraw

Wednesday, November 6

Last day to apply for Fall 2019 (December) degree conferral

Friday, November 15

Thanksgiving Break

Wed-Sun, Nov 27-Dec 1

Last day of classes

Friday, December 6

Final Exams **(grades are due withing 48 hours of exam)**

Mon-Thurs, Dec 9-12

Final Exams Conflict/Make-up Day **(grades are due withing 48 hours of exam)**

Friday, December 13

Commencement Ceremony, 2:00 PM

Friday, December 13

Last day to submit grades, before 12:00 noon

Monday, December 16

Late registration for Spring 2020 begins

Monday, December 16

Degree conferral for Fall 2019 graduates

Monday, December 30

Diplomas mailed during the week of

Monday, January 13

First 7-week term

First day of classes

Monday, August 26

Labor Day - **HOLIDAY, no classes**

Monday, September 2

Add/drop period ends

Tuesday, September 3

Last day to withdraw

Friday, September 27

Last day of classes

Friday, October 11

Last day to submit grades, before 12:00 noon

Monday, October 14

Second 7-week term

First day of classes

Monday, October 14

Add/drop period ends

Monday, October 21

Last day to withdraw

Wednesday, November 20

Thanksgiving Break

Wed-Sun, Nov 27-Dec 1

Last day of classes

Friday, December 6

Last day to submit grades, before 12:00 noon

Monday, December 9

Spring 2020 Term

14-week term

First day of classes

Monday, January 6

Add/drop period ends

Monday, January 13

Martin Luther King Day - **HOLIDAY, no classes**

Monday, January 20

Registration for Summer 2020

Monday, February 3

Midterm undergraduate grades, before 12:00 noon

Friday, February 21

Incomplete grades for Fall 2019, before 12:00 noon

Friday, February 21

Spring Break

Sun-Sun, March 1-8

Registration for Fall 2020

Tues-Tues, March 10-24

Last day to apply for Spring 2020 (May) degree conferral

Sunday, March 15

Last day to withdraw

Tuesday, March 17

Closing Convocation

TBD

Last day of classes

Friday, April 17

Final Exams **(grades are due within 48 hours of exam)**

Mon-Thurs, April 20-23

Final Exam Conflict/Make-up Day **(grades are due within 48 hours of exam)**

Friday, April 24

University Day and Buckets & Blossoms

TBD

Commencement Ceremony, 1:00 PM

Sunday, April 26

Last day to submit grades, before 12:00 noon

Monday, April 27

Late registration for Fall 2020 begins

Monday, April 27

Degree conferral for Spring 2020 graduates

Saturday, May 30

Diplomas mailed during the week of

Monday, June 8

First 7-week term

First day of classes

Monday, January 6

Add/drop period ends

Wednesday, January 13

Martin Luther King Day - **HOLIDAY, no classes**

Monday, January 20

Last day to withdraw

Friday, February 7

Last day of classes

Friday, February 21

Last day to submit grades, before 12:00 noon

Monday, February 24

Second 7-week term

First day of classes

Monday, February 24

Add/drop period ends

Monday, March 2

Last day to withdraw

Friday, April 3

Last day of classes

Friday, April 17

Last day to submit grades, before 12:00 noon

Monday, April 20

Summer 2020 Term

15-week term

First day of classes

Monday, April 27

Add/drop period ends

Monday, May 4

Memorial Day - **HOLIDAY, no classes**

Monday, May 25

Last day to apply for Summer 2020 (August) degree conferral

Monday, June 15

Last day to withdraw

Thursday, July 2

4th of July - **HOLIDAY, no classes**

Friday, July 3

Last day of classes

Friday, August 7

Last day to submit grades, before 12:00 noon

Monday, August 10

Degree conferrals for Summer 2020

Sunday, August 30

Diplomas mailed during the week of

Monday, September 14

10-week term (ELP)

First day of classes

Tuesday, May 26

Add/drop period ends

Tuesday, June 2

4th of July - **HOLIDAY, no classes**

Friday, July 3

Last day to withdraw

Friday, July 17

Last day of classes

Friday, August 7

Last day to submit grades, before 12:00 noon

Monday, August 10

First 7.5-week term

First day of classes

Monday, April 27

Add/drop period ends

Monday, May 4

Memorial Day - **HOLIDAY, no classes**

Monday, May 25

Last day to withdraw

Tuesday, June 2

Last day of classes

Tuesday, June 16

Last day to submit grades, before 12:00 noon

Thursday, June 18

Second 7.5-week term

First day of classes

Thursday, June 18

Add/drop period ends

Thursday, June 25

4th of July - **HOLIDAY, no classes**

Friday, July 3

Last day to withdraw

Friday, July 24

Last day of classes

Friday, August 7

Last day to submit grades, before 12:00 noon

Monday, August 10

First 5-week term

First day of classes

Monday, April 27

Add/drop period ends

Monday, May 4

Last day to withdraw

Friday, May 22

Last day of classes

Friday, May 29

Last day to submit grades, before 12:00 noon

Monday, June 1

Second 5-week term

First day of classes

Monday, June 8

Add/drop period ends

Monday, June 15

Last day to withdraw

Friday, July 3

Last day of classes

Friday, July 10

Last day to submit grades, before 12:00 noon

Monday, July 13

Third 5-week term

First day of classes

Monday, July 13

Add/drop period ends

Monday, July 20

Last day to withdraw

Friday, August 7

Last day of classes

Friday, August 14

Last day to submit grades, before 12:00 noon

Monday, August 17

First 3-week term

First day of classes

Monday, April 27

Add/drop period ends

Wednesday, April 29

Last day to withdraw

Friday, May 1

Last day of classes

Friday, May 15

Last day to submit grades, before 12:00 noon

Monday, May 18

Second 3-week term

First day of classes

Monday, August 3

Add/drop period ends

Wednesday, August 5

Last day to withdraw

Friday, August 7

Last day of classes

Friday, August 21

Last day to submit grades, before 12:00 noon

Monday, August 24

2020-2021 Universal Academic Calendar

Fall 2020 Term

15-week term

First day of classes

Monday, August 24

Add/drop period ends

Tuesday, September 1

Labor Day - **HOLIDAY, no classes**

Monday, September 7

Long Weekend

Sat-Tues, October 3-6

Midterm undergraduate grades, before 12:00 noon

Friday, October 9

Incomplete grades from Spring/Summer 2020, before 12:00 noon

Friday, October 9

Registration for Spring 2021

Tues-Tues, Nov 3-17

Last day to withdraw

Wednesday, November 11

Last day to apply for Fall 2020 (December) degree conferral

Monday, November 16

Thanksgiving Break

Wed-Sun, Nov 25-Nov 29

Last day of classes

Friday, December 11

Commencement Ceremony, 2:00 PM

Friday, December 11

Last day to submit grades, before 12:00 noon

Monday, December 14

Late registration for Spring 2021 begins

Monday, December 14

Degree conferral for Fall 2020 graduates

Wednesday, December 30

Diplomas mailed during the week of

Monday, January 11

First 7.5-week term

First day of classes

Monday, August 24

Add/drop period ends

Tuesday, September 1

Labor Day - **HOLIDAY, no classes**

Monday, September 7

Last day to withdraw

Tuesday, September 29

Last day of classes

Tuesday, October 13

Last day to submit grades, before 12:00 noon

Thursday, October 15

Second 7.5-week term

First day of classes

Thursday, October 15

Add/drop period ends

Thursday, October 22

Last day to withdraw

Tuesday, November 24

Thanksgiving Break

Wed-Sun, Nov 25-Nov 29

Last day of classes

Friday, December 11

Last day to submit grades, before 12:00 noon

Monday, December 14

First 5-week term

First day of classes

Monday, August 24

Add/drop period ends

Tuesday, September 1

Labor Day - **HOLIDAY, no classes**

Monday, September 7

Last day to withdraw

Friday, September 18

Last day of classes

Friday, September 25

Last day to submit grades, before 12:00 noon

Monday, September 28

Second 5-week term

First day of classes

Monday, September 28

Add/drop period ends

Monday, October 5

Last day to withdraw

Friday, October 23

Last day of classes

Friday, October 30

Last day to submit grades, before 12:00 noon

Monday, November 2

Third 5-week term

First day of classes

Monday, November 2

Add/drop period ends

Monday, November 9

Thanksgiving Break

Wed-Sun-November 25-29

Last day to withdraw

Friday, December 4

Last day of classes

Friday, December 11

Last day to submit grades, before 12:00 noon

Monday, December 14

Spring 2021 Term

15-week term

First day of classes

Wednesday, January 6

Add/drop period ends

Wednesday, January 13

Martin Luther King Day - **HOLIDAY, no classes**

Monday, January 18

Registration for Summer 2021

Tuesday, February 2

Midterm undergraduate grades, before 12:00 noon

Friday, February 26

Incomplete grades for Fall 2020, before 12:00 noon

Friday, February 26

Spring Break

Sun-Sun, February 28-March 7

Registration for Fall 2021

Tues-Tues, March 9-23

Last day to apply for Spring 2021 (May) degree conferral

Monday, March 15

Last day to withdraw

Tuesday, March 23

Last day of classes

Friday, April 23

Commencement Ceremony, 1:00 PM

Sunday, April 25

Last day to submit grades, before 12:00 noon

Monday, April 26

Late registration for Fall 2021 begins

Monday, April 26

Degree conferral for Spring 2021 graduates

Sunday, May 30

Diplomas mailed during the week of

Monday, June 14

First 7.5-week term

First day of classes

Wednesday, January 6

Add/drop period ends

Wednesday, January 13

Martin Luther King Day - **HOLIDAY, no classes**

Monday, January 18

Last day to withdraw

Friday, February 12

Last day of classes

Friday, February 26

Last day to submit grades, before 12:00 noon

Monday, March 1

Second 7.5-week term (Partial Spring Break is observed)

First day of classes

Thursday, March 4

Add/drop period ends

Thursday, March 11

Last day to withdraw

Friday, April 9

Last day of classes

Friday, April 23

Last day to submit grades, before 12:00 noon

Monday, April 26

First 5-week term

First day of classes

Wednesday, January 6

Add/drop period ends

Wednesday, January 13

Last day to withdraw

Friday, January 29

Last day of classes

Friday, February 5

Last day to submit grades, before 12:00 noon

Monday, February 8

Second 5-week term

First day of classes

Monday, February 8

Add/drop period ends

Monday, February 15

Last day to withdraw

Friday, March 5

Last day of classes

Friday, March 12

Last day to submit grades, before 12:00 noon

Monday, March 15

Third 5-week term

First day of classes

Monday, March 15

Add/drop period ends

Monday, March 22

Last day to withdraw

Friday, April 9

Last day of classes

Friday, April 16

Last day to submit grades, before 12:00 noon

Monday, April 19

Summer 2021 Term

15-week term

First day of classes

Monday, April 26

Add/drop period ends

Monday, May 3

Memorial Day - **HOLIDAY, no classes**

Monday, May 31

Last day to apply for Summer 2021 (August) degree conferral

Tuesday, June 15

4th of July - **HOLIDAY, no classes**

Monday, July 5

Last day to withdraw

Tuesday, July 6

Last day of classes

Friday, August 6

Last day to submit grades, before 12:00 noon

Monday, August 9

Degree conferrals for Summer 2021

Monday, August 30

Diplomas mailed during the week of

Monday, September 13

10-week term (ELP)

First day of classes

Tuesday, June 1

Add/drop period ends

Tuesday, June 8

4th of July - **HOLIDAY, no classes**

Monday, July 5

Last day to withdraw

Friday, July 16

Last day of classes

Friday, August 6

Last day to submit grades, before 12:00 noon

Monday, August 9

First 7.5-week term

First day of classes

Monday, April 26

Add/drop period ends

Monday, May 3

Memorial Day - **HOLIDAY, no classes**

Monday, May 31

Last day to withdraw

Tuesday, June 1

Last day of classes

Tuesday, June 15

Last day to submit grades, before 12:00 noon

Thursday, June 17

Second 7.5-week term

First day of classes

Thursday, June 17

Add/drop period ends

Thursday, June 24

4th of July - **HOLIDAY, no classes**

Monday, July 5

Last day to withdraw

Friday, July 23

Last day of classes

Friday, August 6

Last day to submit grades, before 12:00 noon

Monday, August 9

First 5-week term

First day of classes

Monday, April 26

Add/drop period ends

Monday, May 3

Last day to withdraw

Friday, May 21

Last day of classes

Friday, May 28

Last day to submit grades, before 12:00 noon

Monday, May 31

Second 5-week term

First day of classes

Monday, June 7

Add/drop period ends

Monday, June 14

Last day to withdraw

Friday, July 2

Last day of classes

Friday, July 9

Last day to submit grades, before 12:00 noon

Monday, July 12

Third 5-week term

First day of classes

Monday, July 12

Add/drop period ends

Monday, July 19

Last day to withdraw

Friday, August 6

Last day of classes

Friday, August 13

Last day to submit grades, before 12:00 noon

Monday, August 16

First 3-week term

First day of classes

Monday, April 26

Add/drop period ends

Wednesday, April 28

Last day to withdraw

Friday, April 30

Last day of classes

Friday, May 14

Last day to submit grades, before 12:00 noon

Monday, May 17

Second 3-week term

First day of classes

Monday, June 14

Add/drop period ends

Wednesday, June 16

Last day to withdraw

Friday, June 18

Last day of classes

Friday, July 2

Last day to submit grades, before 12:00 noon

Tuesday, July 6

Third 3-week term

First day of classes

Monday, August 2

Add/drop period ends

Wednesday, August 4

Last day to withdraw

Friday, August 6

Last day of classes

Friday, August 20

Last day to submit grades, before 12:00 noon

Monday, August 23

2021-2022 Universal Academic Calendar

Fall 2021 Term

15-week term

First day of classes

Monday, August 23

Add/drop period ends

Tuesday, August 31

Labor Day - **HOLIDAY, no classes**

Monday, September 6

Long Weekend

TBD

Midterm undergraduate grades, before 12:00 noon

Friday, October 8

Incomplete grades from Spring/Summer 2020, before 12:00 noon

Friday, October 8

Registration for Spring 2022

Tues-Tues, Nov 2-16

Last day to withdraw

Wednesday, November 10

Last day to apply for Fall 2021 (December) degree conferral

Monday, November 15

Thanksgiving Break

Wed-Sun, Nov 24-Nov 28

Last day of classes

Friday, December 10

Commencement Ceremony, 2:00 PM

Friday, December 10

Last day to submit grades, before 12:00 noon

Monday, December 13

Late registration for Spring 2022 begins

Monday, December 13

Degree conferral for Fall 2021 graduates

Thursday, December 30

Diplomas mailed during the week of

Monday, January 10

First 7.5-week term

First day of classes

Monday, August 23

Add/drop period ends

Tuesday, August 31

Labor Day - **HOLIDAY, no classes**

Monday, September 6

Last day to withdraw

Tuesday, September 28

Last day of classes

Tuesday, October 12

Last day to submit grades, before 12:00 noon

Thursday, October 14

Second 7.5-week term

First day of classes

Thursday, October 14

Add/drop period ends

Thursday, October 21

Last day to withdraw

Tuesday, November 23

Thanksgiving Break

Wed-Sun, Nov 24-Nov 28

Last day of classes

Friday, December 10

Last day to submit grades, before 12:00 noon

Monday, December 13

First 5-week term

First day of classes

Monday, August 23

Add/drop period ends

Tuesday, August 31

Labor Day - **HOLIDAY, no classes**

Monday, September 6

Last day to withdraw

Friday, September 17

Last day of classes

Friday, September 24

Last day to submit grades, before 12:00 noon

Monday, September 27

Second 5-week term

First day of classes

Monday, September 27

Add/drop period ends

Monday, October 4

Last day to withdraw

Friday, October 22

Last day of classes

Friday, October 29

Last day to submit grades, before 12:00 noon

Monday, November 1

Third 5-week term

First day of classes

Monday, November 1

Add/drop period ends

Monday, November 8

Thanksgiving Break

Wed-Sun-November 24-28

Last day to withdraw

Friday, December 3

Last day of classes

Friday, December 10

Last day to submit grades, before 12:00 noon

Monday, December 13

Spring 2022 Term

15-week term

First day of classes

Wednesday, January 5

Add/drop period ends

Wednesday, January 12

Martin Luther King Day - **HOLIDAY, no classes**

Monday, January 17

Registration for Summer 2022

Wednesday, February 2

Midterm undergraduate grades, before 12:00 noon

Friday, February 25

Incomplete grades for Fall 2021, before 12:00 noon

Friday, February 25

Spring Break

Sun-Sun, February 27-March 6

Registration for Fall 2022

Tues-Tues, March 8-22

Last day to apply for Spring 2022 (May) degree conferral

Tuesday, March 15

Last day to withdraw

Tuesday, March 22

Last day of classes

Friday, April 22

Commencement Ceremony, 1:00 PM

Sunday, April 24

Last day to submit grades, before 12:00 noon

Monday, April 25

Late registration for Fall 2022 begins

Monday, April 25

Degree conferral for Spring 2022 graduates

Monday, May 30

Diplomas mailed during the week of

Monday, June 13

First 7.5-week term

First day of classes

Wednesday, January 5

Add/drop period ends

Wednesday, January 12

Martin Luther King Day - **HOLIDAY, no classes**

Monday, January 17

Last day to withdraw

Friday, February 11

Last day of classes

Friday, February 25

Last day to submit grades, before 12:00 noon

Monday, February 28

Second 7.5-week term (Partial Spring Break is observed)

First day of classes

Thursday, March 3

Add/drop period ends

Thursday, March 14

Last day to withdraw

Friday, April 8

Last day of classes

Friday, April 22

Last day to submit grades, before 12:00 noon

Monday, April 25

First 5-week term

First day of classes

Wednesday, January 5

Add/drop period ends

Wednesday, January 12

Last day to withdraw

Friday, January 28

Last day of classes

Friday, February 4

Last day to submit grades, before 12:00 noon

Monday, February 7

Second 5-week term

First day of classes

Monday, February 7

Add/drop period ends

Monday, February 14

Last day to withdraw

Friday, March 4

Last day of classes

Friday, March 11

Last day to submit grades, before 12:00 noon

Monday, March 14

Third 5-week term

First day of classes

Monday, March 14

Add/drop period ends

Monday, March 21

Last day to withdraw

Friday, April 8

Last day of classes

Friday, April 15

Last day to submit grades, before 12:00 noon

Monday, April 18

Summer 2022 Term

15-week term

First day of classes

Monday, April 25

Add/drop period ends

Monday, May 2

Memorial Day - **HOLIDAY, no classes**

Monday, May 30

Last day to apply for Summer 2022 (August) degree conferral

Wednesday, June 15

4th of July - **HOLIDAY, no classes**

Monday, July 4

Last day to withdraw

Tuesday, July 5

Last day of classes

Friday, August 5

Last day to submit grades, before 12:00 noon

Monday, August 8

Degree conferrals for Summer 2022

Tuesday, August 30

Diplomas mailed during the week of

Monday, September 12

10-week term (ELP)

First day of classes

Tuesday, May 31

Add/drop period ends

Tuesday, June 7

4th of July - **HOLIDAY, no classes**

Monday, July 4

Last day to withdraw

Friday, July 15

Last day of classes

Friday, August 5

Last day to submit grades, before 12:00 noon

Monday, August 8

First 7.5-week term

First day of classes

Monday, April 25

Add/drop period ends

Monday, May 2

Memorial Day - **HOLIDAY, no classes**

Monday, May 30

Last day to withdraw

Tuesday, May 31

Last day of classes

Tuesday, June 14

Last day to submit grades, before 12:00 noon

Thursday, June 16

Second 7.5-week term

First day of classes

Thursday, June 16

Add/drop period ends

Thursday, June 23

4th of July - **HOLIDAY, no classes**

Monday, July 4

Last day to withdraw

Friday, July 22

Last day of classes

Friday, August 5

Last day to submit grades, before 12:00 noon

Monday, August 8

First 5-week term

First day of classes

Monday, April 25

Add/drop period ends

Monday, May 2

Last day to withdraw

Friday, May 20

Last day of classes

Friday, May 27

Last day to submit grades, before 12:00 noon

Monday, May 30

Second 5-week term

First day of classes

Monday, June 6

Add/drop period ends

Monday, June 13

Last day to withdraw

Friday, July 1

Last day of classes

Friday, July 8

Last day to submit grades, before 12:00 noon

Monday, July 11

Third 5-week term

First day of classes

Monday, July 11

Add/drop period ends

Monday, July 18

Last day to withdraw

Friday, August 5

Last day of classes

Friday, August 12

Last day to submit grades, before 12:00 noon

Monday, August 15

First 3-week term

First day of classes

Monday, April 25

Add/drop period ends

Wednesday, April 27

Last day to withdraw

Friday, April 29

Last day of classes

Friday, May 13

Last day to submit grades, before 12:00 noon

Monday, May 16

Second 3-week term

First day of classes

Monday, June 13

Add/drop period ends

Wednesday, June 15

Last day to withdraw

Friday, June 17

Last day of classes

Friday, July 1

Last day to submit grades, before 12:00 noon

Tuesday, July 5

Third 3-week term

First day of classes

Monday, August 1

Add/drop period ends

Wednesday, August 3

Last day to withdraw

Friday, August 5

Last day of classes

Friday, August 19

Last day to submit grades, before 12:00 noon

Monday, August 22

2019-2020 Course Listing

Course Code	Course Information	Credits
AC3200RU	<p>PRINCIPLES OF ACCOUNTING I OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
AC6190RU	<p>FORENSIC ACCOUNTING OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ACC201SNH	<p>FINANCIAL ACCOUNTING OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ACC202SNH	<p>MANAGERIAL ACCOUNTING OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ACC301SLU	<p>INTERMEDIATE ACCOUNTING I OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ACC302SLU	<p>INTERMEDIATE ACCOUNTING II OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ACC303SLU	<p>ACCOUNTING INFORMATION SYSTEMS OCICU course taught at Saint Leo University.</p>	3

Course Code	Pre-requisites Course Information	Credits
ACC331SLU	<p data-bbox="451 114 748 141">Complete the following course:</p> <ul data-bbox="451 145 783 172" style="list-style-type: none"> <li data-bbox="451 145 783 172">• XXX123 Permission of Instructor <p data-bbox="432 237 699 264">COST ACCOUNTING</p> <p data-bbox="432 280 927 306">OCICU course taught at Saint Leo University.</p> <p data-bbox="451 340 616 367">Pre-requisites</p> <p data-bbox="451 374 748 400">Complete the following course:</p> <ul data-bbox="451 405 783 432" style="list-style-type: none"> <li data-bbox="451 405 783 432">• XXX123 Permission of Instructor 	3
ACC540SLU	<p data-bbox="432 501 740 528">ACCOUNTING THEORY</p> <p data-bbox="432 544 927 571">OCICU course taught at Saint Leo University.</p> <p data-bbox="451 604 616 631">Pre-requisites</p> <p data-bbox="451 638 748 665">Complete the following course:</p> <ul data-bbox="451 669 783 696" style="list-style-type: none"> <li data-bbox="451 669 783 696">• XXX123 Permission of Instructor 	3
ACT222	<p data-bbox="432 763 954 790">FINANCIAL ACCOUNTING PRINCIPLES I</p> <p data-bbox="432 801 1273 981">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).</p>	3
ACT223	<p data-bbox="432 1055 975 1081">MANAGERIAL ACCOUNTING PRINCIPLES</p> <p data-bbox="432 1093 1350 1200">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.</p> <p data-bbox="451 1234 616 1261">Pre-requisites</p> <p data-bbox="451 1267 748 1294">Complete the following course:</p> <ul data-bbox="451 1299 868 1326" style="list-style-type: none"> <li data-bbox="451 1299 868 1326">• ACT222 Financial Accounting Principles I 	3
ACT322	<p data-bbox="432 1397 842 1424">INTERMEDIATE ACCOUNTING I</p> <p data-bbox="432 1435 1350 1574">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.</p> <p data-bbox="451 1608 616 1635">Pre-requisites</p> <p data-bbox="451 1641 748 1668">Complete the following course:</p> <ul data-bbox="451 1673 876 1700" style="list-style-type: none"> <li data-bbox="451 1673 876 1700">• ACT223 Managerial Accounting Principles 	3
ACT323	<p data-bbox="432 1774 852 1800">INTERMEDIATE ACCOUNTING II</p> <p data-bbox="432 1812 1350 1991">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.</p> <p data-bbox="451 2024 616 2051">Pre-requisites</p> <p data-bbox="451 2058 748 2085">Complete the following course:</p> <ul data-bbox="451 2089 799 2116" style="list-style-type: none"> <li data-bbox="451 2089 799 2116">• ACT322 Intermediate Accounting I 	3

Course Code	Course Information	Credits
ACT412	<p data-bbox="432 91 1342 275">ACCOUNTING</p> <p data-bbox="432 136 1342 275">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.</p> <p data-bbox="451 309 616 336">Pre-requisites</p> <p data-bbox="451 342 746 369">Complete the following course:</p> <ul data-bbox="451 376 868 403" style="list-style-type: none"> <li data-bbox="451 376 868 403">• ACT222 Financial Accounting Principles I 	3
ACT425	<p data-bbox="432 472 564 499">AUDITING</p> <p data-bbox="432 510 1342 689">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.</p> <p data-bbox="451 723 616 750">Pre-requisites</p> <p data-bbox="451 757 746 784">Complete the following course:</p> <ul data-bbox="451 790 807 817" style="list-style-type: none"> <li data-bbox="451 790 807 817">• ACT323 Intermediate Accounting II 	3
ACT480	<p data-bbox="432 887 647 913">COST ANALYSIS</p> <p data-bbox="432 925 1342 1070">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.</p> <p data-bbox="451 1104 616 1131">Pre-requisites</p> <p data-bbox="451 1137 746 1164">Complete the following course:</p> <ul data-bbox="451 1171 876 1198" style="list-style-type: none"> <li data-bbox="451 1171 876 1198">• ACT223 Managerial Accounting Principles 	3
ACT490	<p data-bbox="432 1261 959 1288">ACCOUNTING INFORMATION SYSTEMS</p> <p data-bbox="432 1299 1342 1518">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.</p> <p data-bbox="451 1552 616 1579">Pre-requisites</p> <p data-bbox="451 1585 746 1612">Complete the following course:</p> <ul data-bbox="451 1619 868 1646" style="list-style-type: none"> <li data-bbox="451 1619 868 1646">• ACT222 Financial Accounting Principles I 	3
ACT490	<p data-bbox="432 1709 775 1736">INTEGRATIVE CAPSTONE</p> <p data-bbox="432 1747 1342 2045">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, theater 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.</p> <p data-bbox="451 2078 616 2105">Pre-requisites</p> <p data-bbox="451 2112 839 2139">Complete any 1 of the following courses:</p>	3

Course Code	<ul style="list-style-type: none"> • BUS310W Business Analytics: Research Methods • BUS312W Marketing Research Course Information	Credits
ACT498	TUTORIAL: ACCOUNTING Tutorial: Accounting	4
ACT499	TUTORIAL: ACCOUNTING Tutorial: Accounting	4
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
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
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: <ul style="list-style-type: none"> • ACT510 Accounting Fundamentals 	3
ACT523	INTERMEDIATE ACCOUNTING II 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: <ul style="list-style-type: none"> • ACT519 Intermediate Accounting I 	3
ACT524	FEDERAL TAX ACCOUNTING 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: <ul style="list-style-type: none"> • ACT510 Accounting Fundamentals 	3
ACT540	GOVERNMENT AND NON-PROFIT ACCOUNTING	3

Course Code	Course Information	Credits
ACT545	<p>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.</p> <p>ACCOUNTING THEORY</p> <p>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.</p>	3
ACT573	<p>BUSINESS LAW AND ETHICS</p> <p>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.</p>	3
ACT580	<p>ACCOUNTING INFORMATION SYSTEMS</p> <p>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.</p>	3
ACT620	<p>ADVANCED FINANCIAL ACCOUNTING</p> <p>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.</p>	3
ACT625	<p>COST ANALYSIS</p> <p>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.</p>	3
ACT630	<p>ADVANCED TAX ACCOUNTING</p> <p>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.</p>	3
ACT640	<p>GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING</p> <p>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</p>	3

Course Code	of state and local governments, but the course also considers other not-for-profit entities. Course Information	Credits
ACT645	<p data-bbox="429 232 740 259">ACCOUNTING THEORY</p> <p data-bbox="429 275 1302 454">This course encourages students to take a more conceptual view of accounting, urging them to get beyond the process and to grasp the reasoning behind 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.</p> <p data-bbox="451 488 616 515">Pre-requisites</p> <p data-bbox="451 521 746 548">Complete the following course:</p> <ul data-bbox="451 555 807 582" style="list-style-type: none"> <li data-bbox="451 555 807 582">• ACT523 Intermediate Accounting II 	3
ACT650	<p data-bbox="429 647 804 674">MANAGERIAL ACCOUNTING</p> <p data-bbox="429 689 1315 831">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.</p> <p data-bbox="451 864 616 891">Pre-requisites</p> <p data-bbox="451 898 842 925">Complete any 1 of the following courses:</p> <ul data-bbox="451 931 807 992" style="list-style-type: none"> <li data-bbox="451 931 770 958">• BUS507 Accounting Essentials <li data-bbox="451 965 807 992">• ACT510 Accounting Fundamentals 	3
ACT650EX	<p data-bbox="429 1055 1054 1081">MANAGERIAL ACCOUNTING: PRIOR LEARNING</p> <p data-bbox="429 1095 847 1122">Managerial Accounting: Prior Learning</p>	3
ACT660	<p data-bbox="429 1196 868 1223">PREPARING FOR THE CPA EXAM</p> <p data-bbox="429 1238 1347 1379">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.</p> <p data-bbox="451 1413 616 1440">Pre-requisites</p> <p data-bbox="451 1447 831 1473">Complete all 4 of the following courses:</p> <ul data-bbox="451 1480 807 1603" style="list-style-type: none"> <li data-bbox="451 1480 807 1507">• ACT519 Intermediate Accounting I <li data-bbox="451 1514 807 1541">• ACT523 Intermediate Accounting II <li data-bbox="451 1547 786 1574">• ACT524 Federal Tax Accounting <li data-bbox="451 1581 636 1608">• ACT531 Auditing 	3
ACT699	<p data-bbox="429 1671 767 1697">FORENSIC ACCOUNTING</p> <p data-bbox="429 1713 1358 1892">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.</p> <p data-bbox="451 1926 616 1953">Pre-requisites</p> <p data-bbox="451 1960 831 1986">Complete all 3 of the following courses:</p> <ul data-bbox="451 1993 858 2078" style="list-style-type: none"> <li data-bbox="451 1993 799 2020">• ACT573 Business Law and Ethics <li data-bbox="451 2027 858 2054">• ACT620 Advanced Financial Accounting <li data-bbox="451 2060 807 2087">• ACT630 Advanced Tax Accounting 	3

ADMN6375UIW Course Code	STRATEGIC PLANNING AND POLICY Course Information	Credits
	OCICU course taught at University of the Incarnate World.	
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
AFROTC06PIT	<p>SOPHOMORE LEADERSHIP LAB PCHE course taught at University of Pittsburgh.</p>	0
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
ANT0780PIT	<p>INTRO TO CULTURAL ANTHROPOLOGY PCHE course taught at University of Pittsburgh.</p>	3
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
ART103	<p>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.</p>	3
ART111	<p>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.</p>	3
ART114	<p>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.</p>	3
ART115	<p>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.</p>	3
ART117	<p>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.</p>	3

Course Code	Course Information	Credits
	OCICU course taught at Saint Leo University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
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
ART129	THE BODY: SELF/OTHER IN THREE PARTS The Body: Self/Other in Three Parts	3
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
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
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
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
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	3

Course Code	Course Information	Credits
ART152	<p>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.</p> <p>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.</p>	3
ART205	<p>SCULPTURE STUDIO This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Additional Fee(s): Applied art fee.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART105 Sculpture I 	3
ART208	<p>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.</p>	3
ART210	<p>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.</p>	3
ART211	<p>CERAMICS STUDIO 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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART111 Ceramics I 	3
ART211PLA	<p>CERAMICS STUDIO PLA Credit Awarded</p>	3

ART213 Course Code	SPECIAL TOPICS Course Information Special Topics	3 Credits
ART213WX	SPECIAL TOPICS: WOMEN AND ART Special Topics: Women and Art	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
ART215	PAINTING STUDIO 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	3
ART217	DRAWING STUDIO 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	3
ART220	MATERIAL STUDIES STUDIO 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.	3
ART226	3-D DESIGN II:ARCHIT 3-D DESIGN II:ARCHIT	3
ART226	3-D DESIGN II:ARCHIT 3-D DESIGN II:ARCHIT	1
ART227	PRINTMAKING STUDIO 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	3

Course Code	Complete the following course: Course Information <ul style="list-style-type: none"> • ART127 Printmaking I 	Credits
ART230W	WOMEN AND ART Women and Art addresses the work of women artists from the Renaissance to the present and images of women in Western art. Feminist approaches to the history of art are examined critically to determine their contribution to the history of art. This is a writing intensive course.	3
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
ART234	BAROQUE AND ROCOCO ART An in-depth survey of the various styles and aims of European art from 1590 to 1700.	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
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • ART273 Photography I • COM273 Photography I - B&W Darkroom 	
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
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
ART248	19TH-CENTURY ART This survey examines art movements in France, England, Germany, and other	3

Course Code	Course Information	Credits
ART250	<p data-bbox="427 76 1310 219">European countries from the early to late 19th-century, focusing on Romanticism and Realism, the Pre-Raphaelites, Impressionism and Post-Impressionism, and Symbolism. It explores the impact of urbanization, industrialization, and race and gender issues on visual culture.</p> <p data-bbox="427 282 1091 309">INTRODUCTION TO DIGITAL VIDEO PRODUCTION</p> <p data-bbox="427 327 1350 542">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.</p> <p data-bbox="448 577 619 604">Pre-requisites</p> <p data-bbox="448 613 746 640">Complete the following course:</p> <ul data-bbox="448 645 699 672" style="list-style-type: none"> • ART141 Media Literacy 	3
ART254	<p data-bbox="427 734 938 761">MODERN ART, 1900 TO THE PRESENT</p> <p data-bbox="427 779 1331 1034">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.</p>	3
ART261	<p data-bbox="427 1106 932 1133">WEB DESIGN 1: CODE + AESTHETICS</p> <p data-bbox="427 1151 1342 1411">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.</p> <p data-bbox="448 1473 619 1500">Pre-requisites</p> <p data-bbox="448 1509 746 1536">Complete the following course:</p> <ul data-bbox="448 1541 699 1568" style="list-style-type: none"> • ART141 Media Literacy 	3
ART271	<p data-bbox="427 1639 577 1666">ASIAN ART</p> <p data-bbox="427 1684 1337 1859">This course surveys the art of India, China, Southeast Asia, Korea, and Japan from the earliest civilizations to the modern period. Since much Asian artistic production was inspired by religious belief, students also will be introduced to the major currents of Asian religion and philosophy, including Buddhism, Hinduism, Jainism, Islam, Confucianism, Daoism, and Shintoism.</p>	3
ART305	<p data-bbox="427 1930 711 1957">SCULPTURE STUDIO</p> <p data-bbox="427 1975 1358 2119">This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Additional Fee(s): Applied art fee.</p>	3

Course Code	Pre-requisites Course Information	Credits
	Complete the following course: <ul style="list-style-type: none"> • ART205 Sculpture Studio 	
ART309W	ART + LAND: ARTISTS ENGAGE THE ENVIRONMENT 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.	3
ART311	CERAMICS STUDIO 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: <ul style="list-style-type: none"> • ART211 Ceramics Studio 	3
ART313	SPECIAL TOPICS Special Topics	3
ART315	PAINTING STUDIO 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: <ul style="list-style-type: none"> • ART115 Painting I 	3
ART317	DRAWING STUDIO 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: <ul style="list-style-type: none"> • ART117 Drawing I 	3
ART320	MATERIAL STUDIES STUDIO 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: <ul style="list-style-type: none"> • ART220 Material Studies Studio 	3

Course Code	Course Information	Credits
ART321	<p>TYPOGRAPHY DESIGN STUDIO</p> <p>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.</p>	3
ART327	<p>PRINTMAKING STUDIO</p> <p>This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced. Additional Fee(s): Applied are fee.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART127 Printmaking I 	3
ART328	<p>THE CARNEGIE INTERNATIONAL</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ART132 History of World Art II: 1400 to Present • ART254 Modern Art, 1900 to the Present 	3
ART330SLU	<p>CONTEMPORARY HUMANITIES</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ART350	<p>INTERMEDIATE DIGITAL VIDEO PRODUCTION</p> <p>Students will utilize the nonlinear editing software program Final Cut Pro to examine methods of production and related theories involved in achieving structure in film and video. By conceptually dissecting and practically applying techniques such as splicing, transitional effects, and other editing processes, students will render sophisticated projects which are conscious of how the edit structures film and by doing so becomes another creative and technical layer for study. Cross-listed as FLM 350.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ART150 Introduction to Digital Video Production • COM150 Introduction to Digital Video Production • FDT150 Introduction to Digital Video Production 	3
ART353	<p>PRINT DESIGN</p> <p>This course combines technical training in digital imaging with exercises in creative print-media based design and critical thinking. Students learn conceptual and</p>	3

Course Code	technical differences between analog and digital imaging and work with a range of digital tools, including QuarkXpress, Adobe InDesign, 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. Course Information	Credits
ART358	<p>PHOTOGRAPHY IV: STUDIO AND LIGHTING TECHNIQUES</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART142 Photography I : Black and White Darkroom 	3
ART365	<p>VISUAL COMMUNICATION</p> <p>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.</p>	3
ART366	<p>AMERICAN ART: COLONIAL TO 1900</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ART132 History of World Art II: 1400 to Present • ART131 History of World Art I: Prehistory to 1400 	3
ART368	<p>MUSEUM EDUCATION AND THE VISUAL ARTS</p> <p>This course traces the development of the American art museum's educational mission from the early nineteenth century to the present. A range of programming types, including docent touring, computer-based learning, museum-school partnerships, and hands-on experiences are observed and analyzed. Students will also design programs for exhibitions in the Chatham University Art Gallery.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART208 Introduction to Art Museum Studies 	3
ART372	<p>CURATING AFRICAN ART</p> <p>This course explores the rich diversity of art across sub-Saharan Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork.</p>	3

Course Code	Course Information	Credits
ART372	<p>CURATING AFRICAN ART AND ARTIFACTS</p> <p>This course explores the rich diversity of art across sub-Saharan Africa from the Paleolithic era to today. It focuses on cultures from West Africa, Central Africa, and East Africa to complement the holdings of the College's outstanding Olkes Collection of African Art, which includes more than 600 objects. Class lecture, discussion, and student projects utilize works from the collection, including masks, wood sculpture, beadwork, and metalwork.</p>	3
ART378	<p>CURATING THE VISUAL ARTS</p> <p>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.</p>	3
ART388	<p>LANDSCAPE PHOTOGRAPHY</p> <p>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.</p>	3
ART405	<p>SCULPTURE STUDIO</p> <p>This advanced studio course gives the student the opportunity to study a particular process or combination of processes in more depth. Contemporary approaches such as installation and performance art, and environmental and conceptual art are introduced. Additional Fee(s): Applied art fee.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART305 Sculpture Studio 	3
ART411	<p>CERAMICS STUDIO</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART311 Ceramics Studio 	3
ART415	<p>PAINTING STUDIO</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART315 Painting Studio 	3

Course Code	Course Information	Credits
ART417	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART117 Drawing I 	
ART420	<p>MATERIAL STUDIES STUDIO</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART320 Material Studies Studio 	3
ART427	<p>PRINTMAKING STUDIO</p> <p>This course is an exploration of the expressive possibilities of graphic media. Historical methods of printmaking are introduced.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ART127 Printmaking I 	3
ART450	<p>ADVANCED DIGITAL VIDEO PRODUCTION STUDIO</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • FDT350 Intermediate Digital Video Production • COM350 Intermediate Digital Video • ART350 Intermediate Digital Video Production 	3
ART481	<p>EVENT PHOTOGRAPHY</p> <p>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</p> <p>Pre-requisites Complete the following course:</p>	1

Course Code	Course Information	Credits
ART483	<p data-bbox="429 147 748 174">EVENT PHOTOGRAPHY</p> <p data-bbox="429 188 1342 367">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.</p> <p data-bbox="450 405 616 432">Pre-requisites</p> <p data-bbox="450 439 842 465">Complete any 1 of the following courses:</p> <ul data-bbox="450 472 1050 524" style="list-style-type: none"> <li data-bbox="450 472 967 499">• ART142 Photography I : Black and White Darkroom <li data-bbox="450 506 1050 524">• ART152 Photography II - Introduction to Digital Photography 	3
ART490	<p data-bbox="429 595 775 622">INTEGRATIVE CAPSTONE</p> <p data-bbox="429 636 1355 927">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, theater 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.</p>	3
ART492	<p data-bbox="429 1003 732 1030">INDEPENDENT STUDY</p> <p data-bbox="429 1043 1347 1187">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.</p> <p data-bbox="450 1223 616 1249">Pre-requisites</p> <p data-bbox="450 1256 748 1283">Complete the following course:</p> <ul data-bbox="450 1290 785 1308" style="list-style-type: none"> <li data-bbox="450 1290 785 1308">• XXX123 Permission of Instructor 	2
ART493	<p data-bbox="429 1379 732 1406">INDEPENDENT STUDY</p> <p data-bbox="429 1420 1347 1711">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.</p> <p data-bbox="450 1747 616 1774">Pre-requisites</p> <p data-bbox="450 1780 748 1807">Complete the following course:</p> <ul data-bbox="450 1814 785 1836" style="list-style-type: none"> <li data-bbox="450 1814 785 1836">• XXX123 Permission of Instructor 	3
ART495UNLV	<p data-bbox="429 1908 852 1935">SPECIAL TOPICS ART HISTORY</p> <p data-bbox="429 1942 711 1975">Special Topics Art History</p>	3
ART498	<p data-bbox="429 2047 639 2074">TUTORIAL: ART</p> <p data-bbox="429 2085 560 2114">Tutorial: Art</p>	4

Course Code	Course Information	Credits
ART499	Tutorial: Art	
ATH500	<p>PREVENTION AND CARE OF EMERGENCY MEDICAL CONDITIONS</p> <p>This course will teach athletic training students recognition, evaluation, and treatment of emergent medical conditions. This will include basic skills required for injury prevention, treatment and recovery as it relates to physically active populations.</p>	3
ATH501	<p>THERAPEUTIC MODALITIES</p> <p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • ATH500 Prevention and Care of Emergency Medical Conditions 	4
ATH502	<p>INTRODUCTION TO PROFESSIONAL PRACTICE</p> <p>This course will introduce athletic training students to various aspects of professional 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.</p>	2
ATH503	<p>ORTHOPEDIC AND NEUROLOGIC ASSESSMENT I</p> <p>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.</p>	4
ATH504	<p>ORTHOPEDIC AND NEUROLOGIC ASSESSMENT II</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • ATH503 Orthopedic and Neurologic Assessment I 	4
ATH505	<p>MEDICAL MANAGEMENT OF AN ATHLETIC POPULATION</p> <p>This course teaches recognition, evaluation, management, and treatment of non-orthopedic medical conditions that affect physically active populations.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • ATH503 Orthopedic and Neurologic Assessment I 	3
ATH506	<p>THERAPEUTIC INTERVENTIONS I</p> <p>Theories, concepts and psychomotor skills in the appropriate application and utilization of therapeutic exercise in the rehabilitation of musculoskeletal injuries.</p> <p>Pre-requisites</p> <p>Complete the following course:</p>	4

Course Code	Course Information	Credits
ATH507	<p data-bbox="432 147 884 174">THERAPEUTIC INTERVENTIONS II</p> <p data-bbox="432 188 1337 371">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.</p> <p data-bbox="451 405 616 432">Pre-requisites</p> <p data-bbox="451 439 748 465">Complete the following course:</p> <ul data-bbox="451 472 815 495" style="list-style-type: none"> <li data-bbox="451 472 815 495">• ATH506 Therapeutic Interventions I 	4
ATH508	<p data-bbox="432 580 983 607">PHARMACOLOGY IN ATHLETIC TRAINING</p> <p data-bbox="432 620 1337 840">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 musculoskeletal, cardiovascular, nervous, endocrine, and gastrointestinal systems.</p> <p data-bbox="451 873 616 900">Pre-requisites</p> <p data-bbox="451 907 748 934">Complete the following course:</p> <ul data-bbox="451 940 1002 963" style="list-style-type: none"> <li data-bbox="451 940 1002 963">• ATH505 Medical Management of an Athletic Population 	2
ATH509	<p data-bbox="432 1032 735 1059">RESEARCH SEMINAR I</p> <p data-bbox="432 1072 1337 1178">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.</p>	1
ATH510	<p data-bbox="432 1245 743 1272">RESEARCH SEMINAR II</p> <p data-bbox="432 1285 1337 1435">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.</p>	1
ATH511	<p data-bbox="432 1503 751 1529">RESEARCH SEMINAR III</p> <p data-bbox="432 1543 1337 1693">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.</p>	1
ATH512	<p data-bbox="432 1760 1070 1787">CLINICAL EXPERIENCE IN ATHLETIC TRAINING I</p> <p data-bbox="432 1800 1337 1951">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.</p>	3
ATH513	<p data-bbox="432 2018 1078 2045">CLINICAL EXPERIENCE IN ATHLETIC TRAINING II</p> <p data-bbox="432 2058 1337 2163">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</p>	3

Course Code	Course Information	Credits
ATH514	<p>CLINICAL EXPERIENCE IN ATHLETIC TRAINING III</p> <p>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.</p>	2
ATH515	<p>CLINICAL EXPERIENCE IN ATHLETIC TRAINING IV</p> <p>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.</p>	4
ATH516	<p>CLINICAL EXPERIENCE IN ATHLETIC TRAINING V</p> <p>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.</p>	3
ATH517	<p>ADMINISTRATION AND MANAGEMENT</p> <p>This course will address administration responsibilities, policies, and procedures as they relate to the athletic training profession. Focus will be placed on legal and ethical practices, budget, record keeping, facility design and budget as well as job seeking, and interview skills.</p>	3
ATH518	<p>OPTIMIZING ATHLETIC PERFORMANCE</p> <p>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.</p>	3
ATH519	<p>ADVANCED TOPICS IN ATHLETIC TRAINING</p> <p>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.</p>	3
ATH520	<p>CERTIFICATION PREPARATION COURSE</p> <p>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.</p>	1
ATH521	<p>ADVANCED SPORTS NUTRITION</p>	3

Course Code	Course Information	Credits
ATH522	<p>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 variety of active populations. Various diets and their implications/impact on the body will also be discussed.</p> <p>HEALTHCARE DELIVERY</p> <p>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.</p>	3
BA465RU	<p>STRATEGIC MANAGEMENT</p> <p>OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
BA480IRU	<p>ENTREPRENEURSHIP SEMINAR</p> <p>OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
BFIN3321UIW	<p>PRINCIPLES OF FINANCIAL MANAGEMENT</p> <p>OCICU course taught at University of the Incarnate World.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
BIO 135	<p>APPLIED HUMAN BIOLOGY</p>	4
BIO114	<p>BASIC NUTRITION</p> <p>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.</p>	3
BIO115	<p>BASIC MICROBIOLOGY WITH LAB</p> <p>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.</p>	4
BIO116	<p>BASIC ANATOMY AND PHYSIOLOGY I WITH LAB</p>	4

Course Code	Course Information	Credits
BIO117	<p>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.</p> <p>BASIC ANATOMY AND PHYSIOLOGY II WITH LAB</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • BIO116 Basic Anatomy and Physiology I with Lab 	4
BIO118	<p>ENVIRONMENTAL HEALTH ISSUES</p> <p>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.</p>	3
BIO119	<p>MEDICAL TERMINOLOGY</p> <p>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.</p>	3
BIO123	<p>NUTRITION</p> <p>An introduction to nutrients, their composition, functions, and sources. Human physiology, including digestion, metabolism, and excretion, is covered, along with special nutritional needs throughout the life cycle. Integrated with this basic information are special topics pertaining to diets, organic foods, preservatives, pesticides, world hunger, and other current concerns. Two hours of lecture per week.</p>	2
BIO123	<p>NUTRITION</p> <p>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.</p>	3
BIO131	<p>HUMAN GENETICS</p> <p>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.</p>	2

Course Code	Additional Fee(s): Laboratory fee. Course Information	Credits
BIO131	<p>HUMAN GENETICS</p> <p>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.</p>	3
BIO131L	<p>HUMAN GENETICS LABORATORY</p> <p>Laboratory course emphasizing human genetics. Experiments will correlate with and enhance the lecture in BIO131. Two hours of laboratory per week. Additional Fee(s): Laboratory fee.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • BIO131 Human Genetics • BIO131 Human Genetics 	1
BIO135	<p>APPLIED HUMAN BIOLOGY</p> <p>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.</p>	3
BIO135L	<p>APPLIED HUMAN BIOLOGY LAB</p> <p>Laboratory course emphasizing aspects of human biology. Experiments will correlate with and enhance lectures in BIO 135.</p>	1
BIO143	<p>THE CELL</p> <p>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</p>	3
BIO143L	<p>LAB: THE CELL</p> <p>Experiments to complement the material presented in BIO143. Two hours of laboratory per week. Corequisite or Prerequisite: BIO143. Additional Fee(s): Laboratory fee.</p>	1
BIO144	<p>THE ORGANISM</p> <p>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.</p>	3
BIO144L	<p>LAB: THE ORGANISM</p> <p>Experiments to complement the material presented in BIO144. Two hours of laboratory per week. Corequisite: BIO144. Additional Fee(s): Laboratory fees.</p>	1
BIO201	<p>ANATOMY</p>	3

Course Code	Course Information	Credits
BIO201L	<p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO143 The Cell • BIO144 The Organism <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO143 The Cell • BIO144 The Organism 	2
BIO205	<p>HUMAN CADAVER DISSECTION 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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BIO201 Anatomy <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BIO201L Lab: Anatomy • BIO201LW Lab: Anatomy 	3
BIO209	<p>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.</p>	3
BIO209LW	<p>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.</p>	2
BIO213	<p>SPECIAL TOPICS: WOMEN'S HEALTH ISSUES</p>	3
BIO218	<p>WOMEN'S HEALTH ISSUES This course examines the biology of women, both cis gender and people within trans communities, providing a framework for the discussion of health issues, current research, treatments, and historical perspectives. Aspects of reproductive</p>	3

Course Code	life and an examination of psychological, sociological and cultural influence. Course Information	Credits
BIO221	<p>GENERAL MICROBIOLOGY</p> <p>The study of fundamental characteristics of bacteria and related microorganisms, including taxonomy, physiology, and distribution. Three class meetings per week.</p> <p>Pre-requisites</p> <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • CHM108 Chemistry II • CHM110L Chemistry II Laboratory <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO143 The Cell • BIO144 The Organism 	3
BIO221LW	<p>LAB: GENERAL MICROBIOLOGY</p> <p>Experiments to complement the material in BIO221. Four hours of laboratory per week. Additional Fee(s): Laboratory fees.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • BIO221 General Microbiology • BIO303 Applied and Environmental Microbiology 	2
BIO224	<p>BOTANY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO144 The Organism • BIO143 The Cell 	3
BIO224L	<p>LAB: BOTANY</p> <p>Experiments to complement the material presented in BIO224. Four hours of laboratory or field experience per week. Corequisite: BIO224. Additional Fee(s): Laboratory fees.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • BIO224 Botany 	2
BIO226	<p>TOXICOLOGY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete all 4 of the following courses:</p> <ul style="list-style-type: none"> • BIO143 The Cell • BIO144 The Organism • CHM109L Chemistry I Laboratory • CHM110L Chemistry II Laboratory 	3
BIO231	<p>CELL AND MOLECULAR BIOLOGY</p> <p>A lecture course covering the organelles and activities of cells. Topics include the</p>	3

Course Code	Course Information 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.	Credits
BIO231W	<p>CELL AND MOLECULAR BIOLOGY</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO143 The Cell • CHM108 Chemistry II 	3
BIO248	<p>ECOLOGY</p> <p>A study of the interrelation between organisms and their environment. Three hours of lecture per week.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO144 The Organism • BIO143 The Cell 	3
BIO248LW	<p>LAB: ECOLOGY</p> <p>Experiments to complement the material presented in BIO248. Four hours of laboratory or field experience per week. Corequisite: BIO248. Additional Fee (s): Laboratory fee.</p>	2
BIO255	<p>BIOMEDICAL ETHICS</p> <p>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.</p>	3
BIO302	<p>PHYSIOLOGY</p> <p>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.</p>	3
BIO302L	<p>PHYSIOLOGY LAB</p> <p>Laboratory experiments emphasizing comparative physiology between human and other animals. Three hours of laboratory per week. Corequisite: BIO302. Additional Fee(s): Laboratory fees.</p>	2

BIO303 Course Code	APPLIED AND ENVIRONMENTAL MICROBIOLOGY Course Information	Credits
BIO319	<p>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.</p> <p>EXPERIMENTAL NEUROSCIENCE</p> <p>With an emphasis on neuropathology, the course builds on the foundations of neuroscience to explore advanced topics in sensation, motor control, emotion, and cognition. Classical and modern methods for investigating the structure and function of the nervous system will be examined through lectures, discussions, and student projects.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • BIO209 Basic Neuroscience <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BIO231 Cell and Molecular Biology • BIO231W Cell and Molecular Biology 	3
BIO408	<p>DEVELOPMENTAL BIOLOGY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • BIO231 Cell and Molecular Biology 	3
BIO417	<p>GENETICS</p> <p>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.</p>	3
BIO418	<p>CHEMICAL ANALYSIS LABORATORY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • CHM216L Organic Chemistry Laboratory 	3
BIO419	<p>IMMUNOLOGY</p> <p>This course covers fundamental principles of immunology with emphasis on molecular and cellular immunology, including antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, and the cellular basis for the immune response. Three hours of lecture per week. Prerequisite(s): BIO221 or BIO302</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • BIO221 General Microbiology 	3

Course Code	Course Information	Credits
BIO438	<p>BIOCHEMISTRY I</p> <p>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.</p>	3
BIO439	<p>BIOCHEMISTRY II</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BIO438 Biochemistry I • CHM338 Biochemistry I 	3
BIO440L	<p>MACROMOLECULE LABORATORY</p> <p>An advanced laboratory course for junior and senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly used in the fields of cellular biology, molecular biology, and biochemistry. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as CHM340.</p>	2
BIO440LW	<p>MACROMOLECULE LABORATORY</p> <p>An advanced laboratory course for junior and senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly used in the fields of cellular biology, molecular biology, and biochemistry. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as CHM340. Additional Fee(s): Laboratory fee.</p>	2
BIO455	<p>BIOMEDICAL ETHICS</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BIO302 Physiology • BIO408 Developmental Biology • BIO417 Genetics 	3
BIO458	<p>HISTOLOGY</p> <p>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,</p>	3

Course Code	veterinary medicine, or dentistry. Course Information	Credits
BIO461	<p>AQUATIC ENTOMOLOGY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • SUS201 Integrative Biology <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO143 The Cell • BIO144 The Organism 	3
BIO461L	<p>AQUATIC ENTOMOLOGY LABORATORY</p> <p>Aquatic environments harbor a vast number of insect species that are widely used as biological indicators of environmental health. This laboratory section complements the course introducing the physiological, ecological, and biomonitoring attributes of aquatic insects. Laboratory assignments will emphasize taxonomic identification and sampling techniques.</p> <p>Pre-requisites</p> <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO143 The Cell • BIO144 The Organism <p>Complete the following course:</p> <ul style="list-style-type: none"> • SUS202 Dynamic Earth Systems 	1
BIO481W	<p>ECOLOGY AND ENVIRONMENTAL JOURNAL CLUB</p> <p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor • BIO498 Tutorial: Biology • BIO499 Tutorial: Biology • CHM498 Tutorial: Chemistry • CHM499 Tutorial: Chemistry 	2
BIO484	<p>PLANT PHYSIOLOGY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • BIO224 Botany • CHM109L Chemistry I Laboratory • CHM110L Chemistry II Laboratory 	3
BIO484L	<p>LAB: PLANT PHYSIOLOGY</p> <p>Experiments to complement the material presented in BIO384. Four hours of laboratory per week. Corequisite: BIO484. Additional Fee(s): Laboratory fees.</p>	2

Course Code	Course Information Co-requisites	Credits
	<ul style="list-style-type: none"> BIO484 Plant Physiology 	
BIO490	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> IND350W Scientific Research Methods 	3
BIO491	<p>INDEPENDENT STUDY</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> XXX123 Permission of Instructor 	1
BIO492	<p>INDEPENDENT STUDY</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> XXX123 Permission of Instructor 	2
BIO493	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> XXX123 Permission of Instructor 	3
BIO494	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> XXX123 Permission of Instructor 	4
BIO498	TUTORIAL: BIOLOGY	4
BIO499	TUTORIAL: BIOLOGY	4
BIO502	<p>HUMAN GROSS ANATOMY</p> <p>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.</p>	6

Course Code	Course Information	Credits
BIO502	<p>HUMAN GROSS ANATOMY</p> <p>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.</p>	4
BIO502L	<p>LAB: HUMAN GROSS ANATOMY</p>	0
BIO502L	<p>HUMAN GROSS ANATOMY LAB</p> <p>Human Gross Anatomy Lab</p>	2
BIO503	<p>HUMAN ANATOMY</p> <p>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.</p>	3
BIO503L	<p>LABORATORY: HUMAN ANATOMY</p> <p>Laboratory: Human Anatomy</p>	1
BIO504	<p>HUMAN PHYSIOLOGY</p> <p>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.</p>	3
BIO506	<p>PRINCIPLES OF NEUROSCIENCE</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BIO502 Human Gross Anatomy • BIO502 Human Gross Anatomy 	3
BIO506L	<p>LAB: PRINCIPLES OF NEUROSCIENCE</p> <p>Laboratory experience includes the human nervous system material, brain sections, and anatomical models. Two hours of Laboratory per week.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • BIO506 Principles of Neuroscience 	1
BIO508	<p>DEVELOPMENTAL BIOLOGY</p> <p>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,</p>	3

Course Code	hormones as mediators of development, and developmental genetics. Course Information	Credits
BIO509	<p>FUNDAMENTALS OF NEUROSCIENCE</p> <p>This course is designed to examine the fundamental aspects of nervous system function, emphasizing the bases of excitability, synaptic transmission and neuron target 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.</p>	3
BIO509L	<p>FUNDAMENTALS OF NEUROSCIENCE LAB</p> <p>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.</p>	1
BIO512	<p>ADVANCED HUMAN GROSS ANATOMY</p> <p>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.</p>	3
BIO512L	<p>ADVANCED HUMAN GROSS ANATOMY LAB</p> <p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • BIO512 Advanced Human Gross Anatomy 	2
BIO513	<p>INTEGRATED SEMINAR IN APPLIED AND ENVIRONMENTAL MICROBIOLOGY</p> <p>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.</p>	3
BIO514	<p>ADVANCED HUMAN PHYSIOLOGY</p> <p>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.</p>	3
BIO516	<p>ADVANCED NEUROSCIENCE</p> <p>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.</p>	3

BIO516L Course Code	ADVANCED NEUROSCIENCE LAB Course Information	2 Credits
BIO517	<p data-bbox="429 483 1337 300">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.</p> <p data-bbox="451 331 785 394">Co-requisites</p> <ul data-bbox="451 367 785 394" style="list-style-type: none"> <li data-bbox="451 367 785 394">• BIO516 Advanced Neuroscience 	3
BIO518	<p data-bbox="429 703 911 730">CHEMICAL ANALYSIS LABORATORY</p> <p data-bbox="429 739 1353 922">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.</p>	3
BIO519	<p data-bbox="429 999 624 1025">IMMUNOLOGY</p> <p data-bbox="429 1034 1311 1178">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.</p>	3
BIO532	<p data-bbox="429 1254 638 1281">BIOSTATISTICS</p> <p data-bbox="429 1290 1334 1473">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.</p>	3
BIO538	<p data-bbox="429 1550 660 1576">BIOCHEMISTRY I</p> <p data-bbox="429 1585 1331 1729">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.</p>	3
BIO539	<p data-bbox="429 1805 668 1832">BIOCHEMISTRY II</p> <p data-bbox="429 1841 1331 1984">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.</p>	3
BIO540L	<p data-bbox="429 2060 884 2087">MACROMOLECULE LABORATORY</p> <p data-bbox="429 2096 1340 2163">An advanced laboratory course for junior or senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly</p>	2

Course Code	Course Information	Credits
	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.	
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
BIO562	CARDIOMETABOLIC DISEASE This course is a focused course extending the concepts related to human physiology. It is expected that each student has an advanced knowledge of the physiological systems of the body as well as basic understanding of the pathophysiology related to cardiovascular and metabolic disease.	3
BIO612L	CADAVER DISSECTION LAB This course presents an extensive overview of gross human anatomic structure, through cadaver dissection, emphasizing the thoracic and abdominal viscera, as well as the musculoskeletal and neuromuscular systems. Evident pathologies are highlighted when present. Strong emphasis is placed upon the development of excellent dissection skills and practices.	3

Pre-requisites

Course Code	Course Information	Credits
	Complete all 2 of the following courses: <ul style="list-style-type: none"> • BIO512 Advanced Human Gross Anatomy • BIO512L Advanced Human Gross Anatomy Lab 	
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
BIO637	INTERNSHIP Internship	1
BIO638	INTERNSHIP Internship	2
BIO639	INTERNSHIP Internship	3
BIO691	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
BIO692	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
BIO693	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	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. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • BIO698 Biology Thesis I 	3

BIO800 Course Code	GRADUATE CONTINUING CREDIT Course Information Graduate Continuing Credit	1 Credits
BIOL1401UIW	<p data-bbox="429 215 951 241">DIVERSITY OF LIFE AND LABORATORY</p> <p data-bbox="429 253 1066 280">OCICU course taught at University of the Incarnate World.</p> <p data-bbox="451 315 616 342">Pre-requisites</p> <p data-bbox="451 349 746 376">Complete the following course:</p> <ul data-bbox="451 383 783 405" style="list-style-type: none"> <li data-bbox="451 383 783 405">• XXX123 Permission of Instructor 	4
BMKT3377UIW	<p data-bbox="429 477 743 504">CONSUMER BEHAVIOR</p> <p data-bbox="429 515 1066 542">OCICU course taught at University of the Incarnate World.</p> <p data-bbox="451 577 616 604">Pre-requisites</p> <p data-bbox="451 611 746 638">Complete the following course:</p> <ul data-bbox="451 645 783 667" style="list-style-type: none"> <li data-bbox="451 645 783 667">• XXX123 Permission of Instructor 	3
BUS105	<p data-bbox="429 734 826 761">FOUNDATIONS OF BUSINESS</p> <p data-bbox="429 772 1353 958">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.</p>	3
BUS110	<p data-bbox="429 1025 735 1052">BUSINESS STATISTICS</p> <p data-bbox="429 1064 1342 1216">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.</p>	3
BUS138	<p data-bbox="429 1283 1214 1310">EDEN HALL EXPERIENCES - ECOSYSTEMS: FOOD TO FUN</p> <p data-bbox="429 1321 1342 1473">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.</p>	1
BUS145	<p data-bbox="429 1541 799 1568">SUSTAINABILITY IN ACTION</p> <p data-bbox="429 1579 1321 1798">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 methods for increasing targeted pro-environmental behaviors (PEB) given the scope of individual, organization, and community-level conditions that may be present.</p>	3
BUS171	<p data-bbox="429 1877 1018 1904">INFORMATION SYSTEMS AND OPERATIONS</p> <p data-bbox="429 1915 1353 2089">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.</p>	3

BUS213 Course Code	SPECIAL TOPICS Course Information Special Topics	3 Credits
BUS213E	SPECIAL TOPICS: SUSTAINABILITY IN ACTION Special Topics: Sustainability in Action	3
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 achieving project success. The coursework prepares the student for the Certified Associated Project Manager (CAPM) examination.	2
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. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • BUS105 Foundations of Business 	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
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. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • BUS105 Foundations of Business 	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
BUS243W	PRINCIPLES OF MARKETING This course introduces students to the basic concepts of marketing strategy and	3

Course Code	management. Basic marketing concepts such as strategic segmentation, targeting, positioning, product design, pricing, promotions and distribution are covered. Course Information	Credits
BUS244	<p data-bbox="429 152 1222 179">Environmental sustainability is analyzed from the consumer perspective.</p> <p data-bbox="451 215 616 241">Pre-requisites</p> <p data-bbox="451 248 748 275">Complete the following course:</p> <ul data-bbox="451 282 798 309" style="list-style-type: none"> <li data-bbox="451 282 798 309">• BUS105 Foundations of Business <p data-bbox="429 383 743 409">CONSUMER BEHAVIOR</p> <p data-bbox="429 423 1353 600">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.</p> <p data-bbox="451 636 616 663">Pre-requisites</p> <p data-bbox="451 669 842 696">Complete any 1 of the following courses:</p> <ul data-bbox="451 703 798 761" style="list-style-type: none"> <li data-bbox="451 703 778 730">• BUS243 Principles of Marketing <li data-bbox="451 736 798 763">• BUS243W Principles of Marketing 	3
BUS257	<p data-bbox="429 831 959 857">BUSINESS LAW AND BUSINESS ETHICS</p> <p data-bbox="429 871 1353 1010">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.</p> <p data-bbox="451 1046 616 1072">Pre-requisites</p> <p data-bbox="451 1079 748 1106">Complete the following course:</p> <ul data-bbox="451 1113 798 1140" style="list-style-type: none"> <li data-bbox="451 1113 798 1140">• BUS105 Foundations of Business 	3
BUS272	<p data-bbox="429 1211 772 1238">PRINCIPLES OF FINANCE</p> <p data-bbox="429 1252 1353 1429">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.</p> <p data-bbox="451 1464 616 1491">Pre-requisites</p> <p data-bbox="451 1498 748 1525">Complete the following course:</p> <ul data-bbox="451 1532 868 1559" style="list-style-type: none"> <li data-bbox="451 1532 868 1559">• ACT222 Financial Accounting Principles I 	3
BUS301	<p data-bbox="429 1626 839 1653">INTRODUCTION TO SIX SIGMA</p> <p data-bbox="429 1666 1353 1843">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.</p> <p data-bbox="451 1879 616 1906">Pre-requisites</p> <p data-bbox="451 1912 842 1939">Complete any 1 of the following courses:</p> <ul data-bbox="451 1946 766 2004" style="list-style-type: none"> <li data-bbox="451 1946 740 1973">• BUS110 Business Statistics <li data-bbox="451 1980 766 2007">• MTH110 Elementary Statistics 	1
BUS301	<p data-bbox="429 2074 1353 2101">INTRODUCTION TO CONTINUOUS IMPROVEMENT METHODOLOGIES</p> <p data-bbox="429 2114 1353 2141">This course introduces students to concepts, tools, and skills essential for problem</p>	3

Course Code	Course Information	Credits
BUS310W	<p>solving, decision making, and change management using continuous improvement methodologies. Continuous improvement methodologies covered in the course include introductions to Lean, Six Sigma, the Toyota Production System, and Agile. The course will include a class project.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BUS110 Business Statistics • MTH110 Elementary Statistics <p>BUSINESS ANALYTICS: RESEARCH METHODS</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MTH110 Elementary Statistics • BUS110 Business Statistics • PSY213 Statistics and Research Design 	3
BUS312	<p>MARKETING RESEARCH</p> <p>Business leaders at all levels need to be intelligent designers and consumers of marketing research. The essential aspects of qualitative and quantitative marketing research design and execution are addressed with assigned readings, class discussions, homework problems, in-class exercises, cases, and a team led custom research study.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BUS243 Principles of Marketing 	3
BUS317	<p>SYSTEMS ANALYSIS AND DESIGN</p> <p>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).</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • CMP283 Database Management Systems 	3
BUS350	<p>ADVERTISING AND PROMOTION</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BUS243 Principles of Marketing • BUS243W Principles of Marketing 	3

Course Code	Course Information	Credits
BUS397	<p>STRATEGY AND ENTREPRENEURIAL VENTURES</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BUS105 Foundations of Business 	3
BUS390	<p>HUMAN RESOURCES MANAGEMENT</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BUS105 Foundations of Business 	3
BUS395W	<p>LEADERSHIP AND MANAGEMENT</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BUS105 Foundations of Business 	3
BUS413	<p>LOGISTICS AND OPERATIONS</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BUS110 Business Statistics • MTH110 Elementary Statistics • PSY213 Statistics and Research Design 	3
BUS416	<p>COMPUTER NETWORKING & TELECOMMUNICATION</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BUS171 Information Systems and Operations 	3

Course Code	Course Information	Credits
BUS421	<p data-bbox="432 147 1347 327">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.</p> <p data-bbox="451 360 616 387">Pre-requisites</p> <p data-bbox="451 394 748 421">Complete the following course:</p> <ul data-bbox="451 427 911 450" style="list-style-type: none"> <li data-bbox="451 427 911 450">• BUS171 Information Systems and Operations 	
BUS423	<p data-bbox="432 544 1098 571">CONTINUOUS IMPROVEMENT PROJECT COURSE</p> <p data-bbox="432 584 1347 723">Students will advance their knowledge and application in the form of a continuous improvement project. The project will apply to a process (or processes) with a designated client. Students will work independently with stakeholders of the given process to make improvements using continuous improvement methodologies.</p> <p data-bbox="451 757 616 784">Pre-requisites</p> <p data-bbox="451 790 842 817">Complete any 1 of the following courses:</p> <ul data-bbox="451 824 799 887" style="list-style-type: none"> <li data-bbox="451 824 799 851">• BUS413 Logistics and Operations <li data-bbox="451 857 799 884">• BUS301 Introduction to Six Sigma 	3
BUS445	<p data-bbox="432 954 751 981">MARKETING STRATEGY</p> <p data-bbox="432 994 1347 1173">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.</p> <p data-bbox="451 1207 616 1234">Pre-requisites</p> <p data-bbox="451 1240 842 1267">Complete any 1 of the following courses:</p> <ul data-bbox="451 1274 799 1335" style="list-style-type: none"> <li data-bbox="451 1274 799 1301">• BUS243 Principles of Marketing <li data-bbox="451 1308 799 1335">• BUS243W Principles of Marketing 	3
BUS450	<p data-bbox="432 1402 735 1429">ADVANCED DATABASE</p> <p data-bbox="432 1442 1347 1666">This course examines advanced topics of database management, including system architecture, complex database objects, building database applications, designing data warehouses, and creating database infrastructure to support Big Data analytics. Students gain hands-on experience through the implementation of database systems, including storage management, query processing, transaction management, and security management.</p> <p data-bbox="451 1700 616 1727">Pre-requisites</p> <p data-bbox="451 1733 748 1760">Complete the following course:</p> <ul data-bbox="451 1767 879 1789" style="list-style-type: none"> <li data-bbox="451 1767 879 1789">• CMP283 Database Management Systems 	3
BUS452	<p data-bbox="432 1850 991 1877">MANAGING NONPROFIT ORGANIZATIONS</p> <p data-bbox="432 1890 1347 2069">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.</p> <p data-bbox="451 2103 616 2130">Pre-requisites</p> <p data-bbox="451 2136 748 2163">Complete the following course:</p>	3

Course Code	Course Information	Credits
BUS462	<p data-bbox="432 271 767 297">GLOBAL PROCUREMENT</p> <p data-bbox="432 315 1350 495">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.</p> <p data-bbox="451 528 616 555">Pre-requisites</p> <p data-bbox="451 562 748 589">Complete the following course:</p> <ul data-bbox="451 595 798 622" style="list-style-type: none"> • BUS105 Foundations of Business 	3
BUS490	<p data-bbox="432 685 775 712">INTEGRATIVE CAPSTONE</p> <p data-bbox="432 730 1350 1021">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, theater 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.</p> <p data-bbox="451 1055 616 1081">Pre-requisites</p> <p data-bbox="451 1088 842 1115">Complete any 1 of the following courses:</p> <ul data-bbox="451 1122 954 1178" style="list-style-type: none"> • BUS312W Marketing Research • BUS310W Business Analytics: Research Methods 	3
BUS493	<p data-bbox="432 1249 732 1276">INDEPENDENT STUDY</p> <p data-bbox="432 1290 639 1317">Independent Study</p> <p data-bbox="451 1350 616 1377">Pre-requisites</p> <p data-bbox="451 1384 748 1411">Complete the following course:</p> <ul data-bbox="451 1417 786 1444" style="list-style-type: none"> • XXX123 Permission of Instructor 	3
BUS496	<p data-bbox="432 1507 708 1534">DIGITAL MARKETING</p> <p data-bbox="432 1552 1323 1731">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.</p> <p data-bbox="451 1765 616 1792">Pre-requisites</p> <p data-bbox="451 1798 748 1825">Complete the following course:</p> <ul data-bbox="451 1832 911 1859" style="list-style-type: none"> • BUS171 Information Systems and Operations <p data-bbox="451 1865 842 1892">Complete any 1 of the following courses:</p> <ul data-bbox="451 1899 798 1955" style="list-style-type: none"> • BUS243 Principles of Marketing • BUS243W Principles of Marketing 	3
BUS498	<p data-bbox="432 2016 1035 2042">TUTORIAL: CAPSTONE RESEARCH PROJECT</p> <p data-bbox="432 2058 831 2085">Tutorial: Capstone Research Project</p>	4

BUS499 Course Code	TUTORIAL : CAPSTONE RESEARCH PROJECT Course Information 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
BUS508	MARKETING ESSENTIALS This course will introduce student to marketing concepts relevant in any sector of business. Topics will include market analysis, product strategy, the marketing mix, and managing the marketing program. Course material will be resented through online discussion, collaborative activities, assigned readings, and team creation of a comprehensive marketing plan.	2
BUS509	ECONOMICS ESSENTIALS The introduction to market analysis examines the major areas of study within microeconomics and macroeconomics and teaches students to apply the basic tools of economic analysis to policy and business decision making. Topics include supply and demand, production functions, cost, market structure, inflation, unemployment and economic growth.	2
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
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
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
BUS550	INNOVATION AND COMMERCIALIZATION This course focuses on how to successfully commercialize an innovation. Understanding commercialization activities such as pre-product launch planning,	3

Course Code	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. Course Information	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
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
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
BUS572	GLOBAL MARKETING	2
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

Course Code	Course Information	Credits
BUS574	<p>CORPORATE FINANCE</p> <p>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.</p>	3
BUS574PLA	<p>CORPORATE FINANCE - PRIOR LEARNING</p>	3
BUS575	<p>LEADING ORGANIZATIONS AND PROJECTS</p> <p>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.</p>	3
BUS576	<p>SUSTAINABLE HUMAN CAPITAL</p> <p>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.</p>	3
BUS577	<p>INFORMATION SYSTEMS AND ANALYTICS</p> <p>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.</p>	3
BUS580	<p>BUSINESS ETHICS AND CORPORATE RESPONSIBILITY</p> <p>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.</p>	2
BUS582	<p>FOUNDATIONS OF PROJECT MANAGEMENT</p> <p>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.</p>	3
BUS607	<p>HUMAN RESOURCE MANAGEMENT AND ISSUES OF DIVERSITY</p> <p>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</p>	2

Course Code	Course Information addition, ethical, legal and strategic issues concerning diversity, international HR challenges as well as domestic situations will be examined.	Credits
BUS608	<p>ECONOMICS FOR MANAGERS</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BUS509 Economics Essentials 	2
BUS609	<p>BUSINESS AND SUSTAINABILITY</p> <p>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.</p>	2
BUS610	<p>STATISTICAL APPLICATION TO BUSINESS EFFICIENCY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BUS506 Statistic Essentials 	2
BUS611	<p>HEALTHCARE QUALITY MEASUREMENT</p> <p>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.</p>	3
BUS612	<p>HEALTHCARE ECONOMICS AND REIMBURSEMENT</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BUS506 Statistic Essentials • BUS509 Economics Essentials 	2
BUS613	HEALTH POLICY AND HISTORY	2

Course Code	Course Information	Credits
BUS618	<p>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 payers, will be examined in detail. Particular attention will be given to the influence of legislative bodies, lobbyists and regulatory agencies.</p> <p>ECONOMICS FOR MANAGERS</p> <p>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.</p>	3
BUS623	<p>STRATEGIC PERFORMANCE FOR EXECUTIVES</p> <p>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.</p>	3
BUS639	<p>SUSTAINABILITY AND ASSESSMENT REPORTING</p> <p>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.</p>	3
BUS641	<p>SUSTAINABLE SUPPLY CHAIN MANAGEMENT</p> <p>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.</p>	3
BUS643	<p>INTERNATIONAL FIELD EXPERIENCE</p> <p>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.</p>	3
BUS652	<p>MANAGERIAL ACCOUNTING</p> <p>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.</p>	3
BUS661	<p>LOGISTICS AND OPERATIONS</p> <p>logistics and operations</p>	3
BUS662	<p>GLOBAL PROCUREMENT</p>	3

Course Code	Global Procurement Course Information	Credits
BUS671	<p>MARKETING MANAGEMENT</p> <p>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.</p>	3
BUS672	<p>CORPORATE FINANCE</p> <p>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.</p>	3
BUS673	<p>LEGAL ASPECTS OF BUSINESS</p> <p>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.</p>	3
BUS680	<p>COMPLEX ISSUES IN PROJECT MANAGEMENT</p> <p>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.</p>	3
BUS691	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
BUS692	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
BUS698	<p>STRATEGY AND ENTREPRENEURSHIP</p> <p>"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. "</p> <p>Pre-requisites Complete the following course:</p>	3

Course Code	<ul style="list-style-type: none"> • BUS671 Marketing Management Course Information	Credits
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
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
CHM105	GENERAL CHEMISTRY 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	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. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • CHM105 General Chemistry • CHM107 Chemistry I 	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. Co-requisites <ul style="list-style-type: none"> • CHM107 Chemistry I 	1

Course Code	Course Information	Credits
CHM110L	<p>CHEMISTRY II LABORATORY</p> <p>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.</p>	1
CHM205	<p>ORGANIC CHEMISTRY I</p> <p>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.</p>	3
CHM206	<p>ORGANIC CHEMISTRY II</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • CHM205 Organic Chemistry I • CHM215L Elementary Organic Laboratory 	3
CHM209	<p>INORGANIC CHEMISTRY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • CHM108 Chemistry II 	3
CHM215L	<p>ELEMENTARY ORGANIC LABORATORY</p> <p>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.</p>	2
CHM216L	<p>ORGANIC CHEMISTRY LABORATORY</p> <p>Chemistry of organic functional groups. Identification of unknowns and a multistep synthesis. Four hours of laboratory per week. Additional Fee(s): Laboratory fee.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • CHM215L Elementary Organic Laboratory 	2
CHM311	<p>PHYSICAL CHEMISTRY I</p> <p>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.</p>	3
CHM312	<p>PHYSICAL CHEMISTRY II</p> <p>Quantum mechanics, spectroscopy, introduction to symmetry, and introduction to</p>	4

Course Code	Course Information	Credits
	statistical mechanics. Four hour lectures per week. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • CHM311 Physical Chemistry I 	
CHM317LW	INTEGRATED CHEMISTRY LABORATORY 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.	2
CHM317W	INTEGRATED CHEMISTRY LAB 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.	2
CHM318L	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. Seven hours of laboratory per week. Cross-listed as BIO418. Additional Fee(s): Laboratory fee. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • CHM216L Organic Chemistry Laboratory 	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 Pre-requisites Complete the following course: <ul style="list-style-type: none"> • CHM215L Elementary Organic Laboratory Co-requisites <ul style="list-style-type: none"> • CHM318L Chemical Analysis Laboratory 	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. Pre-requisites Complete the following course:	3

Course Code	Course Information	Credits
	<ul style="list-style-type: none"> • CHM206 Organic Chemistry II <p>Co-requisites</p> <ul style="list-style-type: none"> • CHM340LW Macromolecule Laboratory 	
CHM339	<p>BIOCHEMISTRY II</p> <p>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</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • CHM338 Biochemistry I 	3
CHM340L	<p>MACROMOLECULE LABORATORY</p> <p>An advanced laboratory course for junior and senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly used in the fields of cellular biology, molecular biology, and biochemistry. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as BIO. Additional Fee(s): Laboratory fee.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • CHM338 Biochemistry I 	2
CHM340LW	<p>MACROMOLECULE LABORATORY</p> <p>An advanced laboratory course for junior and senior science majors who wish to gain theoretical and practical experience with the techniques and equipment commonly used in the fields of cellular biology, molecular biology, and biochemistry. Topics include PCR, electrophoresis, enzyme kinetics, aseptic cell and tissue culture, cell surface receptors, and molecular modeling. Five-hour laboratory with one-hour pre-lab lecture each week. Cross-listed as BIO 440. Additional Fee(s): Laboratory fee.</p>	2
CHM343	<p>ENVIRONMENTAL CHEMISTRY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • CHM205 Organic Chemistry I • CHM206 Organic Chemistry II • CHM209 Inorganic Chemistry • CHM215L Elementary Organic Laboratory • CHM216L Organic Chemistry Laboratory 	3
CHM443	<p>ENVIRONMENTAL CHEMISTRY</p> <p>This course is an advanced study of the chemical principles underlying common environmental problems. It aims to deepen the student's knowledge of chemistry</p>	3

Course Code	Course Information	Credits
CHM490	<p>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.</p> <p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • IND350 Scientific Research Methods 	3
CHM491	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
CHM492	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
CHM493	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
CHM498	<p>TUTORIAL: CHEMISTRY</p> <p>Tutorial: Chemistry</p>	4
CHM499	<p>TUTORIAL: CHEMISTRY</p> <p>Tutorial: Chemistry</p>	4
CHM503	<p>INTRODUCTION TO GREEN CHEMISTRY</p> <p>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.</p>	3

Course Code	Course Information	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.	
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
CHM520	INTERNSHIP INTERNSHIP	1
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 its role in the environment.	3
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
CHM692	INDEPENDENT STUDY Independent Study	2
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
CHM699	GREEN CHEMISTRY PRACTICES II-INDUSTRIAL SOLUTIONS 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: <ul style="list-style-type: none"> • CHM698 Green Chemistry Practices I-Industrial Challenges 	3
CIS325RU	SYSTEMS ANALYSIS AND DESIGN OCICU course taught at Regis University.	3

Course Code	Pre-requisites Course Information	Credits
	Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
CIS455RU	MANAGEMENT INFORMATION SYSTEMS OCICU course taught at Regis University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	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
CMP150	ON-LINE GENEALOGY 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.	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. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • CMP140 Introduction to Computer Science 	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. Pre-requisites <i>Complete any 1 of the following courses:</i> <ul style="list-style-type: none"> • CMP202 Introduction to Programming • CMP120 Introduction to Programming 	3
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
COM106	MEDIA AND SOCIETY The effects of mass communication on individuals and society, particularly as they	3

Course Code	Course Information relate to values and ethics, are examined. The course emphasizes the history and structure of the mass media.	Credits
COM141	<p>MEDIA LITERACY</p> <p>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.</p>	3
COM142	<p>PHOTOGRAPHY I : BLACK AND WHITE DARKROOM</p> <p>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.</p>	3
COM150	<p>INTRODUCTION TO DIGITAL VIDEO PRODUCTION</p> <p>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.</p>	3
COM151	<p>INTRODUCTION TO REPORTING</p> <p>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.</p>	3
COM152	<p>PHOTOGRAPHY II - INTRODUCTION TO DIGITAL PHOTOGRAPHY</p> <p>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.</p>	3
COM209	<p>INTERCULTURAL COMMUNICATION: VALUES AND ETHICS</p> <p>Course will provide the student with an appreciation of the complexities involved in the development of beliefs, attitudes and behaviors that reflect cultural values. This course will provide an understanding of the specific forces, which shape perceptions, feelings and behaviors of various cultural groups. These forces include socially constructed categories such as race, ethnicity, nationality, gender, socio-economic status, and religion. These will be explored in a variety of contexts, language, family structures and the handling of conflict of laws and ethics (cultural</p>	3

Course Code	Course Information	Credits
COM213	SPECIAL TOPICS IN COMMUNICATIONS Special Topics in Communications	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
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
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
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: <ul style="list-style-type: none"> • COM141 Media Literacy • ART141 Media Literacy • FDT141 Media Literacy 	3
COM250	INTRODUCTION TO DIGITAL VIDEO PRODUCTION Introduction to Digital Video Production	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
COM251L	COMMUNIQUE LAB	1

Course Code	Course Information	Credits
COM255	<p>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.</p> <p>THE COMMUNIQUE NEWSROOM I</p> <p>This PRO course is designed to give students hands-on training in the various roles that work together to make a multiplatform newsroom function by fulfilling a staff position with the Communiqué. Students will develop skills related to developing/pitching story ideas, beat reporting, story budgets, print newspaper design and digital journalism.</p>	3
COM260W	<p>PRACTICAL PUBLIC RELATIONS</p> <p>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.</p>	3
COM261	<p>WEB DESIGN I: CODE + AESTHETICS</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • COM141 Media Literacy 	3
COM310W	<p>ENVIRONMENTAL COMMUNICATION</p> <p>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.</p>	3
COM313	<p>SPECIAL TOPICS</p> <p>Special Topics</p>	3
COM320SLU	<p>SYSTEMS ANALYSIS AND DESIGN</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3

Course Code	Course Information	Credits
COM321	<p>TYPOGRAPHY DESIGN STUDIO</p> <p>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.</p>	3
COM330SLU	<p>DATABASE CONCEPTS AND PROGRAMMING</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
COM350	<p>INTERMEDIATE DIGITAL VIDEO</p> <p>Students will utilize the nonlinear editing software program Final Cut Pro to examine methods of production and related theories involved in achieving structure in film and video. By conceptually dissecting and practically applying techniques such as splicing, transitional effects, and other editing processes, students will render sophisticated projects which are conscious of how the edit structures film and by doing so becomes another creative and technical layer for study.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ART150 Introduction to Digital Video Production • COM150 Introduction to Digital Video Production • FDT150 Introduction to Digital Video Production 	3
COM351	<p>ADVANCED NEWS WRITING AND EDITING</p> <p>This course emphasizes the "how to" of interviewing, researching, writing, and placing professional quality articles for a full range of magazines and newspapers, including women's, sports, ethnic, local, and national publications. Analyses of the skills and background needed to report on the various topics. The following topics may be covered, depending on student interest: science, medicine, and environment writing; sports news and feature coverage, including social and economic factors influencing sports in America; business, including economics and finance; entertainment and arts, including television, film, theatre, music, graphic arts, architecture, and design; and government, covering local, state, and federal government. Students also concentrate on Reporting Pittsburgh, where they will focus on Pittsburgh and be required to do intensive field work in the neighborhoods, ethnic communities, and local institutions such as City Council, hospitals, police departments, and social work agencies.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • COM251 News Writing and Editing 	3
COM351L	<p>STAFF POSITION: THE COMMUNIQUÉ</p> <p>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.</p>	1

Course Code	Course Information	Credits
COM353	<p data-bbox="432 147 628 174">PRINT DESIGN</p> <p data-bbox="432 188 1337 443">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, Adobe InDesign, 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.</p> <p data-bbox="451 479 616 506">Pre-requisites</p> <p data-bbox="451 512 842 539">Complete any 1 of the following courses:</p> <ul data-bbox="451 546 703 636" style="list-style-type: none"> <li data-bbox="451 546 699 573">• ART141 Media Literacy <li data-bbox="451 577 703 604">• COM141 Media Literacy <li data-bbox="451 609 699 636">• FDT141 Media Literacy 	3
COM355	<p data-bbox="432 725 919 752">ORGANIZATIONAL COMMUNICATION</p> <p data-bbox="432 766 1347 945">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.</p>	3
COM358	<p data-bbox="432 1021 1193 1048">PHOTOGRAPHY IV: STUDIO AND LIGHTING TECHNIQUES</p> <p data-bbox="432 1061 1347 1240">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.</p> <p data-bbox="451 1272 616 1299">Pre-requisites</p> <p data-bbox="451 1305 746 1332">Complete the following course:</p> <ul data-bbox="451 1339 740 1361" style="list-style-type: none"> <li data-bbox="451 1339 740 1361">• COM241 Lighting Principles 	3
COM360	<p data-bbox="432 1438 855 1464">ADVANCED PUBLIC RELATIONS</p> <p data-bbox="432 1478 1347 1886">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.</p> <p data-bbox="451 1917 616 1944">Pre-requisites</p> <p data-bbox="451 1951 842 1977">Complete any 1 of the following courses:</p> <ul data-bbox="451 1984 831 2038" style="list-style-type: none"> <li data-bbox="451 1984 831 2011">• COM260W Practical Public Relations <li data-bbox="451 2016 810 2038">• COM260 Practical Public Relations 	3
COM365	VISUAL COMMUNICATION	3

Course Code	Course Information	Credits
COM374	<p>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.</p> <p>PHOTOGRAPHY V - DOCUMENTARY AND PHOTOJOURNALISM</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ART142 Photography I : Black and White Darkroom • ART152 Photography II - Introduction to Digital Photography 	3
COM400	<p>MEDIA ETHICS AND LAW RESPONSIBILITY</p> <p>Study of current and past battles over the limits of free expression; moral and ethical issues and dilemmas and conflicts of interest; public perceptions of the press; and the interdependence of the media, economics, politics, sports, and entertainment. Media as instruments of social and esthetic change will be discussed, along with press law and government controls, and the portrayal of people of color, gender issues, sexual diversity issues, and community issues.</p>	3
COM408RU	<p>CONFLICT MANAGEMENT</p> <p>OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
COM416	<p>ENVIRONMENTAL COMMUNICATION</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • COM106 Media and Society • COM141 Media Literacy 	3
COM450	<p>ADVANCED DIGITAL VIDEO PRODUCTION</p> <p>Advanced Digital Video Production</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ART350 Intermediate Digital Video Production • COM350 Intermediate Digital Video • FDT350 Intermediate Digital Video Production 	3

Course Code	Course Information	Credits
COM452RU	<p data-bbox="429 136 932 143">FOLLOWER-CENTERED LEADERSHIP</p> <p data-bbox="429 154 762 183">Follower-Centered Leadership</p> <p data-bbox="450 215 616 244">Pre-requisites</p> <p data-bbox="450 248 746 277">Complete the following course:</p> <ul data-bbox="450 282 783 311" style="list-style-type: none"> <li data-bbox="450 282 783 311">• XXX123 Permission of Instructor 	3
COM470RU	<p data-bbox="429 376 983 405">DECISION-MAKING & PROBLEM SOLVING</p> <p data-bbox="429 416 884 445">OCICU course taught at Regis University.</p> <p data-bbox="450 477 616 506">Pre-requisites</p> <p data-bbox="450 510 746 539">Complete the following course:</p> <ul data-bbox="450 544 783 573" style="list-style-type: none"> <li data-bbox="450 544 783 573">• XXX123 Permission of Instructor 	3
COM490	<p data-bbox="429 622 775 651">INTEGRATIVE CAPSTONE</p> <p data-bbox="429 663 1355 965">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, theater 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.</p>	3
COM492	<p data-bbox="429 1032 730 1061">INDEPENDENT STUDY</p> <p data-bbox="429 1072 639 1102">Independent Study</p> <p data-bbox="450 1133 616 1162">Pre-requisites</p> <p data-bbox="450 1167 746 1196">Complete the following course:</p> <ul data-bbox="450 1200 783 1229" style="list-style-type: none"> <li data-bbox="450 1200 783 1229">• XXX123 Permission of Instructor 	2
COM493	<p data-bbox="429 1294 730 1323">INDEPENDENT STUDY</p> <p data-bbox="429 1335 639 1364">Independent Study</p> <p data-bbox="450 1395 616 1424">Pre-requisites</p> <p data-bbox="450 1429 746 1458">Complete the following course:</p> <ul data-bbox="450 1462 783 1491" style="list-style-type: none"> <li data-bbox="450 1462 783 1491">• XXX123 Permission of Instructor 	3
COM498	<p data-bbox="429 1552 823 1581">TUTORIAL: COMMUNICATION</p> <p data-bbox="429 1592 699 1621">Tutorial: Communication</p>	4
COM499	<p data-bbox="429 1693 823 1722">TUTORIAL: COMMUNICATION</p> <p data-bbox="429 1733 699 1762">Tutorial: Communication</p>	4
COM510	<p data-bbox="429 1834 804 1863">HEALTH COMMUNICATIONS</p> <p data-bbox="429 1874 1331 2058">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.</p>	3
COM515	<p data-bbox="429 2125 932 2154">ENVIRONMENTAL COMMUNICATIONS</p>	3

Course Code	Course Information	Credits
COM518	<p>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.</p> <p>STRATEGIC COMMUNICATIONS</p> <p>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.</p>	3
COM525	<p>COMMUNICATIONS RESEARCH AND THEORY</p> <p>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.</p>	3
COM528	<p>RISK AND CRISIS COMMUNICATIONS</p> <p>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.</p>	3
COM550	<p>ORGANIZATIONAL COMMUNICATIONS</p> <p>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.</p>	3
COM613A	<p>SPECIAL TOPICS:</p> <p>This course will explore different special topics in professional writing.</p>	1
COM613C	<p>SPECIAL TOPICS:</p> <p>This course will explore different special topics in communication.</p>	3
COM625	<p>COMMUNICATIONS CAMPAIGNS</p> <p>Students explore the use of communication campaigns to reduce health risks and promote public health and awareness. Course prepares students to develop, implement, and assess health campaigns. Drawing on health behavior theory and communication research and theory, students work on case studies and develop original campaigns employing multiple communication channels.</p>	3
COM675	<p>COMMUNICATION LAW & ETHICS</p> <p>Course provides an examination of the legal and ethical dimensions of communications. The historical development of media law is covered, although emphasis is placed on contemporary legal issues. Students explore complex ethical</p>	3

Course Code	Course Information challenges facing media practitioners through case studies, exercises and class discussions.	Credits
COM685	<p data-bbox="432 219 826 246">COMMUNICATIONS PROJECT</p> <p data-bbox="432 259 1342 443">This is the capstone project for all students in the Master's in Communications program. This applied learning experience builds upon previous coursework. Students develop a major project designed to meet their professional interests. The project will demonstrate mastery of the knowledge and skills gained throughout the program.</p> <p data-bbox="451 472 616 499">Pre-requisites</p> <p data-bbox="451 506 831 533">Complete all 2 of the following courses:</p> <ul data-bbox="451 539 943 595" style="list-style-type: none"> <li data-bbox="451 539 943 566">• COM525 Communications Research and Theory <li data-bbox="451 573 847 595">• COM675 Communication Law & Ethics 	3
COM691	<p data-bbox="432 645 730 672">INDEPENDENT STUDY</p> <p data-bbox="451 701 616 728">Pre-requisites</p> <p data-bbox="451 734 748 761">Complete the following course:</p> <ul data-bbox="451 768 783 797" style="list-style-type: none"> <li data-bbox="451 768 783 797">• XXX123 Permission of Instructor 	1
COM693	<p data-bbox="432 869 730 896">INDEPENDENT STUDY</p> <p data-bbox="432 902 639 929">Independent Study</p> <p data-bbox="451 958 616 985">Pre-requisites</p> <p data-bbox="451 992 748 1019">Complete the following course:</p> <ul data-bbox="451 1025 783 1055" style="list-style-type: none"> <li data-bbox="451 1025 783 1055">• XXX123 Permission of Instructor 	3
COR145	<p data-bbox="432 1126 967 1153">FOUNDATIONS OF EFFECTIVE WRITING</p> <p data-bbox="432 1167 1302 1312">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.</p>	1
COR405	<p data-bbox="432 1384 751 1411">INTEGRATIVE SEMINAR</p> <p data-bbox="432 1424 1326 1648">This course is a culminating, interdisciplinary experience for the general education curriculum. Students integrate and synthesize knowledge gained from their major with knowledge gained through general education and apply their disciplinary knowledge to an issue in the areas of global understanding, environmental responsibility, and women's leadership. Students work in groups to research and analyze the topic of the seminar and present their findings in a public forum.</p> <p data-bbox="432 1655 711 1682">Prerequisite(s): COR 304</p>	3
COR491	<p data-bbox="432 1753 967 1780">FOUNDATIONS OF EFFECTIVE WRITING</p> <p data-bbox="432 1794 1302 1939">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.</p>	1
COR492	<p data-bbox="432 2011 1031 2038">SUPPLEMENTAL INSTRUCTION IN WRITING II</p> <p data-bbox="432 2051 831 2078">Supplemental Instruction in Writing II</p>	2

CRM101 Course Code	INTRODUCTION TO CRIMINAL JUSTICE Course Information	3 Credits
CRM220	<p data-bbox="429 123 1350 264">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.</p>	3
CRM224	<p data-bbox="429 613 1310 797">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.</p>	3
CRM225W	<p data-bbox="429 871 1334 1090">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.</p>	3
CRM230SLU	<p data-bbox="429 1164 1110 1234">INTRODUCTION TO CRIME SCENE INVESTIGATION OCICU course taught at Saint Leo University.</p> <p data-bbox="451 1265 785 1355">Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor </p>	3
CRM305	<p data-bbox="429 1429 1315 1648">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.</p> <p data-bbox="451 1680 860 1771">Pre-requisites Complete the following course: <ul style="list-style-type: none"> • CRM101 Introduction to Criminal Justice </p>	3
CRM310	<p data-bbox="429 1845 1339 2022">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.</p> <p data-bbox="451 2054 860 2145">Pre-requisites Complete the following course: <ul style="list-style-type: none"> • CRM101 Introduction to Criminal Justice </p>	3

Course Code	Course Information	Credits
CRM313	<p data-bbox="429 125 659 154">SPECIAL TOPICS</p> <p data-bbox="429 165 1313 271">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.</p> <p data-bbox="451 304 616 333">Pre-requisites</p> <p data-bbox="451 338 748 367">Complete the following course:</p> <ul data-bbox="451 371 858 400" style="list-style-type: none"> <li data-bbox="451 371 858 400">• CRM101 Introduction to Criminal Justice 	3
CRM320	<p data-bbox="429 465 959 495">CRIMINALIZATION OF MENTAL ILLNESS</p> <p data-bbox="429 506 1353 647">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.</p> <p data-bbox="451 680 616 710">Pre-requisites</p> <p data-bbox="451 714 842 743">Complete any 1 of the following courses:</p> <ul data-bbox="451 748 858 837" style="list-style-type: none"> <li data-bbox="451 748 858 777">• CRM101 Introduction to Criminal Justice <li data-bbox="451 781 751 810">• PSY101 General Psychology <li data-bbox="451 815 799 844">• SWK101 Introduction to Sociology 	3
CRM332	<p data-bbox="429 909 954 938">HISTORY OF CRIME AND PUNISHMENT</p> <p data-bbox="429 949 1326 1090">This course will provide an introduction to the historical study of crime and punishment. Specifically, the course will examine definitions of crime, goals of punishment, and how these forms of crime and punishment reflect the structure of that society within that specific historical context.</p> <p data-bbox="451 1124 616 1153">Pre-requisites</p> <p data-bbox="451 1158 748 1187">Complete the following course:</p> <ul data-bbox="451 1191 858 1220" style="list-style-type: none"> <li data-bbox="451 1191 858 1220">• CRM101 Introduction to Criminal Justice 	3
CRM340	<p data-bbox="429 1283 911 1312">VIOLENT AND PREDATORY CRIMES</p> <p data-bbox="429 1323 1353 1503">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.</p> <p data-bbox="451 1536 616 1565">Pre-requisites</p> <p data-bbox="451 1570 748 1599">Complete the following course:</p> <ul data-bbox="451 1603 858 1632" style="list-style-type: none"> <li data-bbox="451 1603 858 1632">• CRM101 Introduction to Criminal Justice 	3
CRM362	<p data-bbox="429 1693 628 1722">WHAT IS EVIL?</p> <p data-bbox="429 1733 1337 1839">This course will utilize an interdisciplinary framework (criminology, sociology, psychology, history, political science) to examine definitions of "evil," motivations to commit "evil" actions, social reactions to "evil," and control of "evil."</p> <p data-bbox="451 1872 616 1901">Pre-requisites</p> <p data-bbox="451 1906 842 1935">Complete any 1 of the following courses:</p> <ul data-bbox="451 1939 858 1995" style="list-style-type: none"> <li data-bbox="451 1939 858 1968">• CRM101 Introduction to Criminal Justice <li data-bbox="451 1973 751 2002">• PSY101 General Psychology 	3
CRM490	<p data-bbox="429 2067 775 2096">INTEGRATIVE CAPSTONE</p> <p data-bbox="429 2107 1313 2130">The integrative capstone, undertaken by the student during the senior year, is an</p>	3

Course Code	Course Information 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, theater 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.	Credits
CRM491	INDEPENDENT STUDY Independent Study Pre-requisites Complete all 2 of the following courses: <ul style="list-style-type: none"> • PSY213 Statistics and Research Design • PSY314W Foundations of Behavioral Research 	1
CRM492	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
CRM493	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
CRM494	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	4
CRM498	TUTORIAL: CRIMINOLOGY Tutorial: Criminology	4
CRM499	TUTORIAL: CRIMINOLOGY Tutorial: Criminology	4
CRMJ3220RMU	INTRO TO CRIMINOLOGY OCICU course taught at Robert Morris University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3

Course Code	Course Information	Credits
CSA210	CHATHAM ABROAD: ASIA Chatham Abroad: Asia	
	Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
CSA230	CHATHAM ABROAD: EUROPE Study Abroad	3
	Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
CSA311	CHATHAM ABROAD: ASIA Study abroad	3
	Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
CSA331	CHATHAM ABROAD: EUROPE Study Abroad	3
CSA341	CHATHAM ABROAD: NORTH AMERICA Chatham Abroad: North America	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
CST204W	INTRODUCTION TO EAST ASIAN STUDIES An exploration of East Asian geography, history, language, and culture from the Zhou Dynasty (ca. 1,000 BCE) to present times. Focus on China, Korea, Japan with reference to neighboring regions and discussion of Taiwan. Emphasis on arts, ideologies, and East Asian cultural sites in Pittsburgh area.	3
CST204W	EAST ASIAN STUDIES An exploration of East Asian geography, history, language, and culture from the Zhou Dynasty (ca. 1,000 BCE) to present times. Focus on China, Korea, Japan with reference to neighboring regions and discussion of Taiwan. Emphasis on arts, ideologies, and East Asian cultural sites in Pittsburgh area.	3
CST213	SPECIAL TOPICS Special Topics	3
CST215	PERSPECTIVES IN QUEER THEORY This course examines the cultural representations of lesbian, gay, bisexual, and	3

Course Code	transgender people in literature, film, history and social movements. We will explore Course Information how gender and sexual identities intersect with race, class and ethnicity. Finally,	Credits
CST234	<p>students will become conversant with the arguments and critical terms used in the field of queer theory.</p> <p>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.</p>	3
CST235	<p>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.</p>	3
CST342	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG105 First - Year Communication Seminar 	3
CST351	<p>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 historical perspectives. Assignments include analyses, an interview, and a communication project.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG105 First - Year Communication Seminar 	3
CST383	<p>SPECIAL TOPICS IN CULTURAL STUDIES 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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • CST183 Representations of Race and Gender 	3
CST490	<p>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</p>	3

Course Code	experience. Such programs are crafted to meet the unique needs of each major, and could include, for example, fieldwork, theater 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. Course Information	Credits
CST491	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
CST493	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
CST498	TUTORIAL: CULTURAL STUDIES Tutorial: Cultural Studies	4
CST499	TUTORIAL: CULTURAL STUDIES Tutorial: Cultural Studies	4
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
DAN121	CONTEMPORARY DANCE TECHNIQUE I This course introduces students to a blend of modern dance, modern ballet, and other prevalent dance forms. This course fulfills a wellness course requirement.	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. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • CMP120 Introduction to Programming • CMP202 Introduction to Programming 	3
DSA400	DATA VISUALIZATION AND COMMUNICATION	3

Course Code	Course Information	Credits
DSA400W	<p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • CMP120 Introduction to Programming • CMP202 Introduction to Programming <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • CMP283 Database Management Systems • DSA150 Introduction to Data Science 	3
DSA411	<p>DATA VISUALIZATION AND COMMUNICATION</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • CMP120 Introduction to Programming • CMP202 Introduction to Programming <p>Complete the following course:</p> <ul style="list-style-type: none"> • DSA150 Introduction to Data Science 	3
DSA490	<p>MACHINE LEARNING AND AI</p> <p>An introduction to machine learning and artificial intelligence. Topics include classification, regression, clustering, planning, and scheduling. Includes current issues relevant to big data problems.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • DSA150 Introduction to Data Science • BUS110 Business Statistics <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • DSA150 Introduction to Data Science • MTH110 Elementary Statistics 	3
DSA492	<p>INTEGRATIVE CAPSTONE</p> <p>The integrative capstone is an extended project centered on a major; projects may include laboratory or fieldwork, creative work in the arts, advocacy work, or independent research; projects may be conducted in a group setting. Integrative capstones in the interdisciplinary major must be approved by both academic programs.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BUS310W Business Analytics: Research Methods • DSA150 Introduction to Data Science 	2
DSA492	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2

DSA493 Course Code	INDEPENDENT STUDY Course Information Independent Study	3 Credits
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
DWHP3300UIW	<p>DIMENSIONS OF WELLNESS OCICU course taught at University of the Incarnate World.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
EC3300RU	<p>PRINCIPLES OF MICROECONOMICS OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ECN101	<p>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.</p>	3
ECN102	<p>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.</p>	3
ECN262	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ECN102 Principles of Microeconomics 	3
ECN330	<p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p>	3

Course Code	Course Information	Credits
ECN331	<p data-bbox="432 192 791 219">MANAGERIAL ECONOMICS</p> <p data-bbox="432 232 1334 371">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.</p> <p data-bbox="451 409 616 436">Pre-requisites</p> <p data-bbox="451 443 746 470">Complete the following course:</p> <ul data-bbox="451 477 839 499" style="list-style-type: none"> <li data-bbox="451 477 839 499">• ECN102 Principles of Microeconomics 	3
ECN351	<p data-bbox="432 591 948 618">INTERNATIONAL TRADE AND FINANCE</p> <p data-bbox="432 631 1294 770">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.</p> <p data-bbox="451 808 616 835">Pre-requisites</p> <p data-bbox="451 842 839 869">Complete any 1 of the following courses:</p> <ul data-bbox="451 875 847 927" style="list-style-type: none"> <li data-bbox="451 875 839 898">• ECN102 Principles of Microeconomics <li data-bbox="451 904 847 927">• ECN101 Principles of Macroeconomics 	3
ECN355	<p data-bbox="432 996 987 1023">ECONOMIC ANALYSIS OF PUBLIC POLICY</p> <p data-bbox="432 1037 1321 1216">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.</p> <p data-bbox="451 1254 616 1281">Pre-requisites</p> <p data-bbox="451 1288 746 1314">Complete the following course:</p> <ul data-bbox="451 1321 839 1344" style="list-style-type: none"> <li data-bbox="451 1321 839 1344">• ECN102 Principles of Microeconomics 	3
ECN358W	<p data-bbox="432 1413 799 1440">ECONOMIC DEVELOPMENT</p> <p data-bbox="432 1453 1347 1632">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.</p> <p data-bbox="451 1671 616 1697">Pre-requisites</p> <p data-bbox="451 1704 839 1731">Complete any 1 of the following courses:</p> <ul data-bbox="451 1738 847 1787" style="list-style-type: none"> <li data-bbox="451 1738 839 1760">• ECN102 Principles of Microeconomics <li data-bbox="451 1767 847 1787">• ECN101 Principles of Macroeconomics 	3
ECN490	<p data-bbox="432 1861 775 1888">INTEGRATIVE CAPSTONE</p> <p data-bbox="432 1901 1355 2152">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, theater production, creative work in the arts, independent research, or independent readings. The integrative capstone in an</p>	3

Course Code	interdisciplinary major must have the approval of both academic programs. Course Information	Credits
ECN498	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BUS310W Business Analytics: Research Methods • BUS312W Marketing Research <p>TUTORIAL: ECONOMICS Tutorial: Economics</p>	4
ECN499	<p>TUTORIAL: ECONOMICS Tutorial: Economics</p>	4
ECO202SNH	<p>MACROECONOMICS OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
EDC107	<p>FIELD PLACEMENT I 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 strengthen 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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • Child Development: Birth through grade 4 	1
EDC200	<p>FIELD PLACEMENT: LEARNING THEORY 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.</p>	1
EDC240	<p>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 other subjects in the elementary curriculum. Students examine national and 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.</p>	3
EDC250	<p>FIELD PLACEMENT III 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</p>	1

Course Code	Course Information teacher to strengthen observation to observe the cognitive challenges of some children and to become familiar with classroom practices to accommodate these children.	Credits
EDC350	<p>FIELD PLACEMENT V: INSTRUCTIONAL STRATEGIES II</p> <p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> Elementary Social Studies Methods EDU335 Methods of Teaching Elementary Mathematics 	1
EDU104	<p>PERSPECTIVES ON EDUCATION</p> <p>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</p>	3
EDU105	<p>CHILD DEVELOPMENT: BIRTH THROUGH GRADE 4</p> <p>This course addresses physical, social, cognitive, and moral development from prenatal stages through middle childhood. Students examine child development in the context of social, cultural, instructional settings. Using case studies, the implications of growth and development on instructional planning for effective learning is achieved. Students learn to create environments that are healthy, respectful, supportive and challenging for all children.</p>	3
EDU108	<p>PLAY AND MOVEMENT</p> <p>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.</p>	1
EDU205	<p>ELL TEACHING STRATEGIES FOR CLASSROOM TEACHERS</p> <p>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.</p>	3
EDU207	<p>TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION</p> <p>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</p>	3

Course Code	Course Information	Credits
EDU214	<p>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.</p> <p>SPECIAL TOPICS Special Topics</p>	3
EDU219W	<p>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.</p>	3
EDU226SLU	<p>HUMAN GROWTH AND DEVELOPMENT OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
EDU227	<p>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.</p>	3
EDU230	<p>MATHEMATICAL FOUNDATIONS This course relates the principles and process skills of basic mathematics to effective teaching with the best practices in the classroom. Concrete experiences with manipulatives and hands-on learning are an important piece in this course. In this course, students 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.</p>	3
EDU234	<p>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.</p>	3
EDU240	<p>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 other subjects in the elementary curriculum. Students examine national and PA Academic Standards of the Arts and</p>	3

Course Code	Humanities in Art, Music, Theater, and Dance; and learn how to integrate these standards into interdisciplinary lessons in literacy, mathematics, science and history Course Information	Credits
EDU241	<p data-bbox="432 152 991 179">for students pre-Kindergarten through fourth grade.</p> <p data-bbox="432 255 799 282">PEDAGOGICAL PRACTICES</p> <p data-bbox="432 297 1342 551">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.</p> <p data-bbox="451 584 616 611">Pre-requisites</p> <p data-bbox="451 618 842 645">Complete any 1 of the following courses:</p> <ul data-bbox="451 651 959 707" style="list-style-type: none"> <li data-bbox="451 651 959 678">• EDC104 Contemporary Education and Technology <li data-bbox="451 685 815 707">• EDU104 Perspectives on Education 	3
EDU301	<p data-bbox="432 801 1206 828">EDEN HALL EXPERIENCE - EXPERIENTIAL LEARNING AND</p> <p data-bbox="432 842 1342 1021">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.</p>	1
EDU319	<p data-bbox="432 1099 1198 1126">METHODS OF TEACHING ELEMENTARY SOCIAL STUDIES</p> <p data-bbox="432 1140 1342 1279">This course is a study of the resources and methods of teaching elementary social studies including geography and culture. Links to literature and the fine arts are part of this exploration of a thematic integration of social studies in classroom activities. A structured field experience is part of this course.</p>	3
EDU323	<p data-bbox="432 1357 935 1384">EDUCATIONAL RESEARCH METHODS</p> <p data-bbox="432 1397 1342 1693">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.</p>	3
EDU323W	<p data-bbox="432 1760 935 1787">EDUCATIONAL RESEARCH METHODS</p> <p data-bbox="432 1800 1342 2096">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.</p>	3

EDU328 Course Code	LITERACY II: CONNECTIONS TO LITERATURE Course Information	3 Credits
EDU335	<p>METHODS OF TEACHING ELEMENTARY MATHEMATICS</p> <p>This course is designed to examine and explore recent research developments related to national efforts to reform the teaching and learning of mathematics. Students explore the teaching of mathematics in grades K-8 within the context of child development and learning theory. Research-based curriculum projects are explored in terms of their ability to promote deep conceptual understanding in mathematics. Considerations involved in examining or developing assessment tasks, instruments, and frameworks are addressed in relation to the content taught. Emphasis also is placed on reviewing specific content topics in math to increase the student's won competencies in these disciplines.</p>	3
EDU336	<p>METHODS OF TEACHING ELEMENTARY SCIENCE</p> <p>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.</p>	3
EDU400	<p>DATA DRIVEN INSTRUCTION DECISIONS</p> <p>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.</p>	2
EDU409	<p>DIFFERENTIATED READING AND WRITING</p> <p>This course provides the regular and special education teacher with specific data-based knowledge and skills to teach reading and writing to students with disabilities. Strategies to develop conceptual understanding in the content areas are equally important for the beginning and more accomplished learner. Projects include developing lessons that differentiate instructional practice and assessment to help all students achieve.</p>	3
EDU411	<p>EARLY ELEMENTARY CURRICULUM</p> <p>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.</p>	3

Course Code	Course Information	Credits
EDU415	<p>SECONDARY SCHOOL CURRICULUM</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • EDU104 Perspectives on Education 	3
EDU416	<p>METHODS OF TEACHING SECONDARY ENGLISH</p> <p>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</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • EDU100 Introduction to Field Experiences • EDU102 Principles of Teaching and Learning • EDU104 Perspectives on Education 	3
EDU417	<p>METHODS OF TEACHING SECONDARY SOCIAL STUDIES</p> <p>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.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • EDU104 Perspectives on Education • EDU100 Introduction to Field Experiences • EDU102 Principles of Teaching and Learning 	3
EDU418	<p>METHODS OF TEACHING SECONDARY SCIENCE</p> <p>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.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • EDU104 Perspectives on Education • EDU100 Introduction to Field Experiences • EDU102 Principles of Teaching and Learning 	3
EDU419	<p>METHODS OF TEACHING SECONDARY MATHEMATICS</p> <p>A balance of theory and practice is explored in this course to help students become effective teachers of mathematics. Curriculum development, teaching strategies and</p>	3

Course Code	methodologies, and assessment issues are also addressed. Students examine Course Information research-based curriculum and inquiry teaching and learning as best practices in science education.	Credits
EDU422	<p>Pre-requisites</p> <p>Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • EDU104 Perspectives on Education • EDU100 Introduction to Field Experiences • EDU102 Principles of Teaching and Learning <p>PRE-STUDENT TEACHING</p> <p>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.</p>	3
EDU423	<p>STUDENT TEACHING</p> <p>Student Teaching</p>	9
EDU430	<p>DIVERSE FAMILY AND COMMUNITY PARTNERSHIPS</p> <p>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.</p>	3
EDU431	<p>ASSESSMENT AND ADAPTATION</p> <p>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.</p>	3
EDU432	<p>HUMAN GEOGRAPHY</p> <p>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.</p>	3
EDU437	<p>METHODS OF TEACHING ELEMENTARY ART</p> <p>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</p>	3
EDU447	<p>METHODS OF TEACHING SECONDARY ART</p> <p>Students approach the teaching of art consistent with national standards of</p>	3

Course Code	Course Information	Credits
EDU460	<p>pedagogy and art. This course combines theory, research and practical knowledge about teaching art as a universal language and creative experience to secondary students. Students work with host classroom teachers at two different schools or two different levels (middle and high school). Corequisite: EDU415.</p> <p>NON-LICENSURE PRACTICUM IN EDUCATION</p> <p>This 140-hour practicum and weekly seminar is designed for students not seeking teaching certification in Pennsylvania. This course is to prepare students for professional practice in educational related settings and students will create documents or projects that ask them to reflect on the development of their own professional competencies.</p>	9
EDU490	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • EDU323W Educational Research Methods 	3
EDU492	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
EDU493	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
EDU498	<p>TUTORIAL: EDUCATION</p> <p>Tutorial: Education</p>	4
EDU499	<p>TUTORIAL: EDUCATION</p> <p>Tutorial: Education</p>	4
EDU502	<p>PERSPECTIVES ON EDUCATION</p> <p>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 required to complete a major research project that addresses a current educational issue. Co-Requisite: EDU580</p>	2

Course Code	Course Information	Credits
EDU503	YOUNG ADOLESCENT LITERATURE	2
	<p>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.</p>	
EDU505	ISSUES OF POVERTY IN EDUCATION	3
	<p>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.</p>	
EDU508	GAMES CHILDREN PLAY	1
	<p>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.</p>	
EDU509	TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION	3
	Trends and Issues in Early Childhood Education	
EDU510	DIFFERENTIATED READING AND WRITING	3
	<p>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.</p>	
EDU511	EARLY ELEMENTARY CURRICULUM	3
	<p>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 early childhood classroom.</p>	
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • EDU502 Perspectives on Education 	
	<p>Co-requisites</p> <ul style="list-style-type: none"> • EDU607 Child Development and Learning Theory • EDU609 Literacy 	
EDU514	DATA DRIVEN INSTRUCTIONAL DECISIONS	2
	<p>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 and formative assessment results. The connection between curriculum and assessments assessing a student's progress needs to be</p>	

Course Code	Course Information	Credits
EDU515	<p>SECONDARY SCHOOL CURRICULUM</p> <p>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.</p>	3
EDU516	<p>METHODS OF TEACHING SECONDARY ENGLISH</p> <p>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</p>	3
EDU517	<p>TEACHING METHODS IN SECONDARY SOCIAL STUDIES</p> <p>This course develops research-based strategies for teaching social studies. Contextual teaching, problem-based learning, and critical thinking are approached through instructional strategies that combine investigative classroom inquiry with both national and state context standards. Students learn to frame issues, help students research and analyze data and information to construct meaning and understanding. Co-Requisites: EDU515 and EDU581</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • EDU515 Secondary School Curriculum • EDU581 Pedagogical Practices 	3
EDU518	<p>METHODS OF TEACHING SECONDARY SCIENCE</p> <p>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</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • EDU515 Secondary School Curriculum • EDU581 Pedagogical Practices 	3
EDU524	<p>TEACHING IN A URBAN SCHOOLS</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • EDU502 Perspectives on Education 	2
EDU526	<p>INTEGRATED HUMANITIES METHODS</p> <p>This course addresses theory and practice in teaching secondary school students to</p>	2

Course Code	Course Information	Credits
EDU528	<p>read and communicate effectively in the content area. The course provides strategies for teaching reading, listening, speaking, and writing in the secondary classroom. A research paper or project demonstrating mastery of content area literacy is required.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • EDU502 Perspectives on Education • EDU607 Child Development and Learning Theory 	2
EDU530	<p>INTEGRATED MATH AND SCIENCE METHODS</p> <p>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.</p>	3
EDU531	<p>DIVERSE FAMILY AND COMMUNITY PARTNERSHIPS</p> <p>Advocates, educators, and parents have called for more and better family-school partnerships for decades. Recently, a body of empirical evidence has indicated that partnerships can have a positive impact. A number of studies highlight the positive associations between parent involvement in schools and their children's social and emotional development and academic achievement. This course explores the form and focus of several types of partnerships. Must be taken with student teaching.</p>	3
EDU534	<p>ASSESSMENT AND ADAPTATION</p> <p>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.</p>	2
EDU535	<p>METHODS OF TEACHING ELEMENTARY SOCIAL STUDIES</p> <p>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.</p>	3
EDU536	<p>METHODS OF TEACHING ELEMENTARY MATHEMATICS</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • EDU502 Perspectives on Education • EDU607 Child Development and Learning Theory 	2
EDU536	<p>METHODS OF TEACHING ELEMENTARY SCIENCE</p> <p>This course explores recent developments of national reform efforts in teaching</p>	2

Course Code	Course Information 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.	Credits
EDU537	<p>METHODS OF TEACHING ELEMENTARY ART</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • EDU502 Perspectives on Education • EDU607 Child Development and Learning Theory 	3
EDU547	<p>METHODS OF TEACHING SECONDARY ART</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • EDU502 Perspectives on Education • EDU607 Child Development and Learning Theory <p>Co-requisites</p> <ul style="list-style-type: none"> • EDU515 Secondary School Curriculum 	3
EDU580	<p>SUPERVISED FIELD III EXPERIENCE</p> <p>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.</p>	0
EDU581	<p>PEDAGOGICAL PRACTICES</p> <p>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.</p>	1
EDU583	<p>CONFLICT RESOLUTION</p> <p>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</p>	1

Course Code	in their personal life, classroom, and in the workplace. Course Information	Credits
EDU591	<p>Co-requisites</p> <ul style="list-style-type: none"> • EDU664 Behavior Management in the Classroom <p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
EDU592	<p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
EDU593	<p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
EDU605	<p>INSTRUCTING STUDENTS WITH AUTISM SPECTRUM DISORDERS</p> <p>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.</p>	3
EDU606	<p>ADOLESCENT DEVELOPMENT AND LEARNING THEORY</p> <p>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.</p>	3
EDU607	<p>CHILD DEVELOPMENT AND LEARNING THEORY</p> <p>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.</p>	3
EDU609	<p>LITERACY</p> <p>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.</p>	3

Course Code	Course Information	Credits
EDU618	<p data-bbox="432 87 1326 188">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.</p> <p data-bbox="432 264 1015 291">INSTRUCTIONAL COMPUTER INTEGRATION</p> <p data-bbox="432 304 1326 483">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.</p> <p data-bbox="451 517 616 544">Pre-requisites</p> <p data-bbox="451 551 746 577">Complete the following course:</p> <ul data-bbox="451 584 815 611" style="list-style-type: none"> <li data-bbox="451 584 815 611">• EDU502 Perspectives on Education 	2
EDU629	<p data-bbox="432 678 616 705">SCHOOL LAW</p> <p data-bbox="432 719 1326 857">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.</p>	3
EDU634	<p data-bbox="432 936 948 963">INCLUSION: ISSUES AND STRATEGIES</p> <p data-bbox="432 976 1326 1115">This course surveys practices of inclusion in education. It encompasses the historical precedents, underlying philosophy, education theory, instructional strategies, and practical implications of its implementation. Students participate in a variety of learning experiences throughout the course.</p>	3
EDU639	<p data-bbox="432 1193 762 1220">INTEGRATING THE ARTS</p> <p data-bbox="432 1234 1326 1485">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.</p>	3
EDU657	<p data-bbox="432 1563 1222 1590">ELL TEACHING STRATEGIES FOR CLASSROOM TEACHERS</p> <p data-bbox="432 1603 1326 1787">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.</p>	3
EDU661	<p data-bbox="432 1865 1267 1921">HIGH INCIDENCE DISABILITIES: INSTRUCTIONAL STRATEGIES BIRTH-GRADE 8</p> <p data-bbox="432 1935 1326 2074">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.</p> <p data-bbox="451 2107 616 2134">Pre-requisites</p>	3

Course Code	Complete the following course: Course Information <ul style="list-style-type: none"> • EDU506 Issues in Special Education 	Credits
EDU662	<p>Co-requisites</p> <ul style="list-style-type: none"> • EDU582 Field Placement: Learning Support/Inclusion <p>ADVANCED INSTRUCTIONAL INTERVENTIONS 7-12</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • EDU510 Differentiated Reading and Writing <p>Co-requisites</p> <ul style="list-style-type: none"> • EDU690 Practicum in Special Education 	3
EDU664	<p>BEHAVIOR MANAGEMENT IN THE CLASSROOM</p> <p>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.</p>	3
EDU668	<p>LOW INCIDENCE DISABILITIES: BIRTH-8TH GRADE</p> <p>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.</p>	3
EDU669	<p>LOW INCIDENCE DISABILITIES 7-12</p> <p>This course focuses on the design of a comprehensive educational program for students having low incidence disabilities in 7-12. Teacher/Teacher candidates will be exposed to the curriculum of students with low incidence disabilities such as life, vocational, and social skills, and functional academics. In addition, student will be able to identify and define various low-incidence disabilities as well as develop and implement lesson plans, curriculum and assistive technologies. Student will learn how to consult and research available journals and resources for teaching students with low-incidence disabilities. * This course requires an embedded 10 hours of field placement. Students must have valid federal FBI, PA Criminal and PA Child Abuse clearances to complete the field placement.</p>	3
EDU671	<p>COLLABORATION, CONSULTATION, AND TEAMWORK</p> <p>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.</p>	3

Course Code	Pre-requisites Course Information	Credits
EDU673	<p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • EDU506 Issues in Special Education • EDU634 Inclusion: Issues and Strategies <p>INSTRUCTIONAL PERSONALIZATION AND TRANSITION</p> <p>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 Childhood Intervention, Inclusion, Sexuality and Transition to Adult Life.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • EDU506 Issues in Special Education • EDU661 High Incidence Disabilities: Instructional Strategies Birth-Grade 8 <p>Co-requisites</p> <ul style="list-style-type: none"> • EDU584 Field Placement: Transition I 	2
EDU690	<p>PRACTICUM IN SPECIAL EDUCATION</p> <p>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.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • EDU524 Teaching in a Urban Schools • EDU668 Low Incidence Disabilities: Birth-8th Grade • EDU673 Instructional Personalization and Transition 	6
EDU694	<p>STUDENT TEACHING FOR THE URBAN FELLOW</p> <p>During the 14 week pre-K-6 placement, student teachers will plan and implement lesson and assume other appropriate instructional responsibilities under the guidance of an experienced teacher and a college supervisor. Students develop a portfolio based on the PDE Form 430 to document their competencies for certification.</p>	3
EDU696	<p>STUDENT TEACHING</p> <p>During one 8 week elementary and one 8 week secondary placement, student teachers will plan and implement lessons, and assume other appropriate 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.</p>	9
ELI031	<p>BASIC READING Basic Reading</p>	3
ELI032	<p>BASIC GRAMMAR Basic Grammar</p>	3
ELI033	<p>BASIC LISTENING/SPEAKING</p>	3

Course Code	Course Information	Credits
ELI034	<p>BASIC WRITING</p> <p>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'.</p>	3
ELI071	<p>FOCUS ON LISTENING/SPEAKING</p> <p>Focus on Listening/Speaking</p>	3
ELI073	<p>FOCUS ON READING</p> <p>Focus on Reading</p>	3
ELI075	<p>FOCUS ON WRITING</p> <p>Focus on Writing</p>	3
ELI077	<p>FOCUS ON GRAMMAR</p> <p>Focus on Grammar</p>	2
ELI081	<p>LISTENING/SPEAKING I</p> <p>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.</p>	3
ELI082	<p>SPEAKING/LISTENING II</p> <p>Speaking/Listening II</p>	3
ELI083	<p>GRAMMAR I</p> <p>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.</p>	3
ELI084	<p>GRAMMAR II</p> <p>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.</p>	3
ELI085	<p>READING I</p> <p>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.</p>	3

Course Code	Course Information	Credits
ELI086	READING II Reading II	3
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
ELI088	WRITING II Writing II	3
ELI090	AMERICAN CULTURE AND CINEMA American Culture and Cinema	3
ELI091	US CULTURE I US Culture I	3
ELI092	COMMUNICATION FOR SUCCESS Communication for Success	3
ELI094	WRITING FOR SUCCESS Writing for Success	3
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 vocabulary is also stressed.	3
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
ELI104	ACADEMIC COMPOSITION Academic Composition	3
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

Course Code	Course Information	Credits
ELI107	ADVANCED COLLEGE READINGS Advanced College Readings	
ELI108	ACADEMIC COMMUNICATION SKILLS Academic Communication Skills	3
ELI193	US CULTURE - PITTSBURGH US Culture - Pittsburgh	3
ELI501	GRADUATE ACADEMIC DISCOURSE Graduate Academic Discourse	3
ELI503	GRADUATE WRITING Graduate Writing	3
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
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
ELP013	BASIC WRITING A This basic level writing course aims to develop the students' abilities to write comprehensible sentences on familiar topics.	2
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
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
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
ELP018	BASIC WRITING B This basic level writing course aims to develop students' abilities to write	2

Course Code	Course Information comprehensible sentences on familiar topics.	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
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 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.	2
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 abilities to identify main ideas and details by answering a variety of question types. The course also focuses on increasing high frequency and academic vocabulary and sentence structures.	2
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 introduces different writing process strategies and expands students' knowledge and use of vocabulary, grammar, syntax, and paragraph structure.	2
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
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
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
ELP038	LOW INTERMEDIATE WRITING B This low intermediate writing course is designed to continue developing students'	2

Course Code	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. Course Information	Credits
ELP039	<p>LOW INTERMEDIATE GRAMMAR B</p> <p>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.</p>	1
ELP051	<p>INT. LISTENING AND SPEAKING A</p> <p>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.</p>	2
ELP052	<p>INTERMEDIATE READING A</p> <p>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.</p>	2
ELP053	<p>INTERMEDIATE WRITING A</p> <p>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.</p>	2
ELP054	<p>INTERMEDIATE GRAMMAR A</p> <p>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.</p>	1
ELP056	<p>INT. LISTENING AND SPEAKING B</p> <p>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.</p>	2
ELP057	<p>INTERMEDIATE READING B</p> <p>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</p>	2

Course Code	Course Information 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.	Credits
ELP058	<p>INTERMEDIATE WRITING B</p> <p>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.</p>	2
ELP071	<p>HIGH INTER LISTENING/SPEAKING A</p> <p>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.</p>	2
ELP072	<p>US CULTURE</p> <p>This course introduces students to various topics related to US culture, values, traditions, and ways of life through readings, discussion, and reflection on experiences.</p>	2
ELP073	<p>HIGH INTER WRITING A</p> <p>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.</p>	2
ELP074	<p>HIGH INTER GRAMMAR A</p> <p>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.</p>	1
ELP076	<p>HIGH INTER LISTENING/SPEAKING B</p> <p>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.</p>	2
ELP077	<p>US CULTURE AND PITTSBURGH</p> <p>US Culture-Pittsburgh is a course of study which will acquaint each student with historical and cultural information about the City of Pittsburgh. It will also allow students to participate in and enjoy cultural experiences with are uniquely "Pittsburgh."</p>	2
ELP078	<p>HIGH INTER WRITING B</p> <p>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.</p>	2

Course Code	Course Information	Credits
ELP079	<p>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.</p>	
ELP103	<p>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.</p>	1
ELP103	<p>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.</p>	3
ELP122	<p>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.</p>	1
ELP122	<p>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.</p>	3
ENG100	<p>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. 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.</p>	3
ENG100	<p>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.</p>	3

Course Code	Course Information	Credits
ENG102	<p>EXPOSITORY WRITING</p> <p>A practical course for students who need to improve their grammar and usage skills, digesting and arranging ideas, marshalling suitable evidence, illustrating a point, composing distinct paragraphs, and commanding various appropriate means of reaching an intended audience. May be repeated up to three times with the permission of the English program.</p>	
ENG105	<p>FIRST - YEAR COMMUNICATION SEMINAR</p> <p>First - Year Communication Seminar</p>	3
ENG105	<p>FIRST-YEAR WRITING</p> <p>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.</p>	3
ENG201	<p>ENVIRONMENTAL LITERATURE AND FILM</p> <p>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 <i>All Over Creation</i> (2004) or Kingsolver's <i>Animal, Vegetable, Miracle</i> (2008). This course includes 10 hours of experiential learning at the Eden Hall Campus.</p>	3
ENG204	<p>WORLD LITERATURE</p> <p>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," <i>The Bacchae</i>, and <i>The Odyssey</i>.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG100 Multicultural Literature • ENG100 Introduction to Literary Studies <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG105 First - Year Communication Seminar • ENG105 First-Year Writing 	3
ENG207	<p>BRITISH WRITERS I</p> <p>A critical and historical approach to major writers in English during the Anglo-Saxon, medieval, and Renaissance periods, including such representative authors as the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, and Milton.</p>	3
ENG208	<p>BRITISH WRITERS II</p> <p>A critical and historical approach to major writers in English during the Augustan,</p>	3

Course Code	Course Information	Credits
ENG209	<p>Romantic, and Victorian periods, including such representative authors as Swift, Pope, Johnson, Wordsworth, Keats, Arnold, Tennyson, and Browning.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG100 Introduction to Literary Studies • ENG100 Multicultural Literature <p>LINGUISTICS 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.</p>	3
ENG210CLSLU	<p>LOVE AND DESIRE IN LITERATURE OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ENG216W	<p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG100 Multicultural Literature • ENG100 Introduction to Literary Studies <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG105 First - Year Communication Seminar • ENG105 First-Year Writing 	3
ENG217W	<p>AMERICAN WRITERS II A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, Henry James, Faulkner, and Sylvia Plath.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG100 Introduction to Literary Studies • ENG100 Multicultural Literature <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG105 First - Year Communication Seminar • ENG105 First-Year Writing 	3
ENG220	<p>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?</p>	3

Course Code	Course Information	Credits
ENG225SLU	<p data-bbox="427 114 1082 136">WRITING WILD: EXPLORING THE FOUR GENRES</p> <p data-bbox="427 152 927 181">OCICU course taught at Saint Leo University.</p> <p data-bbox="448 215 619 244">Pre-requisites</p> <p data-bbox="448 248 748 277">Complete the following course:</p> <ul data-bbox="448 282 783 304" style="list-style-type: none"> <li data-bbox="448 282 783 304">• XXX123 Permission of Instructor 	3
ENG234	<p data-bbox="427 376 659 398">MINOR BIRD LAB</p> <p data-bbox="427 416 1358 595">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.</p>	3
ENG234	<p data-bbox="427 667 743 689">LITERARY PUBLISHING</p> <p data-bbox="427 707 1358 887">This course is an introduction to literary publishing through practice, reading, and discussion. 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 in the creative, technical, and professional aspects of publishing a literary journal.</p>	3
ENG241	<p data-bbox="427 981 699 1003">BUSINESS WRITING</p> <p data-bbox="427 1021 1318 1200">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.</p>	3
ENG241	<p data-bbox="427 1272 858 1294">WRITING FOR PROFESSIONALS</p> <p data-bbox="427 1312 1337 1491">Writing for Professionals helps students write clearly and effectively about a variety of subjects in genres related to the workplace. Through writing and reading assignments, students learn about targeting an audience, organizing writing, and developing a professional style. They create documents useful when seeking employment and in the workplace.</p>	3
ENG242	<p data-bbox="427 1563 962 1585">INTRODUCTION TO CREATIVE WRITING</p> <p data-bbox="427 1603 1334 1783">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.</p>	3
ENG243	<p data-bbox="427 1854 711 1877">CREATIVE WRITING I</p> <p data-bbox="427 1895 1337 2007">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.</p> <p data-bbox="448 2040 619 2069">Pre-requisites</p> <p data-bbox="448 2074 748 2103">Complete the following course:</p> <ul data-bbox="448 2107 858 2130" style="list-style-type: none"> <li data-bbox="448 2107 858 2130">• ENG242 Introduction to Creative Writing 	3

Course Code	Course Information	Credits
ENG244	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG243 Creative Writing I 	3
ENG245	<p>ADVANCED WRITING WORKSHOP</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • ENG243 Creative Writing I • ENG244 Creative Writing II 	3
ENG262	<p>INTRODUCTION TO WOMEN WRITERS</p> <p>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.</p>	3
ENG282	<p>20TH-CENTURY AFRICAN-AMERICAN LITERATURE</p> <p>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.)</p>	3
ENG287	<p>AFRICAN-AMERICAN WRITERS</p> <p>This course provides an introduction to the African-American expressive tradition, including poetry, fiction, autobiography, song and folktales from the 18th century to the present. Examining writers such as Douglass, Chesnut, Brooks, Baldwin, Ellison, and Walker, this course works to delineate the critical and historical contours of the African-American literary tradition.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG100 Multicultural Literature • ENG100 Introduction to Literary Studies <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG105 First - Year Communication Seminar • ENG105 First-Year Writing 	3
ENG302	<p>ENVIRONMENTAL CHILDREN'S FICTION AND FILM</p> <p>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.</p>	3

Course Code	Pre-requisites Course Information	Credits
ENG303	<p data-bbox="448 114 748 141">Complete the following course:</p> <ul data-bbox="448 143 730 170" style="list-style-type: none"> <li data-bbox="448 143 730 170">• ENG105 First-Year Writing <p data-bbox="429 237 863 264">FOOD AND AMERICAN IDENTITY</p> <p data-bbox="429 277 1353 456">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.</p> <p data-bbox="448 495 616 521">Pre-requisites</p> <p data-bbox="448 526 842 553">Complete any 1 of the following courses:</p> <ul data-bbox="448 557 855 616" style="list-style-type: none"> <li data-bbox="448 557 775 584">• ENG100 Multicultural Literature <li data-bbox="448 589 855 616">• ENG100 Introduction to Literary Studies <p data-bbox="448 620 842 647">Complete any 1 of the following courses:</p> <ul data-bbox="448 651 911 710" style="list-style-type: none"> <li data-bbox="448 651 911 678">• ENG105 First - Year Communication Seminar <li data-bbox="448 683 730 710">• ENG105 First-Year Writing 	3
ENG310	<p data-bbox="429 792 916 819">SUMMER COMMUNITY OF WRITERS</p> <p data-bbox="429 833 1353 940">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.</p> <p data-bbox="448 974 616 1001">Pre-requisites</p> <p data-bbox="448 1005 831 1032">Complete all 4 of the following courses:</p> <ul data-bbox="448 1037 858 1160" style="list-style-type: none"> <li data-bbox="448 1037 858 1064">• ENG242 Introduction to Creative Writing <li data-bbox="448 1068 727 1095">• ENG243 Creative Writing I <li data-bbox="448 1099 735 1126">• ENG244 Creative Writing II <li data-bbox="448 1131 834 1158">• ENG245 Advanced Writing Workshop 	3
ENG313	<p data-bbox="429 1229 660 1256">SPECIAL TOPICS</p> <p data-bbox="429 1267 588 1294">Special Topics</p>	3
ENG321W	<p data-bbox="429 1368 759 1395">SHAKESPEARE SURVEY</p> <p data-bbox="429 1408 1289 1476">A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.</p> <p data-bbox="448 1509 616 1536">Pre-requisites</p> <p data-bbox="448 1541 842 1568">Complete any 1 of the following courses:</p> <ul data-bbox="448 1572 759 1664" style="list-style-type: none"> <li data-bbox="448 1572 708 1599">• ENG207 British Writers I <li data-bbox="448 1603 740 1630">• ENG216 American Writers I <li data-bbox="448 1635 759 1662">• ENG216W American Writers I 	3
ENG327	<p data-bbox="429 1733 999 1760">WRITING ABOUT ENVIRONMENT SCIENCE</p> <p data-bbox="429 1774 1342 2107">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.</p>	3

Course Code	Pre-requisites Course Information	Credits
	<p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENV201 Special Topics • ENV202 Exercise and the Environment • ENV213V Special Topics • ENV217 Env Solutions-systems • ENV221E Organic Gardening • ENV222E Organic Gardening • ENV224 Environmental Sculpture • ENV225 Environmental Ethics • ENV230 Wilderness- Food Sustainability • ENV230W Wilderness - Food Sustainability • ENV231 Wilderness & Food Sustainability • ENV233 Soundscapes:mus-nat-silnc • ENV242 Women and the Global Environment • ENV250 Plants, People, and the Environment • ENV255 Soundscapes: Music, Nature, and Silence • ENV262 Environmental Economics • ENV265 Environmental Economics • ENV275 Ecological Economics • ENV285 Internatl Env Policy 	
ENG350W	<p>SEMINAR IN LITERARY THEORY AND SCHOLARLY WRITING</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG100 Multicultural Literature • ENG100 Introduction to Literary Studies 	3
ENG351HU	<p>TECHNICAL AND REPORT WRITING</p> <p>OCICU course taught at Heritage University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ENG355	<p>ADVANCED WRITING AND STYLISTICS</p> <p>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.</p>	3
ENG365	<p>WRITING FICTION</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG100 Multicultural Literature • ENG100 Introduction to Literary Studies <p>Complete the following course:</p> <ul style="list-style-type: none"> • ENG242 Introduction to Creative Writing 	3

Course Code	Course Information	Credits
ENG366	<p data-bbox="429 159 1337 300">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.</p> <p data-bbox="451 338 616 360">Pre-requisites</p> <p data-bbox="451 371 842 394">Complete any 1 of the following courses:</p> <ul data-bbox="451 405 855 461" style="list-style-type: none"> <li data-bbox="451 405 775 427">• ENG100 Multicultural Literature <li data-bbox="451 439 855 461">• ENG100 Introduction to Literary Studies <p data-bbox="451 472 746 495">Complete the following course:</p> <ul data-bbox="451 506 855 528" style="list-style-type: none"> <li data-bbox="451 506 855 528">• ENG242 Introduction to Creative Writing 	3
ENG367	<p data-bbox="429 595 1350 775">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.</p> <p data-bbox="451 813 616 835">Pre-requisites</p> <p data-bbox="451 846 842 869">Complete any 1 of the following courses:</p> <ul data-bbox="451 880 855 936" style="list-style-type: none"> <li data-bbox="451 880 775 902">• ENG100 Multicultural Literature <li data-bbox="451 913 855 936">• ENG100 Introduction to Literary Studies <p data-bbox="451 947 746 969">Complete the following course:</p> <ul data-bbox="451 981 855 1003" style="list-style-type: none"> <li data-bbox="451 981 855 1003">• ENG242 Introduction to Creative Writing 	3
ENG368	<p data-bbox="429 1088 1326 1267">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.</p> <p data-bbox="451 1305 616 1328">Pre-requisites</p> <p data-bbox="451 1339 842 1361">Complete any 1 of the following courses:</p> <ul data-bbox="451 1373 855 1429" style="list-style-type: none"> <li data-bbox="451 1373 775 1395">• ENG100 Multicultural Literature <li data-bbox="451 1417 855 1429">• ENG100 Introduction to Literary Studies <p data-bbox="451 1440 746 1462">Complete the following course:</p> <ul data-bbox="451 1473 855 1496" style="list-style-type: none"> <li data-bbox="451 1473 855 1496">• ENG242 Introduction to Creative Writing 	3
ENG385	<p data-bbox="429 1559 1334 1738">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.</p> <p data-bbox="451 1776 616 1798">Pre-requisites</p> <p data-bbox="451 1809 842 1832">Complete any 1 of the following courses:</p> <ul data-bbox="451 1843 855 1899" style="list-style-type: none"> <li data-bbox="451 1843 775 1865">• ENG100 Multicultural Literature <li data-bbox="451 1888 855 1899">• ENG100 Introduction to Literary Studies 	3
ENG413	<p data-bbox="429 1962 659 2029">SPECIAL TOPICS Special Topics</p>	3
ENG425	<p data-bbox="429 2096 1326 2141">BLEAK HOUSES: SHIFTING LANDSCAPES OF THE ENGLISH NOVEL</p>	3

Course Code	Course Information	Credits
ENG427	<p>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.</p> <p>ETHNICITY AND PLACE</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG204 World Literature • ENG287 African-American Writers 	3
ENG428	<p>ACADEMIC WRITING</p> <p>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.</p>	3
ENG429	<p>THE LITERARY COOKBOOK</p> <p>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 lenses of food studies and literary theory to understand how cookbooks function as literature in the popular market and the academy.</p>	3
ENG434	<p>LITERATURE OF FACT</p> <p>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.</p>	3
ENG446	<p>WILDERNESS AND LITERATURE</p> <p>Through close reading of poetry and prose, students will explore the relationship between wilderness and literature - both representations of the natural world and what Stanley Kunitz calls "your wilderness . . . the untamed self that you pretend doesn't exist, all that chaos locked behind the closet door, those memories yammering in the dark." Writers examined include: Anne Carson, Mark Doty, Kathleen Hill, and Virginia Woolf.</p>	3
ENG449	<p>EXILES</p> <p>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</p>	3

Course Code	Course Information 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	Credits
ENG452	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. 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. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • ENG207 British Writers I • ENG287 African-American Writers 	3
ENG480	AUGUST WILSON SEMINAR 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.	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, theater 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: <ul style="list-style-type: none"> • ENG350W Seminar in Literary Theory and Scholarly Writing 	3
ENG491	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
ENG493	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3

ENG498 Course Code	TUTORIAL: ENGLISH Course Information Tutorial: English	Credits
ENG512	<p data-bbox="429 188 1198 217">TEACHING CREATIVE WRITING IN ALTERNATIVE SPACES</p> <p data-bbox="429 230 1318 371">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.</p>	3
ENG513	<p data-bbox="429 445 743 474">WRITING ABOUT FOOD</p> <p data-bbox="429 488 1342 629">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.</p>	3
ENG514	<p data-bbox="429 703 1161 732">READINGS IN THE PEDAGOGY OF CREATIVE WRITING</p> <p data-bbox="429 745 1270 808">This course is a pre-requisite for ENG515 and focuses on the theoretical and pedagogical readings related to the teaching of creative writing.</p>	3
ENG515	<p data-bbox="429 909 847 938">TEACHING CREATIVE WRITING</p> <p data-bbox="429 952 1310 1133">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.</p>	3
ENG523	<p data-bbox="429 1207 1182 1236">THE CRAFT OF CREATIVE WRITING: MULTIPLE GENRES</p> <p data-bbox="429 1249 1350 1386">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.</p>	3
ENG525	<p data-bbox="429 1460 1326 1489">BLEAK HOUSES: SHIFTING LANDSCAPES OF THE ENGLISH NOVEL</p> <p data-bbox="429 1503 1353 1684">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-industrialized, and ultimately, suburban. Each novel will explore a new sense of Englishness rooted in the social-political and economic events of the era.</p>	3
ENG527	<p data-bbox="429 1758 743 1787">ETHNICITY AND PLACE</p> <p data-bbox="429 1800 1345 1982">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.</p>	3
ENG528	<p data-bbox="429 2056 707 2085">ACADEMIC WRITING</p> <p data-bbox="429 2098 1307 2161">Students develop the writing skills necessary for success in graduate school, including proper citations, time management, and the content and format for two</p>	3

Course Code	Course Information types of research proposals. Students become proficient in the APA style and have the opportunity to resolve grammar and structure problems with the professor.	Credits
ENG529	<p>THE ART OF COMPRESSION</p> <p>A multi-genre writing workshop focusing exclusively on the short form in fiction, nonfiction and poetry. This course is designed to teach the techniques and practice of short-form 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.</p>	3
ENG531	<p>READINGS IN CONTEMPORARY LYRICISM</p> <p>This course is a graduate seminar focusing on the close reading of text from various genres (poetry, fiction, nonfiction, and children's writing) that use lyricism as a primary craft device. Designed to complement the craft workshop, this course or Readings in Contemporary Narrative is required for all MFA students.</p>	3
ENG532	<p>READINGS IN PROSE AND POETRY</p> <p>This course is a graduate seminar focusing on the close reading of prose and poetry drawn primarily from the modern and contemporary periods. Designed to complement the craft workshops, this course is required of all MFA students.</p>	3
ENG533	<p>READINGS IN CONTEMPORARY NARRATIVE</p> <p>This course is a graduate seminar focusing on the close reading of narrative texts from several genres (fiction, nonfiction, poetry, and children's writing), drawn from modern and contemporary periods. Designed to complement craft workshops, this course or Readings in the Contemporary Lyric is required of all MFA students.</p>	3
ENG535	<p>WRITING POETRY: FORM</p> <p>A poetry writing workshop to focus on form. Pre Requisite: ENG583</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG583 The Craft of Poetry 	3
ENG537	<p>WRITING POETRY: LITERARY MOVEMENTS</p> <p>A poetry workshop focusing on readings from a particular poetic movement, and writing poetry that models or responds to movement. Pre-requisite: ENG583</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG583 The Craft of Poetry 	3
ENG539	<p>WRITING CREATIVE NONFICTION: MEMOIR</p> <p>A creative Non-Fiction workshop focusing mainly on the memoir. Pre requisite: ENG582</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG582 The Craft of Nonfiction 	3
ENG544	<p>WRITING CREATIVE NONFICTION: THE LYRIC & FORMALLY</p>	3

Course Code	ADVENTUROUS ESSAY Course Information	Credits
ENG545	<p data-bbox="427 118 1294 145">A creative non-fiction workshop focused on lyric and experimental essay forms.</p> <p data-bbox="427 219 1214 246">WRITING CREATIVE NONFICTION: LITERARY JOURNALISM</p> <p data-bbox="427 257 1337 322">A creative non-fiction workshop focusing on literary journalism. Pre Requisite: ENG 582</p> <p data-bbox="448 356 619 383">Pre-requisites</p> <p data-bbox="448 392 748 418">Complete the following course:</p> <ul data-bbox="448 423 778 450" style="list-style-type: none"> <li data-bbox="448 423 778 450">• ENG582 The Craft of Nonfiction 	3
ENG546	<p data-bbox="427 517 820 544">WILDNESS AND LITERATURE</p> <p data-bbox="427 555 1342 701">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.</p>	3
ENG548	<p data-bbox="427 775 877 801">WRITING CREATIVE NONFICTION</p> <p data-bbox="427 813 1329 996">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</p> <p data-bbox="448 1028 619 1055">Pre-requisites</p> <p data-bbox="448 1064 748 1090">Complete the following course:</p> <ul data-bbox="448 1095 778 1122" style="list-style-type: none"> <li data-bbox="448 1095 778 1122">• ENG582 The Craft of Nonfiction 	3
ENG549	<p data-bbox="427 1200 528 1227">EXILES</p> <p data-bbox="427 1238 1318 1384">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).</p>	3
ENG551	<p data-bbox="427 1458 951 1485">WRITING FICTION: THE SHORT STORY</p> <p data-bbox="427 1496 1337 1680">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.</p> <p data-bbox="448 1711 619 1738">Pre-requisites</p> <p data-bbox="448 1747 748 1774">Complete the following course:</p> <ul data-bbox="448 1778 748 1805" style="list-style-type: none"> <li data-bbox="448 1778 748 1805">• ENG581 The Craft of Fiction 	3
ENG552	<p data-bbox="427 1872 799 1899">ECOFEMINIST LITERATURE</p> <p data-bbox="427 1910 1350 2056">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.</p>	3
ENG553	<p data-bbox="427 2130 675 2157">WRITING POETRY</p>	3

Course Code	Course Information	Credits
ENG554	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG583 The Craft of Poetry <p>WRITING FICTION</p> <p>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</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG581 The Craft of Fiction • ENG523 The Craft of Creative Writing: Multiple Genres • ENG582 The Craft of Nonfiction 	3
ENG557	<p>WRITING FICTION: STORY COLLECTIONS/NOVEL-IN-STORIES</p> <p>This course furthers one's technique and practice of fiction writing via studying book length 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</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG581 The Craft of Fiction 	3
ENG562	<p>CHILDREN'S LITERATURE</p> <p>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.</p>	3
ENG566	<p>YOUNG ADULT LITERATURE</p> <p>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.</p>	3
ENG567	<p>LONG PROJECTS</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG523 The Craft of Creative Writing: Multiple Genres • ENG581 The Craft of Fiction • ENG582 The Craft of Nonfiction 	3

Course Code	• ENG583 The Craft of Poetry Course Information	Credits
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
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
ENG572	THE LITERATURE OF SOCIAL ENGAGEMENT A course in which students examine literature that engages with social problems. Readings will include poetry, creative nonfiction, literary journalism, scriptwriting, and fiction. In examining these texts, we will analyze the finished product as well as research methods authors used to research a topic and render it on the page.	3
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 simultaneously using Wilson's drama as a lens for reading the history of Pittsburgh.	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 ART AND CRAFT OF NARRATIVE Readings and writing in this multi-genre course will focus on constructing narratives in fiction, nonfiction, poetry or writing for children. Students will be introduced to the workshop method and given instruction on sending work out for publication.	3
ENG583	THE ART AND CRAFT OF THE LYRIC Readings and writing in this multi-genre course will focus on writing lyrically in poetry and prose. Students will be introduced to the workshop method and given instruction on sending work out for publication.	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 Course Code	TRAVEL WRITING Course Information	Credits
ENG589	<p data-bbox="429 120 1326 264">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.</p> <p data-bbox="429 309 1326 416">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.</p>	3
ENG595	<p data-bbox="429 490 1358 674">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.</p>	3
ENG605	<p data-bbox="429 748 1355 965">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.</p>	3
ENG606	<p data-bbox="429 1061 1355 1279">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.</p>	3
ENG607	<p data-bbox="429 1352 1355 1570">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.</p>	3
ENG612	<p data-bbox="429 1644 1339 1827">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.</p>	6
ENG612I	<p data-bbox="429 1901 1339 2119">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.</p>	6

Course Code	Course Information	Credits
ENG612II	MENTORSHIP I - PART TWO	
	<p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG612I Mentorship I- Part One • ENG612 Mentorship I 	
ENG674	FIELD SEMINAR: INTERNATIONAL	3
	<p>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.</p>	
ENG674A	FIELD SEMINAR: INTERNATIONAL	3
	<p>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.</p>	
ENG674B	FIELD SEMINAR: INTERNATIONAL	3
	<p>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.</p>	
ENG676	ARTISTS IN THE COMMUNITY	3
	<p>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 be within Pittsburgh and Western Pennsylvania. May be repeated for credit. Additional fee(s): Field Seminar fee.</p>	
ENG678	FIELD PLACEMENT	3
	<p>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.</p>	
ENG683	SPECIAL TOPICS	3
	<p>Literature Courses on differing topics, usually thematically based.</p>	
ENG691	INDEPENDENT STUDY	1

Course Code	Course Information	Credits
	Independent study on a topic of the student's choice.	
	Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
ENG692	INDEPENDENT STUDY Independent study on a topic of the student's choice.	2
	Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
ENG693	INDEPENDENT STUDY Independent study on topics of the student's choosing.	3
	Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
ENG694	INTERNSHIP Internship with a publishing company, literary press or other writing organization.	3
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.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • ENG605 Prose Thesis Seminar • ENG606 Thesis Seminar • ENG607 Thesis Seminar: Poetry • ENG608 Thesis Seminar: Children's Writing • ENG609 Thesis Seminar: Screenwriting 	
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
ENG710	SUMMER COMMUNITY OF WRITERS Summer Community of Writers	6
ENG710I	SUMMER COMMUNITY OF WRITERS - PART ONE Summer Community of Writers - Part One	6
ENG710II	SUMMER COMMUNITY OF WRITERS - PART TWO Summer Community of Writers - Part Two	6
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • ENG710 Summer Community of Writers • ENG710I Summer Community of Writers - Part One 	

Course Code	Course Information	Credits
ENG712	<p>MENTORSHIP II</p> <p>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.</p>	6
ENG712I	<p>MENTORSHIP II - PART ONE</p> <p>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.</p>	6
ENG712II	<p>MENTORSHIP II - PART TWO</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENG712I Mentorship II - Part One • ENG712 Mentorship II 	6
ENG800	<p>GRADUATE CONTINUING CREDIT</p> <p>Graduate Continuing Credit</p>	1
ENV115	<p>SHIFTING ENVIRONMENTAL PARADIGMS</p> <p>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.</p>	3
ENV115L	<p>ENVIRONMENTAL PARADIGMS LAB</p> <p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • ENV115 Shifting Environmental Paradigms 	1
ENV116	<p>GLOBAL ENVIRONMENTAL CHALLENGES</p> <p>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.</p>	3

Course Code	OUR FRAGILE EARTH: A SCIENTIFIC PERSPECTIVE Course Information	Credits
ENV129L	<p>OUR FRAGILE EARTH 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.</p> <p>OUR FRAGILE EARTH LAB This lab offers hands-on opportunity to perform basic environmental lab skills, including water testing, bioassay, and greenhouse experiment protocol. The course may be taken independently as a freestanding environmental lab course. Two hours of laboratory per week. Additional Fee(s): Laboratory fee.</p>	1
ENV145	<p>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.</p>	4
ENV145L	<p>LAB: ENVIRONMENTAL BIOLOGY Lab: Environmental Biology</p>	0
ENV147	<p>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.</p>	4
ENV147L	<p>LAB: ENVIRONMENTAL GEOLOGY Lab: Environmental Geology</p>	0
ENV208	<p>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.</p>	3
ENV225	<p>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 PHI 225.</p>	3

ENV242 Course Code	WOMEN AND THE GLOBAL ENVIRONMENT Course Information	Credits
	<p>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.</p>	
ENV247	<p>ENVIRONMENTAL GEOLOGY Environmental Geology</p>	3
ENV247L	<p>ENVIRONMENTAL GEOLOGY LAB Environmental Geology Lab</p>	1
ENV250	<p>PLANTS, PEOPLE, AND THE ENVIRONMENT 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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ENV116 Global Environmental Challenges • ENV129 Our Fragile Earth: A Scientific Perspective 	3
ENV327	<p>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.</p>	3
ENV327W	<p>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.</p>	3
ENV446	<p>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</p>	3

Course Code	Course Information	Credits
	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	<p>SOIL SCIENCE</p> <p>Study of soils as natural bodies, media for plant growth, and ecosystem components. Topics include soil morphology and characteristics, composition, formation, conservation, and soil erosion. Physical, chemical, and biological properties of soils are related to the production of plants, the functioning of hydrologic and nutrient cycles, and the protection of environmental quality. Cross-listed as LNS 551</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENV129 Our Fragile Earth: A Scientific Perspective 	3
ENV491	<p>INDEPENDENT STUDY</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
ENV492	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
ENV493	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ENV498	<p>TUTORIAL: ENVIRONMENTAL STUDIES</p> <p>Tutorial: Environmental Studies</p>	4
ENV499	<p>TUTORIAL: ENVIRONMENTAL STUDIES</p> <p>Tutorial: Environmental Studies</p>	4
EXS101	<p>INTRODUCTION TO EXERCISE SCIENCE</p> <p>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.</p>	1
EXS102	<p>FIRST AID AND CARDIOPULMONARY RESUSCITATION</p> <p>A 1-credit lab/lecture discussion course in which American Res Cross techniques of Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer, and Community</p>	1

Course Code	Course Information 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	Credits
EXS103	<p data-bbox="429 152 1337 215">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.</p> <p data-bbox="429 286 584 313">WELLNESS</p> <p data-bbox="429 327 1337 658">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.</p>	2
EXS104	<p data-bbox="429 734 1147 761">INTRODUCTION TO CAREERS IN ATHLETIC TRAINING</p> <p data-bbox="429 775 1337 913">This course is designed to provide an overview of the field of athletic training as a discipline and profession. Topics of injury prevention, evaluation, treatment and rehabilitation will be explored as they specifically relate to the profession. Possible career choices related to this field will also be discussed.</p>	1
EXS105	<p data-bbox="429 990 740 1016">PERSONAL NUTRITION</p> <p data-bbox="429 1030 1337 1169">This course explores the various nutrients, their sources, digestion, absorption, and metabolism. Current research and dietary trends are presented against a background of basic nutritional concepts. Special emphasis is given to how nutrition can be emphasized to promote health and health maintenance across the lifespan.</p>	1
EXS202	<p data-bbox="429 1245 911 1272">EXERCISE AND THE ENVIRONMENT</p> <p data-bbox="429 1285 1337 1469">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.</p>	3
EXS252	<p data-bbox="429 1545 796 1572">EXERCISE AND NUTRITION</p> <p data-bbox="429 1585 1337 1836">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.</p>	3
EXS252W	<p data-bbox="429 1912 796 1939">EXERCISE AND NUTRITION</p> <p data-bbox="429 1953 1337 2136">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</p>	3

Course Code	Course Information mass), development of obesity, weight management, and nutritional factors in planning a successful muscular strength and endurance program.	Credits
EXS301W	<p>INTRODUCTION TO CRITICAL RESEARCH APPRAISAL</p> <p>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.</p>	2
EXS302	<p>PRINCIPLES OF STRENGTH AND CONDITIONING</p> <p>Students learn to integrate anatomical and physiological function into a comprehensive strength and conditioning model. Topics include testing, evaluation, exercise techniques, program design, and aerobic endurance training. Students are introduced to facility organization, risk management, and developing a policies and procedure manual.</p>	3
EXS303	<p>SKELETAL MUSCLE BIOCHEMISTRY</p> <p>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 include control of gene expression and protein synthesis, contraction and substrate utilization, non-muscle tissue interactions and exercise training and adaptations.</p> <p>Pre-requisites Complete the following course: <ul style="list-style-type: none"> • BIO201 Anatomy Complete any 1 of the following courses: <ul style="list-style-type: none"> • BIO302 Physiology • BIO202 Physiology </p>	3
EXS326	<p>APPLIED EXERCISE PHYSIOLOGY I</p> <p>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.</p> <p>Pre-requisites Complete the following course: <ul style="list-style-type: none"> • BIO302 Physiology Co-requisites <ul style="list-style-type: none"> • EXS326L Lab: Applied Exercise Physiology I </p>	3
EXS326L	<p>LAB: APPLIED EXERCISE PHYSIOLOGY I</p> <p>Experiments to complement the material presented in EXS326. Two hours of laboratory per week. Corequisite: EXS 326. Additional fee(s): Laboratory fee.</p>	1

Course Code EXS345	Course Information KINESIOLOGY AND MOVEMENT SCIENCE	Credits 3
	<p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • EXS345L Lab: Kinesiology and Movement Science • EXS345LW Lab: Kinesiology and Movement Science 	
EXS345LW	<p>LAB: KINESIOLOGY AND MOVEMENT SCIENCE</p> <p>Experiments to complement the material presented in EXS 345. Lab will include activities 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.</p>	1
EXS426	<p>APPLIED EXERCISE PHYSIOLOGY II</p> <p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • EXS426L Applied Exercise Physiology II Lab 	3
EXS426L	<p>APPLIED EXERCISE PHYSIOLOGY II LAB</p> <p>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.</p>	1
EXS490	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • EXS301W Introduction to Critical Research Appraisal 	3
EXS493	INDEPENDENT STUDY	3

Course Code	Independent Study Course Information	Credits
	<p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
EXS498	<p>TUTORIAL: EXERCISE SCIENCE</p> <p>Tutorial: Exercise Science</p>	4
EXS499	<p>TUTORIAL: EXERCISE SCIENCE</p> <p>Tutorial: Exercise Science</p>	4
FDT141	<p>MEDIA LITERACY</p> <p>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.</p>	3
FDT150	<p>INTRODUCTION TO DIGITAL VIDEO PRODUCTION</p> <p>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.</p>	3
FDT160	<p>WORLD FILM HISTORY</p> <p>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.</p>	3
FDT161	<p>INTRODUCTION TO FILM, VIDEO AND NEW MEDIA ART</p> <p>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.</p>	3
FDT200	<p>FINAL CUT PRO X</p> <p>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.</p>	2

Course Code	Course Information	Credits
FDT200	<p>FINAL CUT PRO X</p> <p>This is a 3-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.</p>	3
FDT210	<p>STUDIO: ADOBE ILLUSTRATOR</p> <p>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.</p>	1
FDT213	<p>SPECIAL TOPICS</p> <p>Special Topics</p>	3
FDT220	<p>STUDIO: ADOBE PHOTOSHOP</p> <p>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 Photoshop on the Macintosh platform.</p>	1
FDT225	<p>FEMALE NARRATION: RACE AND GENDER IN WOMEN'S FILMS</p> <p>This course looks predominantly at films directed by women who have worked out strategies for feminist film practice. The course will focus on the relationship between representations of women and the socio-political structures in which women live. It will also focus on the need for women, if they wish to affect perception of self and other, us and them, to take up the means of production. Exposing the sexual stratagems in various contemporary societies' permits women filmmakers to recreate the world in their own image. Study of traditional portrayals of women will support understanding of the differences between subject and object position. Negotiating these often-conflicting spaces allows students to comprehend the multiple mediations that structure a critical consciousness. Such awareness allows questions of responsibility in a world of diverse values and perspectives. The course is organized as a reading, viewing, and lecture, experience.</p>	3
FDT230	<p>INDESIGN STUDIO</p> <p>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, hyphenation, and libraries to create simple and complex layout compositions.</p>	1
FDT250	<p>INTRODUCTION TO DIGITAL VIDEO PRODUCTION</p> <p>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.</p>	3

Course Code	Pre-requisites Course Information	Credits
FDT261	<p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ART141 Media Literacy • COM141 Media Literacy • FDT141 Media Literacy <p>WEB DESIGN I: CODE + AESTHETICS</p> <p>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.</p>	3
FDT300	<p>CRITICAL THEORY</p> <p>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.</p>	3
FDT300W	<p>CRITICAL THEORY</p> <p>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.</p>	3
FDT313	<p>SPECIAL TOPICS</p> <p>Special Topics</p>	3
FDT350	<p>INTERMEDIATE DIGITAL VIDEO PRODUCTION</p> <p>Students will utilize the nonlinear editing software program Final Cut Pro to examine methods of production and related theories involved in achieving structure in film and video. By conceptually dissecting and practically applying techniques such as splicing, transitional effects, and other editing processes, students will render sophisticated projects which are conscious of how the edit structures film and by doing so becomes another creative and technical layer for study. Cross-listed as ART 350. Additional fee: course computing fee.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • ART150 Introduction to Digital Video Production • COM150 Introduction to Digital Video Production • FDT150 Introduction to Digital Video Production 	3
FDT369	<p>INTERACTIVE STRATEGIES</p> <p>Interactive Strategies</p>	3

Course Code	Course Information	Credits
FDT421	<p data-bbox="429 129 963 156">DIGITAL ANIMATION AND COMPOSITING</p> <p data-bbox="429 168 1331 349">This production course provides an introduction to computer animation and visual effects. Students learn the principles, process, and philosophy of animation with a focus on the design and construction of environments, characters, and time-based motion. Students script, storyboard, design, and produce a short animated digital video. Cross-listed with ART 421.</p> <p data-bbox="451 383 616 409">Pre-requisites</p> <p data-bbox="451 416 828 443">Complete all 2 of the following courses:</p> <ul data-bbox="451 450 930 504" style="list-style-type: none"> <li data-bbox="451 450 699 477">• ART141 Media Literacy <li data-bbox="451 483 930 510">• ART250 Introduction to Digital Video Production 	3
FDT450	<p data-bbox="429 573 1098 600">ADVANCED DIGITAL VIDEO PRODUCTION STUDIO</p> <p data-bbox="429 611 1310 909">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.</p> <p data-bbox="451 943 616 969">Pre-requisites</p> <p data-bbox="451 976 842 1003">Complete any 1 of the following courses:</p> <ul data-bbox="451 1010 914 1099" style="list-style-type: none"> <li data-bbox="451 1010 914 1037">• ART350 Intermediate Digital Video Production <li data-bbox="451 1043 812 1070">• COM350 Intermediate Digital Video <li data-bbox="451 1077 914 1104">• FDT350 Intermediate Digital Video Production 	3
FDT469	<p data-bbox="429 1182 823 1209">ADVANCED VISUAL EFFECTS</p> <p data-bbox="429 1220 1337 1402">This course provides an advanced study in developing and executing visual effects for live action films. The course explores the history of special and visual effects by studying practical special effects that can be accomplished in camera, introducing color correction and grading, and mastering the advanced functions of Adobe After Effects as it pertains to live action visual effects.</p> <p data-bbox="451 1435 616 1462">Pre-requisites</p> <p data-bbox="451 1469 748 1496">Complete the following course:</p> <ul data-bbox="451 1503 887 1529" style="list-style-type: none"> <li data-bbox="451 1503 887 1529">• FDT421 Digital Animation and Compositing 	3
FDT490	<p data-bbox="429 1597 775 1624">INTEGRATIVE CAPSTONE</p> <p data-bbox="429 1635 1355 1933">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, theater 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.</p>	3
FDT491	<p data-bbox="429 2007 732 2033">INDEPENDENT STUDY</p> <p data-bbox="429 2045 639 2072">Independent Study</p> <p data-bbox="451 2105 616 2132">Pre-requisites</p>	1

Course Code	Complete the following course: Course Information • XXX123 Permission of Instructor	Credits
FDT493	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: • XXX123 Permission of Instructor	3
FDT498	TUTORIAL Tutorial	4
FDT499	TUTORIAL Tutorial	4
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
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 lab will cover one of the essential design applications: Adobe Illustrator on the Macintosh platform.	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
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
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,	3

Course Code	foundations of alternative screenwriting, videography, sound production, and other media-related processes are explored. Additional fee: Computing fee. Course Information	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
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
FDT613	SPECIAL TOPICS Special Topics Class	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
FDT650	MEDIA PROJECT II: ADVANCED DIGITAL VIDEO PRODUCTION Introduces students to Avid non-linear editing system, the most widely used system within the industry. Students will have a chance to explore the ways in which the Avid DV Xpress can enhance traditional editing techniques. Additional Fee(s): Course Computing Fee	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
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
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 Complete the following course: <ul style="list-style-type: none"> • FDT675 Media Project III: Advanced Sound Production 	3
FDT671	EMERGING MEDIA II: ADVANCED WEB DESIGN	3

Course Code	Course Information	Credits
FDT675	<p>MEDIA PROJECT III: ADVANCED SOUND PRODUCTION</p> <p>Focuses on advanced sound recording, editing, and mixing technologies using Pro Tools digital audio workstation. Additional Fee(s): Course Computing fee</p>	3
FDT676	<p>MEDIA PROJECT IV: VISUAL EFFECTS & ANIMATION MODES</p> <p>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</p>	3
FDT677	<p>MEDIA PROJECT V</p> <p>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</p>	6
FDT683	<p>INTERNSHIP</p> <p>Internship</p>	3
FDT692	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
FDT693	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
FDT800	<p>GRADUATE CONTINUING CREDIT</p> <p>Graduate Continuing Credit</p>	1
FST150	<p>FOOD, FARM & FIELD</p> <p>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.</p>	3
FST205	<p>FOOD SCIENCE PRINCIPLES AND PRACTICE</p> <p>Through didactic and experiential learning, students explore the physical, biological, and chemical makeup of food and how final products are influenced by food processing. Students identify the changes to food caused by storage and cooking methods and apply food science concepts to risk and prevention of foodborne</p>	3

Course Code	pathogens, Course Information	Credits
FST213	SPECIAL TOPICS Special Topics	3
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
FST250	INTERNATIONAL CUISINE This course explores international cuisine and culture through an interdisciplinary lens. Focusing on culinary history, the course emphasizes knowledge of global culture and cuisine. One of the featured regions of study will align with Chatham's "Global Focus" for the academic year.	3
FST302	NUTRITION AND COMMUNITY This course focuses on North American community-based nutrition research, programs and policies. Students become familiar with community-based research, 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
FST315	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 and the relationship between food access, gender, cultural appropriateness, nutrition, sustainability, and justice.	3
FST320	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
FST320L	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 fertility, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.	1
FST342	SUSTAINABLE PRODUCTION Course explores specific modes of production, agricultural and culinary, with a focus on applied and experiential learning through practical application in a group project.	3

Course Code	Students focus on farm to kitchen and develop problem solving skills for practical applications, including plant and crop production and culinary product development. Course Information	Credits
FST365	<p>COFFEE: HISTORY, POLITICS, PRACTICES</p> <p>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.</p>	3
FST402	<p>GLOBAL AGRICULTURE</p> <p>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.</p>	3
FST417	<p>SAFE PRACTICES IN FOOD AND AGRICULTURE</p> <p>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.</p>	1
FST420	<p>BASIC AGROECOLOGY</p> <p>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.</p>	3
FST420L	<p>GROWING SUSTAINABLY LAB</p> <p>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 fertility, biodiversity, greenhouse production, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.</p>	1
FST428	<p>TREE CARE</p> <p>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.</p>	3
FST502	<p>ESSENTIAL READINGS IN FOOD AND AGRICULTURE</p> <p>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.</p>	1

Course Code	Course Information	Credits
FST504	<p>FOOD SCIENCE PRINCIPALS</p> <p>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.</p>	3
FST505	<p>FOOD AND REPRESENTATIONS</p> <p>Food is elemental to survival, culture, home, and subjectivity - to rituals of love, loss, 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.</p>	3
FST508	<p>FOOD SYSTEMS</p> <p>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.</p>	3
FST509	<p>FOOD ACCESS</p> <p>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?</p>	2
FST509	<p>FOOD ACCESS</p> <p>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?</p>	3
FST510	<p>FOOD, CULTURE, HISTORY</p> <p>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.</p>	3
FST511	<p>RESEARCH METHODS</p> <p>Introduction to social science research methods applicable to the study of food and culture. Practicum includes ethnography, interviews, focus groups, survey research, oral history, textual analysis, cultural mapping, and visual methods. Applied approach to research: students will produce data for practical use in existing community or commercial projects.</p>	3
FST512	<p>PRACTICAL NUTRITION</p>	3

Course Code	Course provides an overview of nutrition as an evidence-based research field, focusing on groups and communities where research is conducted and then Course Information	Credits
FST513	<p>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.</p> <p>INTEGRATED SEMINAR IN APPLIED AND ENVIRONMENTAL MICROBIOLOGY</p> <p>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.</p>	3
FST514	<p>WINE, CIDERS AND MEADS</p> <p>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.</p>	3
FST515	<p>WRITING ABOUT FOOD</p> <p>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.</p>	3
FST518	<p>BUSINESS OF FOOD AND AGRICULTURE</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • FST508 Food Systems • FST508 Food Systems <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • FST509 Food Access • FST509 Food Access 	3
FST520	<p>BASIC AGROECOLOGY</p> <p>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.</p>	3

Course Code	Course Information	Credits
FST520L	GROWING SUSTAINABLY LAB	
	<p>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.</p>	
FST521	INTEGRATIVE ANIMAL CARE AND MANAGEMENT	3
	<p>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 social and human) nutrition; livestock care; animal (and human) welfare; history of animal production; food safety.</p>	
FST522	GIS: FOOD AND AGRICULTURE	3
	<p>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.</p>	
FST524	GREENHOUSE PRODUCTION	3
	<p>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.</p>	
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • FST520 Basic Agroecology 	
FST527	PERMACULTURE	3
	<p>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.</p>	
FST528	TREE CARE	3
	<p>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.</p>	
FST530	SUSTAINABLE GASTRONOMY	3
	<p>This course covers the history of cooking as a profession and a skill set. Emphasis</p>	

Course Code	Course Information on gastronomy and culinary arts as both integrative creative enterprises and structured labor in specific contexts. The history of public cooking and dining, restaurants, communication of culture and cuisine, and procedures will be covered.	Credits
FST531	<p>SUSTAINABLE FERMENTATION</p> <p>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.</p>	3
FST532	<p>SUSTAINABLE MEAT PRODUCTION</p> <p>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.</p>	3
FST534	<p>LEARNING THROUGH FOOD</p> <p>This course explores theoretical frameworks and instructional approaches relevant to describing and supporting the ways people learn through experiences with food. This course covers the fundamentals of sociocultural and experiential learning theories and associated instructional philosophies to help students develop their identities as food educators.</p>	3
FST540	<p>ORCHARD SYSTEMS: FOCUS ON TREE FRUIT</p> <p>Focusing on field experiences, this course explores tree fruit orchard production. Students will explore historical, cultural, agronomic, economic, and geopolitical aspects of tree fruit in a large orcharding region; gain hands-on experience in a mainstream industrialized sector of agriculture; and wrestle with complex questions regarding the contours of sustainability.</p>	3
FST575	<p>FIELD ECOLOGY</p> <p>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.</p>	3
FST591	<p>INDEPENDENT STUDY Independent Study</p>	1
FST592	<p>INDEPENDENT STUDY Independent Study</p>	2

Course Code	Pre-requisites Course Information	Credits
	Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
FST593	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	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
FST602	GLOBAL AGRICULTURE 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.	3
FST603	FOOD JOURNEYS Food Journeys Pre-requisites Complete all 2 of the following courses: <ul style="list-style-type: none"> • FST508 Food Systems • FST509 Food Access 	3
FST605	FOOD AND CLIMATE CHANGE This course considers the relationship between Earth's changing climate and the human production and consumption of food. With attention to current theories and case studies, students will develop a comprehensive understanding of food systems in relation to global environmental change, with a specific focus on livelihoods, adaptation, sustainability, and justice.	3
FST607	SUSTAINABLE CONSUMPTION Sustainable Consumption Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • FST508 Food Systems • FST508 Food Systems Complete any 1 of the following courses: <ul style="list-style-type: none"> • FST509 Food Access • FST509 Food Access 	3

EST608 Course Code	CULTURE AND CULINARY GRAINS Course Information Culture and Culinary Grains	3 Credits
FST609	<p data-bbox="429 230 887 257">DAIRY: FROM PASTURE TO PLATE</p> <p data-bbox="429 271 1356 454">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.</p> <p data-bbox="448 483 616 510">Pre-requisites</p> <p data-bbox="448 517 828 544">Complete all 2 of the following courses:</p> <ul data-bbox="448 551 695 607" style="list-style-type: none"> <li data-bbox="448 551 695 577">• FST508 Food Systems <li data-bbox="448 580 683 607">• FST509 Food Access <p data-bbox="448 613 879 640">OR Complete any 2 of the following courses:</p> <ul data-bbox="448 647 695 703" style="list-style-type: none"> <li data-bbox="448 647 695 674">• FST508 Food Systems <li data-bbox="448 676 683 703">• FST509 Food Access 	3
FST611	<p data-bbox="429 775 906 801">RELIGION, COMMUNITY, AND FOOD</p> <p data-bbox="429 815 1318 999">This course explains the ways in which sustainability and communal religious life have intersected in the U.S. from the 17th century to the present. Using lecture readings, film, and independent research, we will study ethical farming practices, food sustainability, and moral food choices through the lens of American religious communities.</p> <p data-bbox="448 1028 616 1055">Pre-requisites</p> <p data-bbox="448 1061 748 1088">Complete the following course:</p> <ul data-bbox="448 1095 695 1122" style="list-style-type: none"> <li data-bbox="448 1095 695 1122">• FST508 Food Systems 	3
FST612	<p data-bbox="429 1200 1031 1227">FOOD, COMMERCE, AND CULTURE IN JAPAN</p> <p data-bbox="429 1240 1318 1424">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.</p> <p data-bbox="448 1453 616 1480">Pre-requisites</p> <p data-bbox="448 1487 748 1514">Complete the following course:</p> <ul data-bbox="448 1520 695 1547" style="list-style-type: none"> <li data-bbox="448 1520 695 1547">• FST508 Food Systems 	3
FST613	<p data-bbox="429 1615 1038 1641">COMMUNITY RESEARCH: FOOD AND HEALTH</p> <p data-bbox="429 1655 1356 1915">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.</p>	1
FST614	<p data-bbox="429 1984 855 2011">NEW PRODUCT DEVELOPMENT</p> <p data-bbox="429 2024 1356 2128">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</p>	3

Course Code	Course Information 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.	Credits
FST615	<p data-bbox="451 215 619 241">Pre-requisites</p> <p data-bbox="451 248 748 275">Complete the following course:</p> <ul data-bbox="451 282 802 309" style="list-style-type: none"> <li data-bbox="451 282 802 309">• FST531 Sustainable Fermentation <p data-bbox="429 349 866 376">FOOD, LABOR, AND INEQUALITY</p> <p data-bbox="429 389 1342 647">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.</p> <p data-bbox="451 680 619 707">Pre-requisites</p> <p data-bbox="451 714 748 741">Complete the following course:</p> <ul data-bbox="451 748 695 775" style="list-style-type: none"> <li data-bbox="451 748 695 775">• FST508 Food Systems 	3
FST616	<p data-bbox="429 842 1134 869">CULTIVATING THE MIDWEST: CORN AND SOYBEANS</p> <p data-bbox="429 882 1342 1061">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.</p>	3
FST620	<p data-bbox="429 1155 978 1182">RESEARCH IN FOOD AND AGRICULTURE</p> <p data-bbox="429 1196 1342 1413">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.</p>	2
FST621	<p data-bbox="429 1485 695 1512">APPLIED METHODS</p> <p data-bbox="429 1525 1342 1671">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.</p>	1
FST622	<p data-bbox="429 1742 1019 1769">ADVANCED NEW PRODUCT DEVELOPMENT</p> <p data-bbox="429 1783 1342 1962">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.</p> <p data-bbox="451 1995 619 2022">Pre-requisites</p> <p data-bbox="451 2029 828 2056">Complete all 2 of the following courses:</p> <ul data-bbox="451 2063 802 2119" style="list-style-type: none"> <li data-bbox="451 2063 802 2089">• FST531 Sustainable Fermentation <li data-bbox="451 2096 802 2119">• FST614 New Product Development 	3

Course Code	Course Information	Credits
FST624	<p>CHOCOLATE, POLITICS AND PLEASURE</p> <p>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.</p>	3
FST625	<p>U.S. AGRICULTURAL POLICY</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • FST508 Food Systems • FST508 Food Systems 	3
FST640	<p>SUSTAINABLE COMMUNITY DEVELOPMENT</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • FST508 Food Systems • FST509 Food Access • SUS504 Introduction to Sustainability and Systems 	3
FST683	<p>SPECIAL TOPICS Special Topics</p>	3
FST691	<p>INTERNSHIP</p> <p>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).</p>	1
FST692	<p>INTERNSHIP</p> <p>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).</p>	2
FST693	<p>FIELD WORK PRACTICUM</p> <p>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</p>	3

Course Code	Course Information and collaborative settings. Individual meetings with professor provide career development and advance research proposal skills.	Credits
FST697	<p>THESIS PRACTICUM</p> <p>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.</p>	1
FST698	<p>THESIS/PROJECT</p> <p>Course provides supervision and research guidance for Masters 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.</p>	1
FST800	<p>GRADUATE CONTINUING CREDIT</p> <p>Graduate Continuing Credit</p>	1
GBA105SLU	<p>INTRODUCTION TO BUSINESS</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
GEO200SNHU	<p>WORLD GEOGRAPHY</p> <p>OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
HAA0050PIT	<p>INTRODUCTION TO MEDIEVAL ART</p> <p>PCHE course taught at University of Pittsburgh</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
HCA302SLU	<p>HEALTH CARE ORGANIZATION</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
HCA498SLU	<p>HEALTH PLANNING AND POLICY MANAGEMENT</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3

HCA500 Course Code	ANALYTICS CONSULTANT Course Information	3 Credits
	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.	
HCA500	DATA LITERACY AND ANALYTICS This course provides students the opportunity to master data literacy skills needed to participate in and contribute to a data-driven culture. Through analysis and appropriate visualization of data, students will effectively communicate data as information to influence decisions for targeted performance improvement areas. Students will engage in story telling using data.	3
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 and improve overall quality.	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 topic for their final informatics immersion project.	3
HCI505	FOUNDATIONAL DATA ANALYTICS This course explores data literacy, visual literacy and how outcomes are dependent upon the integrity of data, the analysis of data and the need for clearly defined report writing. Students will manipulate data for analysis and interpretation in order to effectively conduct and/or contribute to data analytics projects.	3
	Pre-requisites Complete the following course:	

Course Code	<ul style="list-style-type: none"> • HCI651 Database Management for Evidence-Based Decision Making Course Information	Credits
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
HCI525	ADVANCED ANALYTICS This course builds upon HCI505 by assisting students to advance their knowledge and skills regarding analytical methods. Using tableau, students will obtain a higher level of understanding in applying and manipulating advanced visual analytics while being introduced to machine learning with "R". Pre-requisites Complete the following course: <ul style="list-style-type: none"> • HCI505 Foundational Data Analytics 	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. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • HCI504 Project Management I 	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	3

Course Code	Course Information	Credits
HIS100	<p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • HCI631 Integrating Technology into a Healthcare Environment 	3
HIS102	<p>INTRODUCTION TO WORLD HISTORY</p> <p>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.</p>	3
HIS200W	<p>INTRODUCTION TO AMERICAN HISTORY</p> <p>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.</p>	3
HIS200W	<p>INTRODUCTION TO LATIN AMERICAN HISTORY</p> <p>This course surveys Latin American history from colonization through the present with an emphasis on world history themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth 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.</p>	3
HIS201	<p>REVOLUTIONS IN LATIN AMERICA</p> <p>This course surveys Latin American history from colonization through the present with an emphasis on world history themes. While the legacies of the colonial period will be briefly examined, the course will focus primarily on the nineteenth and twentieth 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.</p>	3
HIS201W	<p>MODERN MIDDLE EAST</p> <p>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.</p>	3

Course Code	Course Information	Credits
HIS202W	<p>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.</p> <p>INTRODUCTION TO MODERN EUROPE</p> <p>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."</p>	3
HIS202W	<p>MODERN EUROPE</p> <p>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."</p>	3
HIS204W	<p>INTRODUCTION TO EAST ASIAN STUDIES</p> <p>An exploration of East Asian geography, history, language, and culture from 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.</p>	3
HIS204W	<p>EAST ASIAN STUDIES</p> <p>An exploration of East Asian geography, history, language, and culture from 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.</p>	3
HIS205W	<p>AFRICA, PAST AND PRESENT</p> <p>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.</p>	3
HIS207	<p>ORAL HISTORY, NEIGHBORHOODS, & RACE</p> <p>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.</p>	3
HIS213	<p>SPECIAL TOPICS</p> <p>Special Topics</p>	3
HIS215	<p>IND & THE WORKING CLASS IN EUROPE & AMERICA</p> <p>This course seeks to understand who built America, under what conditions they labored, and to understand their hopes, dreams, and struggles to create a better</p>	3

Course Code	Course Information	Credits
HIS216	<p>future for themselves and their families. The course traces the historical development of the American working class from colonial times to the present. Particular attention is given to the formation of working class political and economic organizations and their impact on American history.</p> <p>RISE OF THE THIRD WORLD</p> <p>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.</p>	3
HIS224	<p>THE HOLOCAUST: NAZIS, OCCUPIED EUROPE, THE JEWS</p> <p>This course surveys the destruction of two-thirds of European Jewry during World War II. Through a close reading of primary texts and secondary sources, it explores the foundations and development of Nazi policy toward the Jews. The course documents the reactions of Jews, European peoples and governments, the U.S. people and government, and various churches and political movements.</p>	3
HIS228	<p>RECENT AFRICAN HISTORY</p> <p>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.</p>	3
HIS230	<p>HISTORY OF SOCIAL & POLITICAL THOUGHT</p> <p>History of Ideas surveys some fundamental normative questions that have been formulated in religion, politics, the Arts, and popular culture from Plato (5th century BC) to the present. It examines principles and methods of political and social thought as they relate to authority, obedience, freedom, equality, and justice.</p>	3
HIS231	<p>HISTORY OF THE BRITISH EMPIRE</p> <p>History of the British Empire examines the historical narratives relating to imperialism, ethnocentrism, military aggressions, colonization, acculturation, repression of revolt, technological diffusion, intellectual outreach, and cross-cultural fertilization from the beginning of the reign of Queen Elizabeth I in 1558 to the return of Hong Kong to China in 1997.</p>	3
HIS234	<p>ASIAN FOODWAYS</p> <p>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.</p>	3
HIS241	<p>HISTORY OF ISLAM</p> <p>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</p>	3

Course Code	Course Information contributions of Arabs, Persians, and Turks to Islamic civilization. Cross-listed as REL 241.	Credits
HIS247	<p>AMERICAN ENVIRONMENTAL HISTORY</p> <p>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.</p>	3
HIS250	<p>HISTORY OF CHRISTIANITY</p> <p>This course provides students with a broad historical overview of Christianity, its origins, nature, and development. Students analyze primary sacred and historical texts in addition to historical scholarship on the religion.</p>	3
HIS257	<p>THE SIXTIES, VIETNAM & AMERICA</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • HIS100 Introduction to World History • HIS102 Introduction to American History • IND108 Gender and Contemporary Social Issues 	3
HIS263	<p>GENDER AND THE FAMILY IN AMERICA</p> <p>In every era of US history, family and gender have been subject to and shaped by other forces 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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • HIS100 Introduction to World History • HIS102 Introduction to American History 	3
HIS283	<p>RELIGIOUS MOVEMENTS IN CONTEMPORARY AFRICA</p> <p>This is an interdisciplinary exploration of religious experimentation and innovation in modern African history. The course focuses on enterprises that intensify the production and reinvention of sacred ceremonies, legendary narratives, social norms, ritualistic language, and forms of political participation.</p>	3
HIS283	<p>RELIGIOUS MOVEMENTS IN THE GLOBAL SOUTH</p> <p>This is an interdisciplinary exploration of religious experimentation and innovation in modern African history. The course focuses on enterprises that intensify the production and reinvention of sacred ceremonies, legendary narratives, social norms, ritualistic language, and forms of political participation.</p>	3
HIS307	<p>ORAL HISTORY, NEIGHBORHOODS, AND RACE</p>	3

Course Code	Course Information	Credits
HIS309	<p>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.</p> <p>DIGITAL LOCAL HISTORY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • HIS102 Introduction to American History 	3
HIS321	<p>THE SIXTIES, AMERICA & VIETNAM</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • HIS100 Introduction to World History • HIS102 Introduction to American History • IND108 Gender and Contemporary Social Issues 	3
HIS328	<p>RECENT AFRICAN HISTORY AND NGO NETWORKS</p> <p>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.</p>	3
HIS342	<p>POST/MODERN CHINA: DIGITAL STORYTELLING</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • ENG105 First - Year Communication Seminar 	3
HIS351	<p>ASIAN MIGRATIONS: LOCAL AND GLOBAL NARRATIVES</p> <p>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 historical perspectives. Assignments include analyses, an interview, and a communication project.</p> <p>Pre-requisites Complete the following course:</p>	3

Course Code	<ul style="list-style-type: none"> • ENG105 First - Year Communication Seminar Course Information	Credits
HIS352	ASIAN MIGRATIONS FIELD EXPERIENCE 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.	1
HIS363	GENDER AND THE FAMILY IN AMERICA 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.	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, theater 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: <ul style="list-style-type: none"> • POL311 Selected Topics in Social Science Research • POL311W Selected Topics in Social Science Research 	3
HIS493	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
HIS498	TUTORIAL: HISTORY Tutorial: History	4
HIS499	TUTORIAL: HISTORY Tutorial: History	4
HON100	INTRODUCTION TO THE HONORS PROGRAM This course is required for all first-year Honors students. Topics covered include the requirements of the Honors Program, soft skills development, the pillars of the Honors Program (Leadership, Research, and Engagement), and professional development.	1

HON200 Course Code	INTRODUCTION TO RESEARCH METHODS Course Information	3 Credits
	<p>This course introduces students to all phases of research as conceptualization of the research question to the interpretation of results. Topics include why and how to conduct research, the scientific method, issues key to research (research design, causation, data collection). Statistical software packages and basic statistical analysis will be covered.</p>	
HRA330SLU	<p>OCCUPATIONAL SAFETY, HEALTH AND SECURITY OCICU course taught at Saint Leo University</p>	3
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
HS224RU	<p>HISTORY OF US SINCE 1865 OCICU course taught at Regis University.</p>	3
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
HSAM1250RMU	<p>HEALTH SERVICES ADMINISTRATION I OCICU course taught at Robert Morris University.</p>	3
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
HSC100	<p>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.</p>	1
HSC201	<p>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.</p>	1
HSC205	<p>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 professionals will be assessed.</p>	1
HSC210	<p>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.</p>	1

Course Code	Course Information	Credits
HSC210	INTRODUCTION TO CLIMATE CHANGE AND HEALTH This one-credit course provides a basic understanding of climate change and its influence on human health in the 21st century.	1
HSC633I	GLOBAL HEALTH PERSPECTIVES PART ONE 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.	1
HSC633II	GLOBAL HEALTH PERSPECTIVES PART TWO 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.	1
HSC634I	GLOBAL HEALTH I This course provides opportunity for students to study and experience global health issues through international experience. Students have the opportunity to understand culture and healthcare abroad, analyze the role of health professionals in contributing to the health and wellbeing of the population, and personally reflect on the impact of the experience.	1
HSC634II	GLOBAL HEALTH II This course provides the opportunity for students to study and experience global health issues through international experience. Students have the opportunity to understand culture and healthcare abroad, analyze the role of health professionals in contributing to the health and wellbeing of the population, and personally reflect on the impact of the experience.	1
HSCI4310UIW	HEALTHCARE POLICY OCICU course taught at University of the Incarnate World. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
HSCI4430UIW	HEALTH SCIENCE RESEARCH METHODS OCICU course taught at University of the Incarnate World. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3

Course Code	Course Information	Credits
HTY122SLU	<p>US HISTORY SINCE 1865</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
HU366RU	<p>LEADING LIVES THAT MATTER</p> <p>OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
HU421ERU	<p>MYTH, SYMBOLS, AND CULTURE</p> <p>OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
HU475RU	<p>OUR COMMON HOME: RELIGION, ANIMALS, AND THE ENVIRONMENT</p> <p>OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
IAR105	<p>ENVIRONMENT AND BEHAVIOR</p> <p>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.</p>	3
IAR202	<p>THEORY OF INTERIOR ARCHITECTURE STUDIO</p> <p>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.</p>	3
IAR210	<p>DRAFTING STUDIO</p> <p>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.</p>	3
IAR210	<p>2D VISUAL COMMUNICATION</p> <p>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-</p>	3

Course Code	point, isometric, and axonometric drawing methods will be covered. Course Information	Credits
IAR213	SPECIAL TOPICS Special Topics	3
IAR214	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 for their academic and professional work. Students will learn graphic design techniques for both print and web including basic tools in Adobe Creative Suite.	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
IAR215	DIGITAL VISUALIZATION II Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating work from scratch 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. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • IAR219 Drawing and Model Making 	3
IAR218	BUILDING CODES Students learn and apply relevant building codes as they relate to the health and life safety of the occupant. This course addresses energy laws, the principles of universal design and accessible code compliance. Pre-requisites Complete any 2 of the following courses: <ul style="list-style-type: none"> • IAR220 Interior Architecture I • IAR235 Construction Methods • IAR220 Interior Architecture II 	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 will explore three-dimensional model making techniques.	3
IAR219	DRAFTING AND MODEL MAKING Intended for interior architecture majors or potential majors, this course develops	3

Course Code	Course Information	Credits
IAR220	<p>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.</p> <p>INTERIOR ARCHITECTURE I</p> <p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • IAR210 Drafting Studio • IAR219 Drawing and Model Making • IAR232 Color and Textiles 	3
IAR220	<p>INTERIOR ARCHITECTURE II</p> <p>This studio addresses problem identification and problem solving in the context of small to medium 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.</p>	3
IAR225	<p>INTERIOR ARCHITECTURE II</p> <p>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.</p>	3
IAR230	<p>INTERIOR MATERIALS</p> <p>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.</p>	3
IAR231	<p>GREEN & SUSTAINABLE DESIGN</p> <p>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.</p>	3
IAR232	<p>COLOR AND TEXTILES</p> <p>The first part of this course examines theories of color in relation to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.</p>	3
IAR232	<p>COLOR AND TEXTILES STUDIO I</p> <p>The first part of this residential studio examines theories of color in relation to light</p>	3

Course Code	Course Information	Credits
IAR257	<p>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.</p> <p>20TH- AND 21ST-CENTURY ARCHITECTURE</p> <p>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.</p>	3
IAR257W	<p>20TH- AND 21ST- CENTURY ARCHITECTURE</p> <p>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.</p>	3
IAR259	<p>HISTORY OF INTERIOR ARCHITECTURE: PRE-20TH CENTURY</p> <p>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.</p>	3
IAR259W	<p>HISTORY OF INTERIOR ARCHITECTURE: PRE-20TH CENTURY</p> <p>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.</p>	3
IAR260	<p>FALLINGWATER STUDIO RESIDENCY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • IAR219 Drawing and Model Making 	3
IAR261W	<p>HISTORY OF INTERIOR ARCHITECTURE: PRE-20TH CENTURY</p> <p>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.</p>	3

Course Code	Course Information	Credits
IAR262W	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
IAR310	ADVANCED COMPUTER APPLICATIONS 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: <ul style="list-style-type: none"> • IAR215 Digital Drawing • IAR210 Drafting Studio 	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. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • IAR210 Drafting Studio • IAR210 2D Visual Communication Complete the following course: <ul style="list-style-type: none"> • IAR215 Digital Drawing 	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. Pre-requisites Complete any 3 of the following courses: <ul style="list-style-type: none"> • IAR335 Lighting & Acoustics • IAR310 Advanced Computer Applications • IAR225 Interior Architecture II • IAR225 Interior Architecture Studio III • IAR310 Digital Visualization III 	3
IAR316	VISUAL COMMUNICATION This course explores color theories, psychology of color and light, typography, and compositional layout relative to interior design presentation, communication and development. Through a variety of media, techniques and applications of visual composition skills are applied to architectural interiors and exterior context. Additional Fee(s): Course Computing fee Pre-requisites	3

Course Code	Complete the following course: Course Information <ul style="list-style-type: none"> • IAR320 Interior Architecture III 	Credits
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
IAR321	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, universal design, 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
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • IAR225 Interior Architecture II • IAR225 Interior Architecture Studio III 	
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 fee(s): Course Computing fee.	3
IAR326	INTERIOR ARCHITECTURE V This 6-credit advanced studio addresses concept development, design development, and detailing of medium-to-large scale projects. Emphasis is placed on program analysis, user needs, space planning, three-dimensional spatial development, design language and composition, materials, assemblies, color, lighting, acoustics, environmental systems, and building codes and life safety.	6
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
IAR330	CONSTRUCTION SYSTEMS & METHODS This course provides an overview of architecture building systems including exterior and interior construction methods and terminology. This course provides an	3

Course Code	Course Information	Credits
IAR335	<p data-bbox="429 85 1353 230">Overview of environmental control systems, including HVAC, plumbing, fire protection, power distribution, security, and data/voice telecommunication. Emphasis is placed on energy consumption, conservation, human comfort, and health and safety.</p> <p data-bbox="429 300 1353 600">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.</p>	3
IAR440	<p data-bbox="429 674 1318 819">INTERNSHIP 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.</p>	3
IAR441	<p data-bbox="429 893 1326 1039">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.</p>	1
IAR442	<p data-bbox="429 1113 1326 1258">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.</p> <p data-bbox="450 1285 783 1375">Pre-requisites Complete the following course: • XXX123 Permission of Instructor</p>	2
IAR443	<p data-bbox="429 1449 1326 1594">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.</p>	3
IAR443	<p data-bbox="429 1668 1342 1814">COMMUNITY SERVICE Encouraging engagement with the surrounding community, students are required to participate in a community service project under the supervision of a field leader or faculty member.</p>	1
IAR445	<p data-bbox="429 1888 1326 2067">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.</p>	3

IAR470	IMMERSIVE RESEARCH DESIGN	Credits
Course Code	Course Information	
	<p>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 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 paper.</p>	
IAR490	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p>	3
IAR491	<p>INDEPENDENT STUDY Independent Study</p>	1
IAR492	<p>INDEPENDENT STUDY Independent Study</p>	2
IAR493	<p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
IAR498	<p>TUTORIAL I: INTERIOR ARCHITECTURE</p> <p>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</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • IAR325 Interior Architecture IV 	4
IAR499	<p>TUTORIAL II: INTERIOR ARCHITECTURE</p> <p>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.</p>	4
IAR502	<p>THEORY OF INTERIOR ARCHITECTURE</p> <p>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</p>	3

Course Code	Course Information	Credits
IAR505	<p>DESIGN AND BEHAVIOR</p> <p>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.</p>	3
IAR510	<p>DRAFTING STUDIO</p> <p>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.</p>	3
IAR510	<p>2D VISUAL COMMUNICATIONS</p> <p>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, two-point, isometric, and axonometric drawing methods will be covered. Additional fee(s): applied art fee.</p>	3
IAR514	<p>DIGITAL VISUALIZATION I</p> <p>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.</p>	3
IAR515	<p>DIGITAL DRAWING</p> <p>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</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • IAR510 Drafting Studio • IAR510 2D Visual Communications 	3
IAR515	<p>DIGITAL VISUALIZATION II</p> <p>Students learn the basic computer drafting and drawing skills associated with AutoCAD software. Projects include creating new work and working from existing files. An understanding of drawing layers, detailing, layout, and printing will be presented. Adobe Creative Suite and other rendering software are covered. Additional Fee: Course Computing fee.</p>	3

Course Code	Course Information	Credits
	<p>Complete the following course:</p> <ul style="list-style-type: none"> • IAR510 Drafting Studio <p>Complete the following course:</p> <ul style="list-style-type: none"> • IAR510 2D Visual Communications 	
IAR518	<p>BUILDING CODES</p> <p>Students learn and apply relevant building codes as they relate to the health, safety, and life safety of the occupant. This course addresses energy laws, the principles of Universal design, and accessible code compliance. Pre-requisites: IAR520, IAR535</p>	3
IAR519	<p>DRAWING AND MODEL MAKING</p> <p>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</p>	3
IAR519	<p>DRAFTING AND MODEL MAKING</p> <p>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.</p>	3
IAR520	<p>INTERIOR ARCHITECTURE I</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • IAR510 Drafting Studio • IAR519 Drawing and Model Making • IAR532 Color and Textiles 	3
IAR520	<p>ARCHITECTURE STUDIO II</p> <p>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 development, space planning, scale, textiles, and color with respect to user needs.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • IAR510 Drafting Studio • IAR510 2D Visual Communications <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • IAR519 Drawing and Model Making • IAR519 Drafting and Model Making <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • IAR532 Color and Textiles • IAR532 Color and Textiles Studio I 	3

Course Code	Course Information	Credits
IAR525	<p>INTERIOR ARCHITECTURE II</p> <p>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</p> <p>Pre-requisites</p> <p>Complete all 4 of the following courses:</p> <ul style="list-style-type: none"> • IAR515 Digital Drawing • IAR520 Interior Architecture I • IAR502 Theory of Interior Architecture • IAR535 Construction Methods 	3
IAR525	<p>INTERIOR ARCHITECTURE STUDIO III</p> <p>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.</p>	3
IAR530	<p>INTERIOR MATERIALS</p> <p>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.</p>	3
IAR532	<p>COLOR AND TEXTILES</p> <p>The first part of this course examines theories of color in relations to light and space. In the second part, key topics include the selection, specification and application of textiles based on their properties and performance criteria, sustainability, installation methods, maintenance requirements, and regulations and standards.</p>	3
IAR532	<p>COLOR AND TEXTILES STUDIO I</p> <p>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.</p>	3
IAR535	<p>CONSTRUCTION METHODS</p> <p>Intended for interior architecture majors, this course provides an overview of architectural building systems, including exterior and interior construction methods and terminology.</p>	3
IAR557	<p>20TH & 21ST CENTURY ARCHITECTURE</p> <p>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</p>	3

Course Code	Course Information	Credits
IAR559	<p>HISTORY OF INTERIOR ARCHITECTURE</p> <p>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.</p>	3
IAR561	<p>HISTORY OF INTERIOR ARCHITECTURE</p> <p>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.</p>	3
IAR562	<p>20TH & 21ST CENTURY ARCHITECTURE</p> <p>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.</p>	3
IAR610	<p>ADVANCED COMPUTER APPLICATIONS</p> <p>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</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • IAR515 Digital Drawing 	3
IAR610	<p>DIGITAL VISUALIZATION III</p> <p>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</p>	3
IAR615	<p>CONSTRUCTION DOCUMENTS STUDIO</p> <p>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 Fees: Course Computing Fees</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • IAR525 Interior Architecture II • IAR610 Advanced Computer Applications 	3

Course Code	Co-requisites Course Information	Credits
IAR616	<p data-bbox="432 118 762 136">• IAR620 Interior Architecture III</p> <p data-bbox="432 192 887 219">VISUAL COMMUNICATION STUDIO</p> <p data-bbox="432 232 1326 371">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</p> <p data-bbox="451 409 616 436">Pre-requisites</p> <p data-bbox="451 443 746 465">Complete the following course:</p> <ul data-bbox="451 472 762 495" style="list-style-type: none"> • IAR620 Interior Architecture III 	3
IAR616	<p data-bbox="432 568 592 595">PORTFOLIO</p> <p data-bbox="432 609 1289 712">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. Additional fees: Course Computing Fee.</p> <p data-bbox="451 745 616 772">Pre-requisites</p> <p data-bbox="451 779 746 801">Complete the following course:</p> <ul data-bbox="451 808 762 831" style="list-style-type: none"> • IAR620 Interior Architecture III <p data-bbox="451 842 746 864">Complete the following course:</p> <ul data-bbox="451 871 831 893" style="list-style-type: none"> • IAR620 Interior Architecture Studio IV 	3
IAR620	<p data-bbox="432 972 820 999">INTERIOR ARCHITECTURE III</p> <p data-bbox="432 1012 1318 1227">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 Fees: Course Computing Fee</p> <p data-bbox="451 1261 616 1288">Pre-requisites</p> <p data-bbox="451 1294 826 1317">Complete all 4 of the following courses:</p> <ul data-bbox="451 1323 871 1451" style="list-style-type: none"> • IAR525 Interior Architecture II • IAR518 Building Codes • IAR610 Advanced Computer Applications • IAR635 Lighting and Acoustics Studio 	3
IAR620	<p data-bbox="432 1525 935 1552">INTERIOR ARCHITECTURE STUDIO IV</p> <p data-bbox="432 1565 1353 1780">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, environmental systems, building codes, and life safety. Additional Fees: Course Computing Fee.</p> <p data-bbox="451 1814 616 1841">Pre-requisites</p> <p data-bbox="451 1848 842 1870">Complete any 1 of the following courses:</p> <ul data-bbox="451 1877 831 1933" style="list-style-type: none"> • IAR525 Interior Architecture II • IAR525 Interior Architecture Studio III <p data-bbox="451 1939 746 1962">Complete the following course:</p> <ul data-bbox="451 1968 695 1991" style="list-style-type: none"> • IAR518 Building Codes <p data-bbox="451 2002 842 2024">Complete any 1 of the following courses:</p> <ul data-bbox="451 2031 871 2087" style="list-style-type: none"> • IAR610 Advanced Computer Applications • IAR610 Digital Visualization III <p data-bbox="451 2098 746 2121">Complete the following course:</p> <ul data-bbox="451 2128 831 2154" style="list-style-type: none"> • IAR635 Lighting and Acoustics Studio 	3

Course Code	Course Information	Credits
IAR630	<p>BUILDING SYSTEMS</p> <p>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</p>	3
IAR631	<p>DESIGN FOR SUSTAINABILITY</p> <p>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.</p>	3
IAR635	<p>LIGHTING AND ACOUSTICS STUDIO</p> <p>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</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • IAR515 Digital Drawing • IAR502 Theory of Interior Architecture • IAR520 Interior Architecture I 	3
IAR640	<p>INTERNSHIP</p> <p>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-Requisite: IAR620. Co-Requisite: IAR645</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • IAR525 Interior Architecture II 	6
IAR641	<p>INTERNSHIP</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
IAR642	<p>INTERNSHIP</p> <p>Internship</p>	2

IAR643	INTERNSHIP	Credits
Course Code	Course Information	
IAR645	<p data-bbox="429 188 794 215">PROFESSIONAL PRACTICE</p> <p data-bbox="429 230 1326 371">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.</p>	3
IAR650	<p data-bbox="429 450 1091 477">INTERIOR ARCHITECTURE V: CAPSTONE STUDIO</p> <p data-bbox="429 492 1345 667">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</p> <p data-bbox="451 701 616 728">Pre-requisites</p> <p data-bbox="451 734 828 761">Complete all 5 of the following courses:</p> <ul data-bbox="451 768 855 920" style="list-style-type: none"> <li data-bbox="451 768 762 795">• IAR620 Interior Architecture III <li data-bbox="451 801 855 828">• IAR615 Construction Documents Studio <li data-bbox="451 835 716 862">• IAR630 Building Systems <li data-bbox="451 869 783 896">• IAR631 Design for Sustainability <li data-bbox="451 902 828 929">• IAR655 Graduate Research Methods 	6
IAR650	<p data-bbox="429 994 1091 1021">INTERIOR ARCHITECTURE V: CAPSTONE STUDIO</p> <p data-bbox="429 1037 1326 1171">This course stresses evidence-based design. Students create a program for a project influenced by their research in IAR655. The program and research findings serve as a foundation for the investigation of a design detailing. Additional fees: Course Computing Fee.</p> <p data-bbox="451 1205 616 1232">Pre-requisites</p> <p data-bbox="451 1238 842 1265">Complete any 1 of the following courses:</p> <ul data-bbox="451 1272 834 1328" style="list-style-type: none"> <li data-bbox="451 1272 762 1299">• IAR620 Interior Architecture III <li data-bbox="451 1305 834 1332">• IAR620 Interior Architecture Studio IV <p data-bbox="451 1339 831 1366">Complete all 4 of the following courses:</p> <ul data-bbox="451 1373 855 1487" style="list-style-type: none"> <li data-bbox="451 1373 855 1400">• IAR615 Construction Documents Studio <li data-bbox="451 1406 716 1433">• IAR630 Building Systems <li data-bbox="451 1440 783 1467">• IAR631 Design for Sustainability <li data-bbox="451 1473 828 1500">• IAR655 Graduate Research Methods 	3
IAR655	<p data-bbox="429 1585 893 1612">GRADUATE RESEARCH METHODS</p> <p data-bbox="429 1628 1342 1805">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</p>	3
IAR661	<p data-bbox="429 1881 911 1908">INTERIOR ARCHITECTURE INQUIRY</p> <p data-bbox="429 1924 1334 2063">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.</p>	3
IAR662	ISSUES IN INTERIOR ARCHITECTURE	3

Course Code	Course Information	Credits
IAR665	<p>Students are introduced to current writings and discussion related to sustainability and globalization, which are then analyzed for their relevance to the decisions made by interior architects. An awareness of current issues and how the student may impact them provides a framework as students engage in research for their thesis.</p> <p>SPECIAL TOPICS IN INTERIOR ARCHITECTURE</p> <p>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.</p>	3
IAR670	<p>SUPERVISED TEACHING</p> <p>Students have the opportunity to assist with a class in interior architecture under the supervision of a faculty member.</p>	3
IAR675	<p>INDEPENDENT STUDY</p> <p>In-depth investigation conducted independently by the student under the supervision of an instructor. This course may be taken to satisfy an elective requirement.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
IAR680	<p>THESIS DEVELOPMENT</p> <p>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 gathering and written material.</p>	3
IAR681	<p>THESIS</p> <p>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 gathering and written material.</p>	3
IAR691	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
IAR692	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
IAR693	<p>INDEPENDENT STUDY</p> <p>Independent Study</p>	3

Course Code	Pre-requisites. Course Information	Credits
	Complete the following course: <ul style="list-style-type: none"> XXX123 Permission of Instructor 	
IAR800	GRADUATE CONTINUING CREDIT Graduate Continuing Credit	1
IDS210HMSLU	ONCE UPON A TIME: READINGS IN FOLKLORE AND CULTURE OCICU course taught at Saint Leo University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> XXX123 Permission of Instructor 	3
IHS360	WOMEN'S INTEGRATIVE HEALTH 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: <ul style="list-style-type: none"> IHS150 Introduction to Integrative Health Studies IHS200W Integrative Nutrition IHS210 Dietary Supplements and Botanical Medicine IHS220 Acupuncture and Traditional Chinese Medicine 	3
IHS492	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> XXX123 Permission of Instructor 	2
IHS493	INDEPENDENT STUDY Pre-requisites Complete the following course: <ul style="list-style-type: none"> XXX123 Permission of Instructor 	3
IHS498	TUTORIAL Pre-requisites Complete the following course: <ul style="list-style-type: none"> XXX123 Permission of Instructor 	4
IHS499	TUTORIAL	4
IMM103	IMMERSIVE MEDIA I Students receive an introduction to 3d modeling, programming, architectural and design theory, and start learning the skills and technology necessary to build immersive experiences.	3
IMM202	IMMERSIVE MEDIA II	3

Course Code	Course Information	Credits
IMM215	<p>Students learn advanced immersive environment design processes and technology by learning how to deploy projects for a variety of immersive platforms. Projects will focus on using immersive technologies to explore designing virtual environments.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • IMM103 Immersive Media I <p>PROGRAMMING FOR IMMERSIVE EXPERIENCES</p> <p>This course provides an introduction to programming for immersive experiences using real-time software and programming languages. Students will learn interaction scripting, game engine class structures, planning and documenting a significant programming project, learn to work on a programming project in teams, and learn to use industry standard development tools.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • IMM103 Immersive Media I 	3
IMM220	<p>STUDIO I - 3D INTERFACES & USER EXPERIENCE</p> <p>Students learn 3D modeling techniques for environment design, interface and user experience design, and prop design. Using both traditional desktop 3D modeling software and immersive 3D modeling software students will create a variety of 3D models and interfaces for use in immersive experiences.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • IMM202 Immersive Media II • IMM215 Programming for Immersive Experiences 	3
IMM240	<p>IMMERSIVE DESIGN SEMINAR</p> <p>The Immersive Design Seminar explores the influence of other design fields and design practices on immersive design while examining current cultural, ethical, and social issues affecting immersive work.</p>	3
IMM250	<p>HUMAN CENTERED DESIGN</p> <p>Students will learn the principles of human centered design in order to develop empathy for the people they design for. They will use HCD methods to generate ideas; build prototypes; share their designs; and create a project informed by their designs.</p>	3
IMM310	<p>STUDIO II - ARCHITECTURE AND ENVIRONMENTS</p> <p>Students apply knowledge gained from introductory Immersive Media and design courses to create immersive environments informed by architectural theory. This course will leverage a variety of 3D, immersive, and game engine software.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • IMM220 Studio I - 3D Interfaces & User Experience 	6
IMM370	<p>STUDIO III - SIMULATION AND TRAINING</p> <p>Students will examine the uses of immersive media in the fields of simulation and training. They will learn simulation and training experience theory through an analysis of existing experiences and through a series of practical group projects</p>	6

Course Code	Course Information	Credits
IMM405	<p>developing experiences for these fields.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • IMM220 Studio I - 3D Interfaces & User Experience • IMM310 Studio II - Architecture and Environments <p>STUDIO IV - PROTOTYPING FOR ADVANCED SYSTEMS</p> <p>Students will be given the opportunity to develop immersive experiences for high-end, experimental, and prototype equipment that is only available to students in this course and later studios. Students will learn how to work with complex immersive equipment systems and early access software in a collaborative studio environment.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • IMM220 Studio I - 3D Interfaces & User Experience • IMM310 Studio II - Architecture and Environments 	6
IMM455	<p>STUDIO V - ETHICS AND ACCESS</p> <p>This studio course explores the ethical and accessibility issues surrounding immersive technologies through the design and development of immersive experiences that seeks to address these issues.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • IMM220 Studio I - 3D Interfaces & User Experience • IMM310 Studio II - Architecture and Environments 	6
IMM470	<p>IMMERSIVE DESIGN RESEARCH</p> <p>This course gives students an opportunity to conduct research using human centered design methods and research methods to craft a plan for their final semester Studio VI course.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • ENG355 Advanced Writing and Stylistics • IMM220 Studio I - 3D Interfaces & User Experience • IMM250 Human Centered Design 	3
IND101	<p>TRANSITIONS: ESSENTIAL SKILLS FOR ACADEMIC ACHIEVEMENT AT CHATHAM</p> <p>This course introduces students to the essential skills necessary for successful learning in college. Students practice and demonstrate mastery of the skills within the contexts of the academic courses in which they are currently enrolled. Skills areas include: navigating the college environment, identifying goals, reading efficiently, managing time, controlling procrastination, taking notes and tests, and thinking critically. Students attend one group hour and one individual hour per week.</p>	1
IND101	<p>FOUNDATIONS OF LEARNING: THEORY & APPLICATION</p> <p>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.</p>	1

IND104	LSAT PREPARATION	1
Course Code	Course Information	Credits
	This course will help students prepare for the LSAT, by focusing on study skills particular to this examination.	
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
IND106	DIALOGUES SEMINAR	1
IND108	GENDER AND CONTEMPORARY SOCIAL ISSUES	3
IND113	SPECIAL TOPICS A foundation of knowledge for traveling to Costa Rica for CSA341: Chatham Abroad: Central America: Costa Rica-Special Topics in Sustainability. The history of Costa Rica is explored, emphasizing the nation's push for more sustainable practices. Introduction to Spanish Language and best international traveling practices are also discussed.	1
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
IND123	PROTOTYPING & DESIGN FOR PRODUCT DEVELOPMENT 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.	1
IND127	DRUGS AROUND THE WORLD 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.	3
IND130	SOCIAL ACTIVISM INSTITUTE	1

Course Code	Course Information	Credits
IND150	<p>Through this course, students will learn about service, civic work, and advocacy in specific fields from faculty and a professional in that field. Professionals will provide students with information about their background, professional competencies needed to pursue a career in their field, and the challenges and rewards of their work.</p> <p>INTERNATIONAL PROGRAM International Students enroll in this course as a placeholder until they can complete their registration after they arrive on campus.</p> <p>Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor </p>	12
IND170	<p>FY RESEARCH IN SCIENCE</p> <p>Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor </p>	3
IND175	<p>INTRODUCTION TO NURSING RESOURCES</p> <p>This course will teach nursing students how to develop and apply skills in locating, evaluating, and synthesizing information from a variety of library and information resources. The work completed in this course will help nursing students become more efficient in areas of evidence-based practice.</p>	1
IND210	<p>CHATHAM SEMESTER INTERNATIONAL INTERNSHIP PREPARATION SEMINAR</p> <p>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.</p>	3
IND213	<p>SPECIAL TOPICS Special Topics</p>	3
IND245	<p>FOSTERING INCLUSIVE COMMUNITIES IN RESIDENTIAL SETTINGS</p> <p>This course provides Residential Assistants with skills to implement an inclusive community and facilitate interactions with residents. Students will gain understanding of identity development, impact of inequality and privilege in inclusive communities, facilitating conversations in residence halls, and learn ally behaviors effective for residential staff.</p>	3
IND246	<p>INTERGROUP DIALOGUE FACILITATOR TRAINING</p> <p>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.</p>	3

IND247	INTERGROUP DIALOGUE SEMINAR	Credits
Course Code	Course Information	
	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.).	
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 through conflict.	4
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
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: <ul style="list-style-type: none"> • IND210 Chatham Semester International Internship Preparation Seminar 	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
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
IND491	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1

Course Code	Course Information	Credits
INTACT301	INTERNSHIP - ACCOUNTING Internship - Accounting	
INTACT302	INTERNSHIP - ACCOUNTING Internship - Accounting	2
INTACT303	INTERNSHIP - ACCOUNTING Internship - Accounting	3
INTACT305	INTERNSHIP - ACCOUNTING	5
INTACT306	INTERNSHIP - ACCOUNTING Internship - Accounting	6
INTACT308	INTERNSHIP - ACCOUNTING Internship - Accounting	8
INTART301	INTERNSHIP - ART	1
INTART302	INTERNSHIP - ART Internship - Art	2
INTART303	INTERNSHIP - ART Internship - Art	3
INTART304	INTERNSHIP - ART Internship - Art	4
INTBIO301	INTERNSHIP - BIOLOGY Internship - Biology	1
INTBIO302	INTERNSHIP - BIOLOGY Internship - Biology	2
INTBIO303	INTERNSHIP - BIOLOGY Internship - Biology	3
INTBIO305	INTERNSHIP - BIOLOGY Internship - Biology	5
INTBIO307	INTERNSHIP - BIOLOGY	7
INTBIO309	INTERNSHIP - BIOLOGY	9

Course Code	Course Information	Credits
INTBUS302	INTERNSHIP - BUSINESS Internship - Business	2
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
INTBUS305	INTERNSHIP - BUSINESS Internship - Business	5
INTBUS306	INTERNSHIP - BUSINESS Internship - Business	6
INTBUS409	INTERNSHIP - BUSINESS	9
INTCHM301	INTERNSHIP - CHEMISTRY Internship - Chemistry	1
INTCHM302	INTERNSHIP - CHEMISTRY Internship - Chemistry	2
INTCHM303	INTERNSHIP - CHEMISTRY Internship - Chemistry	3
INTCOM301	INTERNSHIP - PROFESSIONAL COMMUNICATION Internship - Professional Communication	1
INTCOM302	INTERNSHIP - PROFESSIONAL COMMUNICATION Internship - Professional Communication	2
INTCOM303	INTERNSHIP - PROFESSIONAL COMMUNICATION Internship - Professional Communication	3
INTCOM304	INTERNSHIP - PROFESSIONAL COMMUNICATION Internship - Professional Communication	4
INTCOM305	INTERNSHIP - PROFESSIONAL COMMUNICATION Internship - Professional Communication	5
INTCOM306	INTERNSHIP - PROFESSIONAL COMMUNICATION Internship - Professional Communication	6

Course Code	Course Information	Credits
INTCRM301	INTERNSHIP - CRIMINOLOGY Internship - Criminology	1
INTCRM302	INTERNSHIP - CRIMINOLOGY Internship - Criminology	2
INTCRM303	INTERNSHIP - CRIMINOLOGY Internship - Criminology	3
INTCRM304	INTERNSHIP - CRIMINOLOGY Internship - Criminology	4
INTCRM306	INTERNSHIP - CRIMINOLOGY Internship - Criminology	6
INTCST301	INTERNSHIP - CULTURAL STUDIES Internship - Cultural Studies	1
INTCST302	INTERNSHIP - CULTURAL STUDIES Internship - Cultural Studies	2
INTCST303	INTERNSHIP - CULTURAL STUDIES Internship - Cultural Studies	3
INTCST304	INTERNSHIP - CULTURAL STUDIES Internship - Cultural Studies	4
INTDSA301	INTERNSHIP - DATA SCIENCE ANALYTICS Internship - Data Science Analytics	1
INTDSA302	INTERNSHIP - DATA SCIENCE ANALYTICS Internship - Data Science Analytics	2
INTDSA303	INTERNSHIP - DATA SCIENCE ANALYTICS Internship - Data Science Analytics	3
INTECN301	INTERNSHIP - ECONOMICS Internship - Economics	1
INTECN302	INTERNSHIP - ECONOMICS Internship - Economics	2
INTECN303	INTERNSHIP - ECONOMICS	3

Course Code	Course Information Internship - Economics	Credits
INTEDU301	INTERNSHIP - EDUCATION Internship - Education	1
INTEDU302	INTERNSHIP - EDUCATION Internship - Education	2
INTEDU303	INTERNSHIP - EDUCATION Internship - Education	3
INTEDU407	INTERNSHIP - EDUCATION Internship - Education	7
INTENG301	INTERNSHIP - ENGLISH Internship - English	1
INTENG302	INTERNSHIP - ENGLISH Internship - English	2
INTENG303	INTERNSHIP - ENGLISH Internship - English	3
INTENG304	INTERNSHIP - ENGLISH Internship - English	4
INTENG305	INTERNSHIP - ENGLISH Internship - English	5
INTENV301	INTERNSHIP - ENVIRONMENTAL STUDIES Internship - Environmental Studies	1
INTENV302	INTERNSHIP - ENVIRONMENTAL STUDIES Internship - Environmental Studies	2
INTENV303	INTERNSHIP - ENVIRONMENTAL STUDIES Internship - Environmental Studies	3
INTEXS301	INTERNSHIP - EXERCISE SCIENCE Internship - Exercise Science	1
INTEXS302	INTERNSHIP - EXERCISE SCIENCE Internship - Exercise Science	2

Course Code	Course Information	Credits
INTEXS303	INTERNSHIP - EXERCISE SCIENCE Internship - Exercise Science	3
INTEXS307	INTERNSHIP - EXERCISE SCIENCE Internship - Exercise Science	7
INTEXS309	INTERNSHIP - EXERCISE SCIENCE Internship - Exercise Science	9
INTFDT301	INTERNSHIP - FILM AND DIGITAL TECHNOLOGY Internship - Film and Digital Technology	1
INTFDT302	INTERNSHIP - FILM AND DIGITAL TECHNOLOGY Internship - Film and Digital Technology	2
INTFDT303	INTERNSHIP - FILM AND DIGITAL TECHNOLOGY Internship - Film and Digital Technology	3
INTFDT306	INTERNSHIP - FILM AND DIGITAL TECHNOLOGY	6
INTFRN303	INTERNSHIP - FRENCH Internship - French	3
INTHIS301	INTERNSHIP - HISTORY Internship - History	1
INTHIS302	INTERNSHIP - HISTORY Internship - History	2
INTHIS303	INTERNSHIP - HISTORY Internship - History	3
INTIAR301	INTERNSHIP - INTERIOR ARCHITECTURE Internship - Interior Architecture	1
INTIAR302	INTERNSHIP - INTERIOR ARCHITECTURE Internship - Interior Architecture	2
INTIAR303	INTERNSHIP - INTERIOR ARCHITECTURE Internship - Interior Architecture	3
INTIHS302	INTERNSHIP - INTEGRATIVE HEALTH STUDIES Internship - Integrative Health Studies	2

Course Code	Course Information	Credits
INTIHS303	INTERNSHIP - INTEGRATIVE HEALTH STUDIES Internship - Integrative Health Studies	3
INTISP303	INTERNSHIP - INTERNATIONAL STUDIES Internship - International Studies	3
INTMTH301	INTERNSHIP - MATHEMATICS Internship - Mathematics	1
INTMTH302	INTERNSHIP - MATHEMATICS Internship - Mathematics	2
INTMTH303	INTERNSHIP - MATHEMATICS Internship - Mathematics	3
INTMUS301	INTERNSHIP - MUSIC Internship - Music	1
INTMUS302	INTERNSHIP - MUSIC Internship - Music	2
INTMUS303	INTERNSHIP - MUSIC Internship - Music	3
INTPHY301	INTERNSHIP - PHYSICS Internship - Physics	1
INTPHY302	INTERNSHIP - PHYSICS Internship - Physics	2
INTPHY303	INTERNSHIP - PHYSICS Internship - Physics	3
INTPOL301	INTERNSHIP - POLITICAL SCIENCE	1
INTPOL302	INTERNSHIP - POLITICAL SCIENCE Internship - Political Science	2
INTPOL303	Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor INTERNSHIP - POLITICAL SCIENCE Internship - Political Science	3

INTPOL304 Course Code	INTERNSHIP - POLITICAL SCIENCE Course Information Internship - Political Science	Credits
INTPOL305	INTERNSHIP - POLITICAL SCIENCE Internship: Political Science.	5
INTPOL306	INTERNSHIP - POLITICAL SCIENCE Internship - Political Science	6
INTPSY301	INTERNSHIP - PSYCHOLOGY Internship - Psychology	1
INTPSY302	INTERNSHIP - PSYCHOLOGY Internship - Psychology	2
INTPSY303	INTERNSHIP - PSYCHOLOGY Internship - Psychology	3
INTPSY304	INTERNSHIP - PSYCHOLOGY Internship - Psychology	4
INTPSY305	INTERNSHIP - PSYCHOLOGY Internship - Psychology	5
INTPSY306	INTERNSHIP - PSYCHOLOGY	6
INTPSY309	INTERNSHIP - PSYCHOLOGY Internship - Psychology	9
INTPSY312	INTERNSHIP - PSYCHOLOGY Internship - Psychology	12
INTREL301	INTERNSHIP - RELIGION Internship - Religion	1
INTREL302	INTERNSHIP - RELIGION Internship - Religion	2
INTREL303	INTERNSHIP - RELIGION Internship - Religion	3
INTSSA301	INTERNSHIP - SOCIAL SERVICES ADMINISTRATION Internship - Social Services Administration	1
INTSSA302	INTERNSHIP - SOCIAL SERVICES ADMINISTRATION	2

Course Code	Course Information	Credits
INTSSA303	INTERNSHIP - SOCIAL SERVICES ADMINISTRATION Internship - Social Services Administration	3
INTSSA304	INTERNSHIP - SOCIAL SERVICES ADMINISTRATION Internship - Social Services Administration	4
INTSUS301	INTERNSHIP - SUSTAINABILITY Internship - Sustainability	1
INTSUS302	INTERNSHIP - SUSTAINABILITY Internship - Sustainability Pre-requisites Complete the following course: • XXX123 Permission of Instructor	2
INTSUS303	INTERNSHIP - SUSTAINABILITY Internship - Sustainability	3
INTSUS312	INTERNSHIP - SUSTAINABILITY Internship - Sustainability	12
INTSWK301	INTERNSHIP - SOCIAL WORK Internship - Social Work	1
INTSWK302	INTERNSHIP - SOCIAL WORK Internship - Social Work	2
INTSWK303	INTERNSHIP - SOCIAL WORK Internship - Social Work	3
INTWGS303	INTERNSHIP - WOMEN'S AND GENDER STUDIES Internship - Women's and Gender Studies	3
INTWST301	INTERNSHIP - WOMEN'S STUDIES Internship - Women's Studies	1
INTWST302	INTERNSHIP - WOMEN'S STUDIES Internship - Women's Studies	2
INTWST303	INTERNSHIP - WOMEN'S STUDIES Internship - Women's Studies	3
IT145SNHU	INTRODUCTION TO SOFTWARE DEVELOPMENT	3

Course Code	Course Information	Credits
IT201SNHU	<p>OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor <p>COMPUTER PLATFORM TECHNOLOGIES OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
IT330SNH	<p>DATABASE DESIGN AND MANAGEMENT OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
KOR0075PIT	<p>INTRODUCTION TO KOREA THROUGH FILMS Course taught at the University of Pittsburgh through cross registration.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
LAR534	<p>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.</p>	3
LNG101	<p>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.</p>	3
LNG101L	<p>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.</p>	1
LNG102	<p>INTRODUCTION TO ARABIC LANGUAGE AND CULTURE II This course follows LNG101 and builds 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</p>	3

Course Code	Course Information proficiency. The course counts towards the International Certificate and fulfills a global general education requirement.	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
LNG120	EAST ASIAN SCRIPTS: PHILOSOPHY, POETICS, PRACTICE 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.	1
LNG121	INTRODUCTION TO CHINESE LANGUAGE AND CULTURE I 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.	3
LNG121L	INTRODUCTION TO 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 order to enhance linguistic knowledge gained through in-class language learning. This course complements LNG 121.	1
LNG122	INTRODUCTION TO CHINESE LANGUAGE AND CULTURE II This course follows LNG121 and builds 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 course counts towards the International Certificate and fulfills a global general education requirement.	3
LNG122L	INTRODUCTION TO CHINESE 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 122.	1
LNG131	INTRODUCTION TO FRENCH LANGUAGE AND CULTURE I 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.	3

Course Code	Course Information	Credits
LNG131L	<p>INTRODUCTION TO FRENCH LANGUAGE AND CULTURE I-LAB</p> <p>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.</p>	1
LNG132	<p>INTRODUCTION TO FRENCH LANGUAGE AND CULTURE II</p> <p>This course follows LNG131 and builds 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 course counts towards the International Certificate and fulfills a global general education requirement.</p>	3
LNG132L	<p>INTRODUCTION TO FRENCH LANGUAGE AND CULTURE II-LAB</p> <p>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.</p>	1
LNG141	<p>INTRODUCTION TO GERMAN LANGUAGE AND CULTURE I</p> <p>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.</p>	3
LNG141L	<p>INTRODUCTION TO GERMAN LANGUAGE AND CULTURE I-LAB</p> <p>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.</p>	1
LNG142	<p>INTRODUCTION TO GERMAN LANGUAGE AND CULTURE II</p> <p>This course follows LNG141 and builds 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 course counts towards the International Certificate and fulfills a global general education requirement.</p>	3
LNG142L	<p>INTRODUCTION TO GERMAN LANGUAGE AND CULTURE II - LAB</p> <p>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.</p>	1

Course Code	Co-requisites Course Information • LNG142 Introduction to German Language and Culture II	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
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
LNG152	INTRODUCTION TO JAPANESE LANGUAGE AND CULTURE II This course follows LNG151 and builds 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 course counts towards the International Certificate and fulfills a global general education requirement.	3
LNG152L	INTRODUCTION TO 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 152.	1
LNG160	SPANISH FOR HEALTH CARE WORKERS I 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
LNG161	INTRODUCTION TO SPANISH LANGUAGE AND CULTURE I 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.	3
LNG161L	INTRODUCTION TO 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 order to enhance linguistic knowledge gained through in-class language learning. This course	1

Course Code	complements LNG 161. Course Information	Credits
LNG162	<p data-bbox="429 154 1206 181">INTRODUCTION TO SPANISH LANGUAGE AND CULTURE II</p> <p data-bbox="429 197 1334 376">This course follows LNG161 and builds 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 course counts towards the International Certificate and fulfills a global general education requirement.</p>	3
LNG162L	<p data-bbox="429 450 1270 477">INTRODUCTION TO SPANISH LANGUAGE AND CULTURE II-LAB</p> <p data-bbox="429 490 1350 672">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.</p>	1
LNG201	<p data-bbox="429 745 1126 772">INTERMEDIATE ARABIC LANGUAGE AND CULTURE I</p> <p data-bbox="429 786 1299 967">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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG201L	<p data-bbox="429 1041 1190 1068">INTERMEDIATE ARABIC LANGUAGE AND CULTURE I-LAB</p> <p data-bbox="429 1081 1350 1263">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 201.</p>	1
LNG202	<p data-bbox="429 1337 1134 1364">INTERMEDIATE ARABIC LANGUAGE AND CULTURE II</p> <p data-bbox="429 1377 1343 1559">This course expands upon content learned in LNG201. It allows students to strengthen 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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG202L	<p data-bbox="429 1659 1198 1686">INTERMEDIATE ARABIC LANGUAGE AND CULTURE II-LAB</p> <p data-bbox="429 1700 1350 1881">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.</p>	1
LNG221	<p data-bbox="429 1955 1150 1982">INTERMEDIATE CHINESE LANGUAGE AND CULTURE I</p> <p data-bbox="429 1995 1299 2136">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 International Studies major. It fulfills a global general education</p>	3

Course Code	requirement. Course Information	Credits
LNG221L	<p>INTERMEDIATE CHINESE LANGUAGE AND CULTURE I-LAB</p> <p>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 221.</p>	1
LNG222	<p>INTERMEDIATE CHINESE LANGUAGE AND CULTURE II</p> <p>This course expands upon content learned in LNG221. It allows students to strengthen their listening, speaking, reading, and writing skills and deepen their understanding of Chinese culture and language. This course counts towards the International Certificate and International Studies major. It fulfills a global general education requirement.</p>	3
LNG222L	<p>INTERMEDIATE CHINESE LANGUAGE AND CULTURE II</p> <p>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.</p>	1
LNG231	<p>INTERMEDIATE FRENCH LANGUAGE AND CULTURE I</p> <p>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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG231L	<p>INTERMEDIATE FRENCH LANGUAGE AND CULTURE I-LAB</p> <p>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 231.</p>	1
LNG232	<p>INTERMEDIATE FRENCH LANGUAGE AND CULTURE II</p> <p>This course expands upon content learned in LNG231. It allows students to review grammar 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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG232L	<p>INTERMEDIATE FRENCH LANGUAGE AND CULTURE II-LAB</p> <p>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</p>	1

Course Code	complements LNG 232. Course Information	Credits
LNG241	<p>INTERMEDIATE GERMAN LANGUAGE AND CULTURE I</p> <p>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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG241L	<p>INTERMEDIATE GERMAN LANGUAGE AND CULTURE I-LAB</p> <p>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 241.</p>	1
LNG242	<p>INTERMEDIATE GERMAN LANGUAGE AND CULTURE II</p> <p>This course expands upon content learned in LNG241. It allows students to review grammar 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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG242L	<p>INTERMEDIATE GERMAN LANGUAGE AND CULTURE II-LAB</p> <p>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.</p>	1
LNG251	<p>INTERMEDIATE JAPANESE LANGUAGE AND CULTURE I</p> <p>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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG251L	<p>INTERMEDIATE JAPANESE LANGUAGE AND CULTURE I-LAB</p> <p>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 251.</p>	1
LNG252	<p>INTERMEDIATE JAPANESE LANGUAGE AND CULTURE II</p> <p>This course expands upon content learned in LNG251. It gives students the opportunity to strengthen their listening, speaking, reading, and writing skills and deepen their understanding of Japanese culture and language. This course counts towards the International Certificate and International Studies major. It fulfills a global general education requirement.</p>	3

Course Code	Course Information	Credits
LNG252L	<p>INTERMEDIATE JAPANESE LANGUAGE AND CULTURE II-LAB</p> <p>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.</p>	1
LNG261	<p>INTERMEDIATE SPANISH LANGUAGE AND CULTURE I</p> <p>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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG261L	<p>INTERMEDIATE SPANISH LANGUAGE AND CULTURE I-LAB</p> <p>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 261.</p>	1
LNG262	<p>INTERMEDIATE SPANISH LANGUAGE AND CULTURE II</p> <p>This course expands upon content learned in LNG261. It allows students to review grammar 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 International Studies major. It fulfills a global general education requirement.</p>	3
LNG262L	<p>INTERMEDIATE SPANISH LANGUAGE AND CULTURE II-LAB</p> <p>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.</p>	1
LNG313	<p>SPECIAL TOPICS</p> <p>Special Topics</p>	3
LNG560	<p>SPANISH FOR HEALTH CARE WORKERS</p> <p>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.</p>	1
MAT003SLU	<p>BASIC ALGEBRA</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p>	3

Course Code	Course Information	Credits
MAT151SLU	<p>COLLEGE ALGEBRA OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MAT201SLU	<p>INTRODUCTION TO STATISTICS OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MBA565SLU	<p>MARKETING OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MBA610SNH	<p>BUSINESS LAW OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MGMT2100RMU	<p>BUSINESS STATISTICS/QUANTITATIVE ANALYSIS OCICU course taught at Robert Morris University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MGT331SLU	<p>MANAGEMENT OF HUMAN RESOURCES OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MGT6311UIW	<p>HUMAN RESOURCES MANAGEMENT OCICU course taught at University of the Incarnate World.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MKT310SLU	<p>INTEGRATED MARKETING COMMUNICATIONS OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p>	3

Course Code	<ul style="list-style-type: none"> • XXX123 Permission of Instructor Course Information	Credits
MKT3377UIW	MARKETING AND BUYER BEHAVIOR OCICU course taught at University of the Incarnate World. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MT270RU	INTRO TO STATISTICS OCICU course taught at Regis University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MT415RU	LINEAR ALGEBRA OCICU course taught at Regis University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
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
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
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
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
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	3

Course Code	Course Information	Credits
MTH151	<p>CALCULUS I</p> <p>This is the first course in the calculus sequence. Topics include differential and integral calculus for algebraic and trigonometric functions with applications. Four hours of class per week.</p>	4
MTH152	<p>CALCULUS II</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • MTH151 Calculus I 	4
MTH215W	<p>INTRODUCTION TO PROOF</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • MTH151 Calculus I • MTH152 Calculus II 	4
MTH221	<p>LINEAR ALGEBRA</p> <p>Topics include finite dimensional vector spaces, geometry of \mathbb{R}, linear functions, systems of linear equations, and theory of matrices and determinants.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • MTH151 Calculus I 	3
MTH222	<p>MULTIVARIATE AND VECTOR CALCULUS</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • MTH152 Calculus II 	3
MTH241	<p>DIFFERENTIAL EQUATIONS</p> <p>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.</p>	3

Course Code	Course Information	Credits
	<p>Complete the following course:</p> <ul style="list-style-type: none"> • MTH222 Multivariate and Vector Calculus 	
MTH244	<p>DISCRETE MATHEMATICS</p> <p>This course is an introduction to the fundamental logic and mathematical concepts of discrete quantities, as employed in digital computers. Emphasis will be on the careful and precise expression of ideas. Topics include sets and logic, relations and functions, proof techniques, algorithms, combinatorics, discrete probability, graphs, and trees. Three hours of class per week.</p>	3
MTH256	<p>THE HISTORY AND THEORY OF NUMBERS</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • MTH105 College Algebra • MTH106 Trigonometry <p>OR Complete the following course:</p> <ul style="list-style-type: none"> • MTH108 Precalculus <p>OR Complete the following course:</p> <ul style="list-style-type: none"> • MTH151 Calculus I 	3
MTH310	<p>PROBABILITY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • MTH152 Calculus II 	3
MTH327	<p>ADVANCED ANALYSIS</p> <p>Foundations for abstract analysis, real and complex number systems, elements of point set topology and limits, continuity, and derivatives.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • MTH222 Multivariate and Vector Calculus 	3
MTH341	<p>ABSTRACT ALGEBRA</p> <p>Introduction to elements of modern abstract algebra, including rings, groups, and fields.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • MTH221 Linear Algebra 	3

MTH418 Course Code	MATHEMATICS SEMINAR Course Information	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	<p data-bbox="427 241 775 271">INTEGRATIVE CAPSTONE</p> <p data-bbox="427 282 1342 577">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, theater 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.</p> <p data-bbox="448 611 619 640">Pre-requisites</p> <p data-bbox="448 645 746 674">Complete the following course:</p> <ul data-bbox="448 678 826 707" style="list-style-type: none"> <li data-bbox="448 678 826 707">• IND350 Scientific Research Methods 	3
MTH493	<p data-bbox="427 770 732 799">INDEPENDENT STUDY</p> <p data-bbox="427 810 639 840">Independent Study</p> <p data-bbox="448 873 619 902">Pre-requisites</p> <p data-bbox="448 907 746 936">Complete the following course:</p> <ul data-bbox="448 940 783 969" style="list-style-type: none"> <li data-bbox="448 940 783 969">• XXX123 Permission of Instructor 	3
MTH498	TUTORIAL: MATHEMATICS	4
MTH499	TUTORIAL: MATHEMATICS	4
MTH562	<p data-bbox="427 1243 1182 1272">NUMERICAL METHODS AND MATHEMATICAL MODELING</p> <p data-bbox="427 1283 1289 1384">Numerical methods and mathematical models used in computational science, including techniques for solving scientific problems, scientific visualization, and distributed and massively parallel architecture.</p>	3
MUA100	<p data-bbox="427 1460 517 1489">PIANO</p> <p data-bbox="427 1494 1193 1527">One 30-minute lesson per week. Additional Fee(s): Applied music fee.</p>	1
MUA101	<p data-bbox="427 1603 517 1632">PIANO</p> <p data-bbox="427 1644 1193 1677">One 30-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p data-bbox="448 1711 619 1740">Pre-requisites</p> <p data-bbox="448 1744 746 1774">Complete the following course:</p> <ul data-bbox="448 1778 619 1807" style="list-style-type: none"> <li data-bbox="448 1778 619 1807">• MUA100 Piano 	1
MUA102	<p data-bbox="427 1863 517 1892">VOICE</p> <p data-bbox="427 1904 1193 1930">One 30-minute lesson per week. Additional Fee(s): Applied music fee.</p>	1
MUA103	<p data-bbox="427 2007 517 2036">VOICE</p> <p data-bbox="427 2047 1193 2080">One 30-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p data-bbox="448 2114 619 2143">Pre-requisites</p> <p data-bbox="448 2148 746 2177">Complete the following course:</p>	1

Course Code	<ul style="list-style-type: none"> • MUA102 Voice Course Information	Credits
MUA104B	PIANO LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA104C	PIANO LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA105B	PIANO LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA104B Piano Level I • MUA104C Piano Level I 	2
MUA105C	PIANO LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA104B Piano Level I • MUA104C Piano Level I 	3
MUA106B	VOICE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA106C	VOICE LEVEL I One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.	3
MUA107B	VOICE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA106B Voice Level I • MUA106C Voice Level I 	2
MUA107C	VOICE LEVEL I One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA106B Voice Level I • MUA106C Voice Level I 	3
MUA108B	GUITAR LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2

Course Code	Course Information	Credits
MUA108C	GUITAR LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA109B	GUITAR LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA108B Guitar Level I • MUA108C Guitar Level I 	2
MUA109C	GUITAR LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA108B Guitar Level I • MUA108C Guitar Level I 	3
MUA110B	VIOLIN LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA110C	VIOLIN LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA111B	VIOLIN LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA110B Violin Level I • MUA110C Violin Level I 	2
MUA111C	VIOLIN LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA110B Violin Level I • MUA110C Violin Level I 	3
MUA112B	VIOLA LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA112C	VIOLA LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3

Course Code	Course Information	Credits
MUA113B	VIOLA LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA112B Viola Level I • MUA112C Viola Level I 	
MUA113C	VIOLA LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA112B Viola Level I • MUA112C Viola Level I 	
MUA114B	CELLO LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA114C	CELLO LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA115B	CELLO LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA114B Cello Level I • MUA114C Cello Level I 	2
MUA115C	CELLO LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA114B Cello Level I • MUA114C Cello Level I 	3
MUA116B	DOUBLE BASS LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA116C	DOUBLE BASS LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA117B	DOUBLE BASS LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses:	2

Course Code	Course Information	Credits
MUA117C	DOUBLE BASS LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA116C Double Bass Level I • MUA116B Double Bass Level I 	3
MUA118B	HARP LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA118C	HARP LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA119B	HARP LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA118B Harp Level I • MUA118C Harp Level I 	2
MUA119C	HARP LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA118B Harp Level I • MUA118C Harp Level I 	3
MUA120B	FLUTE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA120C	FLUTE LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA121B	FLUTE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA120B Flute Level I • MUA120C Flute Level I 	2
MUA121C	FLUTE LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music 1409	3

Course Code	Course Information	Credits
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA120B Flute Level I • MUA120C Flute Level I 	
MUA122B	<p>OBOE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA122C	<p>OBOE LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA123B	<p>OBOE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA122B Oboe Level I • MUA122C Oboe Level I 	2
MUA123C	<p>OBOE LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA122B Oboe Level I • MUA122C Oboe Level I 	3
MUA124B	<p>CLARINET LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA124C	<p>CLARINET LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA125B	<p>CLARINET LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA124B Clarinet Level I • MUA124C Clarinet Level I 	2
MUA125C	<p>CLARINET LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA124B Clarinet Level I 	3

Course Code	<ul style="list-style-type: none"> • MUA124C Clarinet Level I Course Information	Credits
MUA126B	BASSOON LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA126C	BASSOON LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA127B	BASSOON LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA126B Bassoon Level I • MUA126C Bassoon Level I 	2
MUA127C	BASSOON LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA126B Bassoon Level I • MUA126C Bassoon Level I 	3
MUA128B	SAXOPHONE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA128C	SAXOPHONE LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA129B	SAXOPHONE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA128B Saxophone Level I • MUA128C Saxophone Level I 	2
MUA129C	SAXOPHONE LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA128B Saxophone Level I • MUA128C Saxophone Level I 	3
MUA130B	HORN LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2

Course Code	Course Information	Credits
MUA130C	HORN LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA131B	HORN LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA130B Horn Level I • MUA130C Horn Level I 	2
MUA131C	HORN LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA130B Horn Level I • MUA130C Horn Level I 	3
MUA132B	TRUMPET LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA132C	TRUMPET LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA133B	TRUMPET LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA132B Trumpet Level I • MUA132C Trumpet Level I 	2
MUA133C	TRUMPET LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA132B Trumpet Level I • MUA132C Trumpet Level I 	3
MUA134B	TROMBONE LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA134C	TROMBONE LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3

Course Code	Course Information	Credits
MUA135B	<p>TROMBONE LEVEL I</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA134B Trombone Level I • MUA134C Trombone Level I 	
MUA135C	<p>TROMBONE LEVEL I</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA134B Trombone Level I • MUA134C Trombone Level I 	3
MUA136B	<p>EUPHONIUM LEVEL I</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA136C	<p>EUPHONIUM LEVEL I</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA137B	<p>EUPHONIUM LEVEL I</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA136B Euphonium Level I • MUA136C Euphonium Level I 	2
MUA137C	<p>EUPHONIUM LEVEL I</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA136B Euphonium Level I • MUA136C Euphonium Level I 	3
MUA138B	<p>TUBA LEVEL I</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA138C	<p>TUBA LEVEL I</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA139B	<p>TUBA LEVEL I</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites</p>	2

Course Code	Course Information	Credits
	Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA138B Tuba Level I • MUA138C Tuba Level I 	
MUA139C	TUBA LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA138B Tuba Level I • MUA138C Tuba Level I 	3
MUA140B	PERCUSSION LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA140C	PERCUSSION LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA141B	PERCUSSION LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA140B Percussion Level I • MUA140C Percussion Level I 	2
MUA141C	PERCUSSION LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA140B Percussion Level I • MUA140C Percussion Level I 	3
MUA142B	DRUM SET LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA142C	DRUM SET LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA143B	DRUM SET LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA142B Drum Set Level I • MUA142C Drum Set Level I 	2
MUA143C	DRUM SET LEVEL I	3

Course Code	Course Information One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	Credits
MUA144B	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA142B Drum Set Level I • MUA142C Drum Set Level I <p>ELECTRIC BASS LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA144C	<p>ELECTRIC BASS LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA145B	<p>ELECTRIC BASS LEVEL I One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA144B Electric Bass Level I • MUA144C Electric Bass Level I 	2
MUA145C	<p>ELECTRIC BASS LEVEL I One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA144B Electric Bass Level I • MUA144C Electric Bass Level I 	3
MUA146B	<p>COMPOSITION LEVEL I 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.</p>	2
MUA146C	<p>COMPOSITION LEVEL I 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.</p>	3
MUA147B	<p>COMPOSITION LEVEL I 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.</p>	2

Course Code	Pre-requisites Course Information	Credits
MUA147C	<p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA146B Composition Level I • MUA146C Composition Level I <p>COMPOSITION LEVEL I</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA146B Composition Level I • MUA146C Composition Level I 	3
MUA204B	<p>PIANO LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA204C	<p>PIANO LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA205B	<p>PIANO LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA204B Piano Level II • MUA204C Piano Level II 	2
MUA205C	<p>PIANO LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA204B Piano Level II • MUA204C Piano Level II 	3
MUA206B	<p>VOICE LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA206C	<p>VOICE LEVEL II</p> <p>One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA207B	<p>VOICE LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p>	2

Course Code	<ul style="list-style-type: none"> • MUA206B Voice Level II • MUA206C Voice Level II Course Information	Credits
MUA207C	<p data-bbox="432 192 635 219">VOICE LEVEL II</p> <p data-bbox="432 230 1342 293">One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.</p> <p data-bbox="451 331 619 358">Pre-requisites</p> <p data-bbox="451 365 842 392">Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA206B Voice Level II • MUA206C Voice Level II 	3
MUA208B	<p data-bbox="432 524 651 551">GUITAR LEVEL II</p> <p data-bbox="432 562 1190 589">One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA208C	<p data-bbox="432 663 651 689">GUITAR LEVEL II</p> <p data-bbox="432 701 1350 763">One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA209B	<p data-bbox="432 842 651 869">GUITAR LEVEL II</p> <p data-bbox="432 880 1190 907">One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p data-bbox="451 945 619 972">Pre-requisites</p> <p data-bbox="451 978 842 1005">Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA208B Guitar Level II • MUA208C Guitar Level II 	2
MUA209C	<p data-bbox="432 1137 651 1164">GUITAR LEVEL II</p> <p data-bbox="432 1176 1350 1238">One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p data-bbox="451 1276 619 1303">Pre-requisites</p> <p data-bbox="451 1310 842 1337">Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA208B Guitar Level II • MUA208C Guitar Level II 	3
MUA210B	<p data-bbox="432 1469 639 1496">VIOLIN LEVEL II</p> <p data-bbox="432 1507 1190 1534">One 60-minute lesson per week. Additional Fee(s): Applied music fee</p>	2
MUA210C	<p data-bbox="432 1594 639 1621">VIOLIN LEVEL II</p> <p data-bbox="432 1632 1350 1695">One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA211B	<p data-bbox="432 1774 639 1800">VIOLIN LEVEL II</p> <p data-bbox="432 1812 1190 1839">One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p data-bbox="451 1877 619 1904">Pre-requisites</p> <p data-bbox="451 1910 842 1937">Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA210B Violin Level II • MUA210C Violin Level II 	2
MUA211C	<p data-bbox="432 2069 639 2096">VIOLIN LEVEL II</p> <p data-bbox="432 2107 1350 2134">One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music</p>	3

Course Code	Course Information	Credits
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA210B Violin Level II • MUA210C Violin Level II 	
MUA212B	VIOLA LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA212C	VIOLA LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA213B	VIOLA LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA212B Viola Level II • MUA212C Viola Level II 	
MUA213C	VIOLA LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA212B Viola Level II • MUA212C Viola Level II 	
MUA214B	CELLO LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA214C	CELLO LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA215B	CELLO LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA214B Cello Level II • MUA214C Cello Level II 	
MUA215C	CELLO LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA214B Cello Level II • MUA214C Cello Level II 	

Course Code	Course Information	Credits
MUA216B	DOUBLE BASS LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	
MUA216C	DOUBLE BASS LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA217B	DOUBLE BASS LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA216B Double Bass Level II • MUA216C Double Bass Level II 	2
MUA217C	DOUBLE BASS LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA216B Double Bass Level II • MUA216C Double Bass Level II 	3
MUA218B	HARP LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA218C	HARP LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA219B	HARP LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA218B Harp Level II • MUA218C Harp Level II 	2
MUA219C	HARP LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA218B Harp Level II • MUA218C Harp Level II 	3
MUA220B	FLUTE LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
		3

Course Code	Course Information	Credits
MUA220C	FLUTE LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	
MUA221B	FLUTE LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA220B Flute Level II • MUA220C Flute Level II 	2
MUA221C	FLUTE LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA220B Flute Level II • MUA220C Flute Level II 	2
MUA222B	OBOE LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA222C	OBOE LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA223B	OBOE LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA222B Oboe Level II • MUA222C Oboe Level II 	2
MUA223C	OBOE LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA222B Oboe Level II • MUA222C Oboe Level II 	3
MUA224B	CLARINET LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA224C	CLARINET LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA225B	CLARINET LEVEL II	2

Course Code	Course Information	Credits
MUA225C	<p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA224B Clarinet Level II • MUA224C Clarinet Level II <p>CLARINET LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA226B	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA224B Clarinet Level II • MUA224C Clarinet Level II <p>BASSOON LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA226C	<p>BASSOON LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA227B	<p>BASSOON LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA226B Bassoon Level II • MUA226C Bassoon Level II 	2
MUA227C	<p>BASSOON LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA226B Bassoon Level II • MUA226C Bassoon Level II 	3
MUA228B	<p>SAXOPHONE LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA228C	<p>SAXOPHONE LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA229B	<p>SAXOPHONE LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA228B Saxophone Level II • MUA228C Saxophone Level II 	2

Course Code	Course Information	Credits
MUA229C	<p>SAXOPHONE LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA228B Saxophone Level II • MUA228C Saxophone Level II 	3
MUA230B	<p>HORN LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA230C	<p>HORN LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA231B	<p>HORN LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA230B Horn Level II • MUA230C Horn Level II 	2
MUA231C	<p>HORN LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA230B Horn Level II • MUA230C Horn Level II 	3
MUA232B	<p>TRUMPET LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA232C	<p>TRUMPET LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA233B	<p>TRUMPET LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA232B Trumpet Level II • MUA232C Trumpet Level II 	2
MUA233C	<p>TRUMPET LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3

Course Code	Pre-requisites Course Information	Credits
MUA234B	Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA232B Trumpet Level II • MUA232C Trumpet Level II TROMBONE LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA234C	TROMBONE LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA235B	TROMBONE LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee. <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA234B Trombone Level II • MUA234C Trombone Level II 	2
MUA235C	TROMBONE LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA234B Trombone Level II • MUA234C Trombone Level II 	3
MUA236B	EUPHONIUM LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA236C	EUPHONIUM LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA237B	EUPHONIUM LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee. <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA236B Euphonium Level II • MUA236C Euphonium Level II 	2
MUA237C	EUPHONIUM LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA236B Euphonium Level II • MUA236C Euphonium Level II 	3

Course Code	Course Information	Credits
MUA238B	TUBA LEVEL II. One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA238C	TUBA LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA239B	TUBA LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA238B Tuba Level II • MUA238C Tuba Level II 	2
MUA239C	TUBA LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA238B Tuba Level II • MUA238C Tuba Level II 	3
MUA240B	PERCUSSION LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA240C	PERCUSSION LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA241B	PERCUSSION LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA240B Percussion Level II • MUA240C Percussion Level II 	2
MUA241C	PERCUSSION LEVEL II One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA240B Percussion Level II • MUA240C Percussion Level II 	3
MUA242B	DRUM SET LEVEL II One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA242C	DRUM SET LEVEL II	3

Course Code	Course Information One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	Credits
MUA243B	<p>DRUM SET LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA242B Drum Set Level II • MUA242C Drum Set Level II 	2
MUA243C	<p>DRUM SET LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA242B Drum Set Level II • MUA242C Drum Set Level II 	3
MUA244B	<p>ELECTRIC BASS LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA244C	<p>ELECTRIC BASS LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA245B	<p>ELECTRIC BASS LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA244B Electric Bass Level II • MUA244C Electric Bass Level II 	2
MUA245C	<p>ELECTRIC BASS LEVEL II</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA244B Electric Bass Level II • MUA244C Electric Bass Level II 	3
MUA246B	<p>COMPOSITION LEVEL II</p> <p>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.</p>	2
MUA246C	<p>COMPOSITION LEVEL II</p> <p>Students will work closely with the composition instructor to identify and articulate their personal artistic perspective, and develop sound or multimedia compositions</p>	3

Course Code	Course Information	Credits
MUA247B	<p>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.</p> <p>COMPOSITION LEVEL II</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA246B Composition Level II • MUA246C Composition Level II 	2
MUA247C	<p>COMPOSITION LEVEL II</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA246B Composition Level II • MUA246C Composition Level II 	3
MUA304B	<p>PIANO LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA304C	<p>PIANO LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA305B	<p>PIANO LEVEL II</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA304B Piano Level III • MUA304C Piano Level III 	2
MUA305C	<p>PIANO LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA304B Piano Level III • MUA304C Piano Level III 	3
MUA306B	<p>VOICE LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2

Course Code	Course Information	Credits
MUA306C	<p>VOICE LEVEL III</p> <p>One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA307B	<p>VOICE LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA306B Voice Level III • MUA306C Voice Level III 	2
MUA307C	<p>VOICE LEVEL III</p> <p>One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA306C Voice Level III • MUA306B Voice Level III 	3
MUA308B	<p>GUITAR LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA308C	<p>GUITAR LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA309B	<p>GUITAR LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA308B Guitar Level III • MUA308C Guitar Level III 	2
MUA309C	<p>GUITAR LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA308B Guitar Level III • MUA308C Guitar Level III 	3
MUA310B	<p>VIOLIN LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA310C	<p>VIOLIN LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3

Course Code	Course Information	Credits
MUA311B	<p>VIOLIN LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA310B Violin Level III • MUA310C Violin Level III 	
MUA311C	<p>VIOLIN LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA310B Violin Level III • MUA310C Violin Level III 	3
MUA312B	<p>VIOLA LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA312C	<p>VIOLA LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA313B	<p>VIOLA LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA312B Viola Level III • MUA312C Viola Level III 	2
MUA313C	<p>VIOLA LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA312B Viola Level III • MUA312C Viola Level III 	3
MUA314B	<p>CELLO LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA314C	<p>CELLO LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA315B	<p>CELLO LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2

Course Code	Pre-requisites Course Information	Credits
MUA315C	<p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA314B Cello Level III • MUA314C Cello Level III <p>CELLO LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA314B Cello Level III • MUA314C Cello Level III 	3
MUA316B	<p>DOUBLE BASS LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA316C	<p>DOUBLE BASS LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA217B Double Bass Level II • MUA217C Double Bass Level II 	3
MUA317B	<p>DOUBLE BASS LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA316B Double Bass Level III • MUA316C Double Bass Level III 	2
MUA317C	<p>DOUBLE BASS LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA316C Double Bass Level III • MUA316B Double Bass Level III 	3
MUA318B	<p>HARP LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA318C	<p>HARP LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA319B	<p>HARP LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites</p>	2

Course Code	Course Information	Credits
	Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA318B Harp Level III • MUA318C Harp Level III 	
MUA319C	HARP LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA318B Harp Level III • MUA318C Harp Level III 	3
MUA320B	FLUTE LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA320C	FLUTE LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA321B	FLUTE LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA320B Flute Level III • MUA320C Flute Level III 	2
MUA321C	FLUTE LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA320B Flute Level III • MUA320C Flute Level III 	3
MUA322B	OBOE LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA322C	OBOE LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA323B	OBOE LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA322B Oboe Level III • MUA322C Oboe Level III 	2
MUA323C	OBOE LEVEL III	3

Course Code	Course Information One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	Credits
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA322B Oboe Level III • MUA322C Oboe Level III 	
MUA324B	<p>CLARINET LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA324C	<p>CLARINET LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA325B	<p>CLARINET LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA324B Clarinet Level III • MUA324C Clarinet Level III 	
MUA325C	<p>CLARINET LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA324B Clarinet Level III • MUA324C Clarinet Level III 	
MUA326B	<p>BASSOON LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA326C	<p>BASSOON LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA327B	<p>BASSOON LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA326B Bassoon Level III • MUA326C Bassoon Level III 	
MUA327C	<p>BASSOON LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA326B Bassoon Level III 	

Course Code	Course Information	Credits
MUA328B	<p>SAXOPHONE LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA328C	<p>SAXOPHONE LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA329B	<p>SAXOPHONE LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA328B Saxophone Level III • MUA328C Saxophone Level III 	2
MUA329C	<p>SAXOPHONE LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA328B Saxophone Level III • MUA328C Saxophone Level III 	3
MUA330B	<p>HORN LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA330C	<p>HORN LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA331B	<p>HORN LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA330B Horn Level III • MUA330C Horn Level III 	2
MUA331C	<p>HORN LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA330B Horn Level III • MUA330C Horn Level III 	3
MUA332B	<p>TRUMPET LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2

Course Code	Course Information	Credits
MUA332C	TRUMPET LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA333B	TRUMPET LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA332B Trumpet Level III • MUA332C Trumpet Level III 	2
MUA333C	TRUMPET LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA332B Trumpet Level III • MUA332C Trumpet Level III 	3
MUA334B	TROMBONE LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA334C	TROMBONE LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA335B	TROMBONE LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA334B Trombone Level III • MUA334C Trombone Level III 	2
MUA335C	TROMBONE LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA334B Trombone Level III • MUA334C Trombone Level III 	3
MUA336B	EUPHONIUM LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA336C	EUPHONIUM LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3

Course Code	Course Information	Credits
MUA337B	EUPHONIUM LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA336B Euphonium Level III • MUA336C Euphonium Level III 	
MUA337C	EUPHONIUM LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA336B Euphonium Level III • MUA336C Euphonium Level III 	
MUA338B	TUBA LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA338C	TUBA LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA339B	TUBA LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA338B Tuba Level III • MUA338C Tuba Level III 	2
MUA339C	TUBA LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA338B Tuba Level III • MUA338C Tuba Level III 	3
MUA340B	PERCUSSION LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA340C	PERCUSSION LEVEL III One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA341B	PERCUSSION LEVEL III One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses:	2

Course Code	Course Information	Credits
MUA341C	<p>PERCUSSION LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA340B Percussion Level III • MUA340C Percussion Level III 	3
MUA342B	<p>DRUM SET LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA342C	<p>DRUM SET LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA343B	<p>DRUM SET LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA342B Drum Set Level III • MUA342C Drum Set Level III 	2
MUA343C	<p>DRUM SET LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA342B Drum Set Level III • MUA342C Drum Set Level III 	3
MUA344B	<p>ELECTRIC BASS LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA344C	<p>ELECTRIC BASS LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA345B	<p>ELECTRIC BASS LEVEL III</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA344B Electric Bass Level III • MUA344C Electric Bass Level III 	2
MUA345C	<p>ELECTRIC BASS LEVEL III</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music</p>	3

Course Code	fee. Course Information	Credits
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA344B Electric Bass Level III • MUA344C Electric Bass Level III 	
MUA346B	<p>COMPOSITION LEVEL III</p> <p>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.</p>	2
MUA346C	<p>COMPOSITION LEVEL III</p> <p>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.</p>	3
MUA347B	<p>COMPOSITION LEVEL III</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA346B Composition Level III • MUA346C Composition Level III 	2
MUA347C	<p>COMPOSITION LEVEL III</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA346B Composition Level III • MUA346C Composition Level III 	3
MUA404B	<p>PIANO LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA404C	<p>PIANO LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3

Course Code	Course Information	Credits
MUA405B	PIANO LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA404B Piano Level IV • MUA404C Piano Level IV 	
MUA405C	PIANO LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA404B Piano Level IV • MUA404C Piano Level IV 	
MUA406B	VOICE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA406C	VOICE LEVEL IV One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.	3
MUA407B	VOICE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA406C Voice Level IV • MUA406B Voice Level IV 	
MUA407C	VOICE LEVEL IV One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA406B Voice Level IV • MUA406C Voice Level IV 	
MUA408B	GUITAR LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA408C	GUITAR LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA409B	GUITAR LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA408B Guitar Level IV 	

Course Code	Course Information	Credits
MUA409C	<p>GUITAR LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA408B Guitar Level IV • MUA408C Guitar Level IV 	3
MUA410B	<p>VIOLIN LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA410C	<p>VIOLIN LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA411B	<p>VIOLIN LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA410B Violin Level IV • MUA410C Violin Level IV 	2
MUA411C	<p>VIOLIN LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA410B Violin Level IV • MUA410C Violin Level IV 	3
MUA412B	<p>VIOLA LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA412C	<p>VIOLA LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA413B	<p>VIOLA LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA412B Viola Level IV • MUA412C Viola Level IV 	2
MUA413C	<p>VIOLA LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3

Course Code	Pre-requisites Course Information	Credits
	Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA412B Viola Level IV • MUA412C Viola Level IV 	
MUA414B	CELLO LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA414C	CELLO LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA415B	CELLO LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA414B Cello Level IV • MUA414C Cello Level IV 	
MUA415C	CELLO LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA414B Cello Level IV • MUA414C Cello Level IV 	
MUA416B	DOUBLE BASS LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA416C	DOUBLE BASS LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA417B	DOUBLE BASS LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA416B Double Bass Level IV • MUA416C Double Bass Level IV 	
MUA417C	DOUBLE BASS LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA416B Double Bass Level IV • MUA416C Double Bass Level IV 	

Course Code	Course Information	Credits
MUA418B	HARP LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	3
MUA418C	HARP LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA419B	HARP LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA418B Harp Level IV • MUA418C Harp Level IV 	2
MUA419C	HARP LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA418B Harp Level IV • MUA418C Harp Level IV 	3
MUA420B	FLUTE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA420C	FLUTE LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA421B	FLUTE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA420B Flute Level IV • MUA420C Flute Level IV 	2
MUA421C	FLUTE LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA420B Flute Level IV • MUA420C Flute Level IV 	3
MUA422B	OBOE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA422C	OBOE LEVEL IV	3

Course Code	Course Information One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	Credits
MUA423B	OBOE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA422B Oboe Level IV • MUA422C Oboe Level IV 	2
MUA423C	OBOE LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA422B Oboe Level IV • MUA422C Oboe Level IV 	3
MUA424B	CLARINET LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA424C	CLARINET LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA425B	CLARINET LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA424B Clarinet Level IV • MUA424C Clarinet Level IV 	2
MUA425C	CLARINET LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA424B Clarinet Level IV • MUA424C Clarinet Level IV 	3
MUA426B	BASSOON LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA426C	BASSOON LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA427B	BASSOON LEVEL IV	2

Course Code	Course Information	Credits
	<p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA426B Bassoon Level IV • MUA426C Bassoon Level IV 	
MUA427C	<p>BASSOON LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA426B Bassoon Level IV • MUA426C Bassoon Level IV 	
MUA428B	<p>SAXOPHONE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA428C	<p>SAXOPHONE LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA429B	<p>SAXOPHONE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA428B Saxophone Level IV • MUA428C Saxophone Level IV 	
MUA429C	<p>SAXOPHONE LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA428B Saxophone Level IV • MUA428C Saxophone Level IV 	
MUA430B	<p>HORN LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA430C	<p>HORN LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA431B	<p>HORN LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
	<p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA430B Horn Level IV • MUA430C Horn Level IV 	

Course Code	Course Information	Credits
MUA431C	<p>HORN LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA430B Horn Level IV • MUA430C Horn Level IV 	3
MUA432B	<p>TRUMPET LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA432C	<p>TRUMPET LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA433B	<p>TRUMPET LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA432B Trumpet Level IV • MUA432C Trumpet Level IV 	2
MUA433C	<p>TRUMPET LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA432B Trumpet Level IV • MUA432C Trumpet Level IV 	3
MUA434B	<p>TROMBONE LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUA434C	<p>TROMBONE LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUA435B	<p>TROMBONE LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA434B Trombone Level IV • MUA434C Trombone Level IV 	2
MUA435C	<p>TROMBONE LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites</p>	3

Course Code	Course Information	Credits
	Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA434B Trombone Level IV • MUA434C Trombone Level IV 	
MUA436B	EUPHONIUM LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA436C	EUPHONIUM LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA437B	EUPHONIUM LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA436B Euphonium Level IV • MUA436C Euphonium Level IV 	2
MUA437C	EUPHONIUM LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA436B Euphonium Level IV • MUA436C Euphonium Level IV 	3
MUA438B	TUBA LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA438C	TUBA LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA439B	TUBA LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA438B Tuba Level IV • MUA438C Tuba Level IV 	2
MUA439C	TUBA LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA438B Tuba Level IV • MUA438C Tuba Level IV 	3

Course Code	Course Information	Credits
MUA440B	PERCUSSION LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	
MUA440C	PERCUSSION LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA441B	PERCUSSION LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA440B Percussion Level IV • MUA440C Percussion Level IV 	2
MUA441C	PERCUSSION LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA440B Percussion Level IV • MUA440C Percussion Level IV 	3
MUA442B	DRUM SET LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA442C	DRUM SET LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUA443B	DRUM SET LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA442B Drum Set Level IV • MUA442C Drum Set Level IV 	2
MUA443C	DRUM SET LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • MUA442B Drum Set Level IV • MUA442C Drum Set Level IV 	3
MUA444B	ELECTRIC BASS LEVEL IV One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUA444C	ELECTRIC BASS LEVEL IV One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music	3

Course Code	Course Information	Credits
MUA445B	<p>ELECTRIC BASS LEVEL IV</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA444B Electric Bass Level IV • MUA444C Electric Bass Level IV 	2
MUA445C	<p>ELECTRIC BASS LEVEL IV</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA444B Electric Bass Level IV • MUA444C Electric Bass Level IV 	3
MUA446B	<p>COMPOSITION LEVEL IV</p> <p>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.</p>	2
MUA446C	<p>COMPOSITION LEVEL IV</p> <p>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.</p>	3
MUA447B	<p>COMPOSITION LEVEL IV</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUA446B Composition Level IV • MUA446C Composition Level IV 	2
MUA447C	<p>COMPOSITION LEVEL IV</p> <p>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.</p> <p>Pre-requisites</p>	3

Course Code	Complete any 1 of the following courses: Course Information • MUA446B Composition Level IV • MUA446C Composition Level IV	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
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
MUS160	THE ART OF MUSIC Through guided listening, students examine musical works and gain an understanding of the style of various composers and historical periods. Relevant cultural features are presented, and basic elements of music are introduced to enhance the appreciation of this art form.	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
MUS163	INTRODUCTION TO MUSIC BUSINESS The course presents a broad overview of the music industry and covers topics such as recording, distribution, publishing, promotion, and artist management. Students will explore a range of career possibilities and develop strategies for pursuing career paths of interest.	3
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
MUS171	CHOIR Students prepare and perform a variety of choral literature. Rehearsals that are 90-120 minutes in duration are held twice per week. Public performances occur at various points throughout the semester. An audition is required.	1
MUS173	INSTRUMENTAL ENSEMBLE Preparation and performance of chamber music for various ensembles.	2

Course Code	Course Information	Credits
MUS173	<p>INSTRUMENTAL ENSEMBLE</p> <p>Students prepare and perform a variety of instrumental literature. Large ensemble rehearsals that are 90-120 minutes in duration are held twice per week. Chamber ensemble and pep band schedules may vary, but assume a comparable time commitment. Public performances occur at various points throughout the semester. An audition is required.</p>	1
MUS174	<p>JAZZ SURVEY</p> <p>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.</p>	3
MUS175	<p>VOICE</p> <p>One 30-minute lesson per week. Additional Fee(s): Applied music fee.</p>	1
MUS176	<p>VOICE</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUS177	<p>VOICE</p> <p>One 60-minute lesson per week plus performance. Additional Fee(s): Applied music fee.</p>	3
MUS183	<p>COMPOSITION</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MUS191	<p>PIANO</p> <p>One 30-minute lesson per week. Additional Fee(s): Applied music fee.</p>	1
MUS192	<p>PIANO</p> <p>One 60-minute lesson per week. Additional Fee(s): Applied music fee.</p>	2
MUS193	<p>PIANO</p> <p>One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.</p>	3
MUS195	<p>ORCHESTRAL INSTRUMENTS</p> <p>One 30-minute lesson per week. Corequisite: A music program course. Additional Fee(s): Applied music fee.</p>	1

Course Code	Course Information	Credits
MUS196	ORCHESTRAL INSTRUMENTS One 60-minute lesson per week. Additional Fee(s): Applied music fee.	2
MUS197	ORCHESTRAL INSTRUMENTS One 60-minute lesson per week, plus performance. Additional Fee(s): Applied music fee.	3
MUS200HU	MUSIC APPRECIATION: 20TH CENTURY AMERICAN SONGBOOK OCICU course taught at Heritage University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
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
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
MUS220HU	MUSIC APPRECIATION OCICU course taught at Heritage University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
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. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • MUS161 Diatonic Tonal Harmony 	4
MUS262	INTRODUCTION TO COMPUTER MUSIC The course is a composition-focused introduction to computer music resources.	3

Course Code	Course Information	Credits
MUS266	<p>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 composition strategies and aesthetic issues guide the use of such techniques in creative projects.</p> <p>WORLD MUSIC</p> <p>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.</p>	3
MUS267	<p>HISTORY OF MUSIC I</p> <p>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.</p>	3
MUS267W	<p>HISTORY OF MUSIC I</p> <p>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.</p>	3
MUS350	<p>LEGAL ISSUES IN MUSIC PERFORMANCE AND PRODUCTION</p> <p>The course focuses on legal issues specific to the performance and production of music. Topics include copyright, publishing, licensing, performance rights, royalties, artist management, and digital distribution.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • MUS163 Introduction to Music Business 	3
MUS351	<p>AUDIO PRODUCTION</p> <p>The course focuses on all stages of the audio production process and addresses both technical and logistical issues. Students gain experience in all roles in this process including producer and engineer.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • MUS205 Sound Recording Basics 	3
MUS352	<p>ADVANCED COMPUTER MUSIC</p> <p>This course focuses on advanced topics in computer music such as digital synthesis and signal processing, as well as more nuanced approaches to editing and sequencing. Focus is placed on critical listening and aesthetic considerations. Students will complete creative projects that are broad in scope both technically and aesthetically.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUS262 Introduction to Computer Music • MUS262 Electronic/Computer Music Studio 	3
MUS365	<p>20TH-CENTURY MUSIC ANALYSIS</p>	3

Course Code	Course Information	Credits
MUS368W	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • MUS252 Chromatic Tonal Harmony 	3
MUS490	<p>HISTORY OF MUSIC II</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • MUS267 History of Music I • MUS267W History of Music I 	3
MUS492	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p> <p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
MUS493	<p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
MUS498	<p>TUTORIAL: MUSIC</p>	4
MUS499	<p>TUTORIAL: MUSIC</p>	4
MUSI1320UIW	<p>MUSIC APPRECIATION</p> <p>OCICU course taught at University of the Incarnate World.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3

Course Code	Course Information	Credits
MUSI3350UIW	<p data-bbox="432 125 815 152">AMERICAN POPULAR MUSIC</p> <p data-bbox="432 165 1066 192">OCICU course taught at University of the Incarnate World.</p> <p data-bbox="451 226 616 253">Pre-requisites</p> <p data-bbox="451 259 746 286">Complete the following course:</p> <ul data-bbox="451 293 783 320" style="list-style-type: none"> <li data-bbox="451 293 783 320">• XXX123 Permission of Instructor 	3
N101	<p data-bbox="432 389 986 416">PROFESSIONAL CONCEPTS OF NURSING</p> <p data-bbox="432 430 1337 645">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.</p>	3
N102	<p data-bbox="432 719 986 745">FOUNDATIONAL CONCEPTS OF NURSING</p> <p data-bbox="432 759 1337 1055">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.</p>	9
N201	<p data-bbox="432 1128 995 1155">PHYSIOLOGICAL CONCEPTS OF NURSING</p> <p data-bbox="432 1169 1345 1424">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.</p>	10
N301	<p data-bbox="432 1498 1193 1525">COMPLEX INDIVIDUAL AND FAMILY NURSING CONCEPTS</p> <p data-bbox="432 1538 1345 1872">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.</p>	11
N320	<p data-bbox="432 1968 879 1995">ADVANCED NURSING CONCEPTS</p> <p data-bbox="432 2009 1329 2145">This course introduces the student to advanced concepts of nursing practice. The course builds and expands on the concepts of oxygenation, perfusion, metabolism and infection that were previously introduced in Nursing 211. In addition, the advanced concepts of cellular regulation, intracranial regulation and alterations in</p>	8

Course Code	Course Information tissue integrity are explored. Through the integration of nursing concepts, along with Tanner's clinical judgment model, the student engages in advanced clinical decision making in high acuity environments. Students engage in various clinical experiences that take place in stepdown units, critical care units and emergency departments.	Credits
N340	<p>TRANSITION INTO NURSING PRACTICE</p> <p>This course serves as the student's transition into the role of professional nursing practice. Leadership and management concepts are applied with an emphasis on safety and quality nursing care. Clinical is conducted through a preceptor experience where the student is given the opportunity to manage, delegate and prioritize care for multiple patients.</p>	6
N360	<p>NLCEX PREP COURSE</p> <p>This course provides the students with NCLEX preparation through content reviews and test taking strategies.</p>	2
NUR111	<p>PROFESSIONAL NURSING AND HEALTH CONCEPTS</p> <p>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.</p>	4
NUR112	<p>BASIC HEALTH CONCEPTS</p> <p>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.</p>	5
NUR113	<p>HEALTH ASSESSMENT AND NURSING PRACTICE STRATEGIES</p> <p>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.</p>	1
NUR190	<p>CRITICAL THINKING FOR NURSES</p> <p>This one-credit course is designed to help nursing students enhance their study skills and test taking abilities. Through practice using NCLEX-RN style questions, students will gain a greater understanding of the materials learned in their nursing classes, comfort with testing, and preparation to sit for the licensure exam.</p>	1

Course Code	Course Information	Credits
NUR211	<p>HEALTH PROMOTION CONCEPTS</p> <p>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.</p>	4
NUR212	<p>FAMILY HEALTH CONCEPTS</p> <p>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.</p>	4
NUR215	<p>PHARMACOLOGY IN NURSING I</p> <p>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.</p>	2
NUR220	<p>EXPLORING THE NURSING PROFESSION</p> <p>This course will explore the nursing profession and nursing professionalism. Students will learn about different nursing roles and responsibilities, as well as education levels, licensure, and certification. These and other topics will help students gain a greater understanding of the nursing profession.</p>	1
NUR300A	<p>MATERNAL CHILD NURSING</p> <p>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)</p>	8
NUR300B	<p>NURSING IN ACUTE AND CHRONIC PSYCHIATRIC ILLNESS Shadyside School of Nursing Course</p>	8

Course Code	Course Information	Credits
NUR311	HEALTH AND ILLNESS CONCEPTS	
	<p>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.</p>	
NUR312	MENTAL HEALTH CONCEPTS	5
	<p>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.</p>	
NUR315	PHARMACOLOGY IN NURSING II	2
	<p>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.</p>	
NUR380	COMPLEX HEALTH CONCEPTS	7
	<p>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.</p>	
NUR382	PROFESSIONAL NURSING AND HEALTH SYSTEM CONCEPTS	5
	<p>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.</p>	

Course Code	Course Information	Credits
NUR399	<p>NCLEX PREPARATION</p> <p>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.</p>	2
NUR400A	<p>PROFESSIONAL ROLE FORMATION AND TRANSITION</p> <p>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)</p>	7
NUR400B	<p>PROFESSIONAL ROLE FORMATION AND TRANSITION</p> <p>Shadyside School of Nursing Course</p>	2
NUR402	<p>HEALTH POLICY AND FINANCE</p> <p>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.</p>	3
NUR402	<p>HEALTH POLICY AND FINANCE FOR NURSES</p> <p>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.</p>	3
NUR403	<p>WOMEN'S HEALTH NURSING</p> <p>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.</p>	3
NUR403W	<p>WOMEN'S HEALTH NURSING</p> <p>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.</p>	3

Course Code	Course Information	Credits
NUR404	<p>COMMUNITY ENVIRONMENTAL HEALTH NURSING</p> <p>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).</p>	3
NUR405	<p>CROSS-CULTURAL NURSING</p> <p>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.</p>	3
NUR406	<p>ISSUES IN GERIATRIC HEALTH NURSING</p> <p>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.</p>	3
NUR407	<p>SCHOLARSHIP FOR EVIDENCE-BASED PRACTICE</p> <p>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.</p>	3
NUR408	<p>NURSING IN UNDERSERVED POPULATIONS</p> <p>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).</p>	3
NUR409	<p>CLINICAL PREVENTION, POPULATION AND ENVIRONMENTAL HEALTH</p> <p>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.</p>	3
NUR410	<p>GLOBAL CULTURAL DIVERSITY AND SPECIALTY POPULATION NURSING</p> <p>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.</p>	3

Course Code	Course Information	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.	
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
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
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
NUR499W	NURSING LEADERSHIP AND PROFESSIONAL PRACTICUM This culminating course, which fulfills Chatham's internship requirement, encompasses various aspects of professionalism and leadership that students will encounter and utilize at all levels of nursing. Students will apply leadership concepts and decision-making skills while they complete their capstone project.	4
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
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
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	3

Course Code	and staff satisfaction. Course Information	Credits
NUR504	<p data-bbox="429 159 1158 185">ORGANIZATIONAL, QUALITY & SYSTEMS LEADERSHIP</p> <p data-bbox="429 199 1310 383">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.</p>	3
NUR504	<p data-bbox="429 456 1294 483">INTRODUCTION TO ORGANIZATIONAL LEADERSHIP IN NURSING</p> <p data-bbox="429 497 1353 680">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.</p>	3
NUR505	<p data-bbox="429 754 1315 819">APPLIED PHYSICAL ASSESSMENT AND HEALTH PROMOTION FOR PROFESSIONAL PRACTICE</p> <p data-bbox="429 833 1345 1010">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.</p>	3
NUR505	<p data-bbox="429 1084 1307 1111">HEALTH ASSESSMENT AND PROMOTION ACROSS THE LIFESPAN</p> <p data-bbox="429 1124 1329 1263">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.</p>	3
NUR506	<p data-bbox="429 1337 1321 1402">PROFESSIONAL ROLE: COMMUNICATION & COLLABORATION FOR IMPROVING PT. OUTCOME</p> <p data-bbox="429 1415 1337 1592">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.</p>	3
NUR507	<p data-bbox="429 1666 836 1693">HEALTH POLICY & ADVOCACY</p> <p data-bbox="429 1706 1329 1845">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.</p>	3
NUR630	<p data-bbox="429 1942 1227 1968">HEALTH CARE ECONOMICS AND FINANCIAL MANAGEMENT</p> <p data-bbox="429 1982 1345 2130">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</p>	3

Course Code	management, influencing policy makers, and linking patient care outcomes to resource management. Course Information	Credits
NUR631	<p data-bbox="429 199 1334 226">INTEGRATING TECHNOLOGY INTO A HEALTH CARE ENVIRONMENT</p> <p data-bbox="429 237 1334 416">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.</p> <p data-bbox="448 450 619 477">Pre-requisites</p> <p data-bbox="448 488 748 515">Complete the following course:</p> <ul data-bbox="448 517 1062 544" style="list-style-type: none"> <li data-bbox="448 517 1062 544">• NUR503 Informatics Foundation and Health Care Technology 	3
NUR632	<p data-bbox="429 613 1347 640">CURRICULUM DESIGN AND EVALUATION IN NURSING EDUCATION</p> <p data-bbox="429 651 1347 831">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.</p>	3
NUR640	<p data-bbox="429 904 1350 931">LEADERSHIP FOR CHANGE</p> <p data-bbox="429 943 1350 1122">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.</p>	3
NUR642	<p data-bbox="429 1196 1334 1267">PROFESSIONAL ROLE AND RESPONSIBILITY OF THE NURSE EDUCATOR</p> <p data-bbox="429 1279 1334 1458">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.</p>	3
NUR650	<p data-bbox="429 1532 1350 1559">LEADERSHIP AND HEALTH CARE OPERATIONS</p> <p data-bbox="429 1570 1350 1749">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.</p> <p data-bbox="448 1783 619 1809">Pre-requisites</p> <p data-bbox="448 1821 831 1848">Complete all 3 of the following courses:</p> <ul data-bbox="448 1850 1058 1939" style="list-style-type: none"> <li data-bbox="448 1850 1058 1877">• NUR504 Organizational, Quality & Systems Leadership <li data-bbox="448 1879 1058 1906">• NUR630 Health Care Economics and Financial Management <li data-bbox="448 1908 1058 1935">• NUR640 Leadership for Change 	3
NUR651	<p data-bbox="429 2013 1347 2085">DATABASE MANAGEMENT FOR EVIDENCE-BASED DECISION MAKING</p> <p data-bbox="429 2096 1347 2154">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</p>	3

Course Code	healthcare professionals can collect and extract data from database systems to assess the organizations performance and impact on patient outcomes. Course Information	Credits
NUR652	<p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • NUR503 Informatics Foundation and Health Care Technology • NUR631 Integrating Technology into a Health Care Environment <p>TEACHING STRATEGIES AND INFORMATION TECHNOLOGY FOR THE NURSE EDUCATOR</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • NUR632 Curriculum Design and Evaluation in Nursing Education 	3
NUR660C	<p>HEALTH CARE LEADERSHIP PRACTICUM</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • NUR630 Health Care Economics and Financial Management • NUR640 Leadership for Change 	3
NUR660D	<p>HEALTH CARE LEADERSHIP PRACTICUM</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • NUR630 Health Care Economics and Financial Management • NUR640 Leadership for Change 	4
NUR661	<p>HEALTH CARE INFORMATICS PRACTICUM</p> <p>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.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • NUR503 Informatics Foundation and Health Care Technology • NUR631 Integrating Technology into a Health Care Environment • NUR651 Database Management for Evidence-based Decision making 	3
NUR662	<p>HEALTHCARE EDUCATION PRACTICUM</p> <p>The practicum focuses on the role of the professional nurse in the healthcare</p>	3

Course Code	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. Course Information	Credits
NUR670C	<p>HEALTHCARE LEADERSHIP CAPSTONE</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • NUR632 Curriculum Design and Evaluation in Nursing Education 	3
NUR670D	<p>HEALTHCARE LEADERSHIP CAPSTONE</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • NUR504 Organizational, Quality & Systems Leadership • NUR504 Introduction to Organizational Leadership in Nursing <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • NUR640 Leadership for Change • NUR630 Health Care Economics and Financial Management 	4
NUR671	<p>HEALTHCARE INFORMATICS CAPSTONE</p> <p>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.</p>	3
NUR672	<p>HEALTHCARE EDUCATION CAPSTONE</p> <p>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.</p>	3
NUR693A	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites</p>	1

Course Code	Complete the following course: Course Information • XXX123 Permission of Instructor	Credits
NUR693B	INDEPENDENT STUDY: Independent Study Pre-requisites Complete the following course: • XXX123 Permission of Instructor	2
NUR693C	INDEPENDENT STUDY: Independent Study Pre-requisites Complete the following course: • XXX123 Permission of Instructor	3
NUR697	NURSING PRACTICE EXPERIENCE This course provides an opportunity to gain practice experience related to an area of interest. The student will select a practice area and work under the guidance of a preceptor. This course is for those planning admission to Chatham University's Doctor of Nursing Practice program and lack the required practice experience hours.	3
NUR697A	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.	1
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
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
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 Course Code	DEVELOPING EVIDENCE-BASED PRACTICE Course Information	3 Credits
	<p>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.</p>	
NUR703	<p>ETHICS AND PUBLIC POLICY IN HEALTHCARE DELIVERY</p> <p>This course focuses on ethical issues and public policy in healthcare. Students develop strategies to manage ethical dilemmas and analyze health policy to educate, advocate and provide leadership in shaping healthcare policy.</p>	3
NUR704	<p>QUALITY IMPROVEMENT IN HEALTH CARE</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • NUR700 Structure & App of Contemporary Nursing Knowledge • NUR702 Developing Evidence-Based Practice 	3
NUR705	<p>ADVANCING PRACTICE: SCHOLARSHIP AND GRANT WRITING</p> <p>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.</p>	3
NUR706	<p>COMMUNICATION AND COLLABORATION FOR HEALTH CARE LEADERSHIP</p> <p>This course focuses on strategies to improve professional communication with peers, subordinates, and patients in the health care environment.</p>	3
NUR707	<p>INFORMATION TECHNOLOGY AND DATA-DRIVEN DECISION MAKING</p> <p>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.</p>	3
NUR799	<p>CAPSTONE EXPERIENCE</p> <p>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.</p> <p>Pre-requisites Complete all 6 of the following courses:</p> <ul style="list-style-type: none"> • NUR700 Structure & App of Contemporary Nursing Knowledge • NUR702 Developing Evidence-Based Practice • NUR703 Ethics and Public Policy in Healthcare Delivery • NUR704 Quality Improvement in Health Care 	6

Course Code	<ul style="list-style-type: none"> • NUR706 Communication and Collaboration for Health Care Leadership • NUR707 Information Technology and Data-Driven Decision Making Course Information	Credits
NUTR2310UIW	INTRODUCTION TO NUTRITION SCIENCE OCICU course taught at University of the Incarnate World. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
OL211SNH	HUMAN RESOURCE MANAGEMENT OCICU course taught at Southern New Hampshire University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
OL320SNHU	ENTREPRENEURSHIP OCICU course taught at Southern New Hampshire University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
OL630SNHU	ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT OCICU course taught at Southern New Hampshire University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
ORGL1200RMU	DIVERSITY AND MULTICULTURALISM IN ORGANIZATIONS OCICU course taught at Robert Morris University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
OTD733	GLOBAL HEALTH PERSPECTIVES: A FIELD EXPERIENCE 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.	2
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	3
Course Code	Course Information	Credits
	<p>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.</p>	
OTD742	<p>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.</p>	3
OTD750	<p>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.</p>	3
OTD751	<p>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).</p>	3
OTD752	<p>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.</p>	3
OTD760	<p>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.</p>	3
OTD761	<p>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, 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.</p>	1

Course Code	Pre-requisites Course Information	Credits
	Complete all 2 of the following courses: <ul style="list-style-type: none"> • OTD741 Evidence-Based Practice • OTD751 Capstone Project Design 	
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
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
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
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: <ul style="list-style-type: none"> • OTD741 Evidence-Based Practice • OTD751 Capstone Project Design • OTD761 Proposal Development 	5
OTD791	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
OTD792	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
OTH601	FOUNDATIONS OF OCCUPATION & OCCUPATIONAL THERAPY	3

Course Code	Course Information	Credits
OTH603	<p>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.</p> <p>INTRO TO OT ASSESSMENT & INTERVENTION SKILLS</p> <p>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.</p>	4
OTH605	<p>MENTAL HEALTH & OCCUPATIONAL PERFORMANCE</p> <p>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.</p>	4
OTH610	<p>ADVANCED TOPICS IN OCCUPATIONAL THERAPY</p> <p>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.</p>	2
OTH612	<p>EVIDENCE-BASED PRACTICE I</p> <p>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.</p>	2
OTH622	<p>OCCUPATIONAL PERFORMANCE IN CHILDREN & ADOLESCENTS</p> <p>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.</p>	4
OTH623	<p>OCCUPATIONAL PERFORMANCE IN THE AGING POPULATION</p> <p>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.</p>	4

OTH624 Course Code	BIOMECHANICS & OCCUPATIONAL PERFORMANCE Course Information	4 Credits
	<p>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.</p>	
OTH626	<p>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.</p>	2
OTH628	<p>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.</p>	3
OTH632	<p>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.</p>	3
OTH633	<p>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.</p>	2
OTH635	<p>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.</p>	1
OTH636	<p>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.</p>	1

Course Code	Course Information	Credits
OTH637	<p>FUNCTIONAL NEUROSCIENCE</p> <p>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.</p>	4
OTH641	<p>NEUROLOGICAL CONDITIONS & OCCUPATIONAL PERFORMANCE</p> <p>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.</p>	4
OTH643	<p>EVIDENCE-BASED PRACTICE III</p> <p>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.</p>	2
OTH644	<p>COMMUNITY BASED FIELDWORK I-C & SEMINAR</p> <p>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.</p>	2
OTH645	<p>PROFESSIONAL LEADERSHIP & MANAGEMENT</p> <p>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.</p>	3
OTH646	<p>EVIDENCE-BASED PRACTICE CAPSTONE PROJECT</p> <p>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.</p>	3
OTH660	<p>FIELDWORK II SEMINAR</p> <p>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</p>	1

Course Code	evaluation methods as well as the application requirements and processes for the Course Information certification examination and state licensure.	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
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
OTH665I	FIELDWORK LEVEL II B PART ONE This 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.	4
OTH665II	FIELDWORK LEVEL II B PART TWO This 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.	8
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	3

Course Code	Course Information and intervention strategies, and documentation formats associated with the models presented, and apply selected models to their professional practice.	Credits
OTH707	<p>INTRODUCTION TO DOCTORAL CAPSTONE</p> <p>This course introduces students to the doctoral capstone. Students prepare individual professional development plans and explore options for their individual capstone experience and capstone project. Through a series of guided assignments, students identify personal and professional strengths and develop an initial plan and learning objectives for the capstone experience.</p>	2
OTH738	<p>DOCTORAL CAPSTONE PROJECT DEVELOPMENT I</p> <p>In this course, students will prepare for the doctoral experiential project by searching, evaluating, and synthesizing the literature related to their proposed topic. This literature review will provide students with a foundation and rationale for the design on their proposed project.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • OTH707 Introduction to Doctoral Capstone 	2
OTH748	<p>DOCTORAL CAPSTONE PROJECT DEVELOPMENT II</p> <p>In this course, students will continue to prepare for the doctoral project. Focus will be on development of project objectives, project design and methods of evaluation based on current best evidence.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • OTH738 Doctoral Capstone Project Development I 	3
OTH767	<p>INTEGRATED OCCUPATIONAL SCIENCE</p> <p>Students explore occupational science to promote in-depth understanding of occupation as scientifically based and integral to the philosophical base for occupational therapy. Through readings, discussions, and experience, students develop a personal and professional philosophy of occupation and analyze opportunities for development of occupational therapy in social, cultural, political, economic, and ecological contexts.</p>	3
OTH778	<p>OUTCOME METHODS AND MEASURES</p> <p>Students will explore outcome methods as applied to various contexts, purposes, and methodologies. More specific exploration of outcomes related to individual doctoral projects will include the selection of appropriate outcome measure(s), development of procedural and process skills, and development of a plan for applying the selected measure to the doctoral project.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • OTH646 Evidence-Based Practice Capstone Project 	3
OTH780	<p>EDUCATION THEORY AND INSTRUCTIONAL DESIGN</p> <p>Students will examine learning theories and apply principles of instructional design to develop educational objectives and learning experiences for clients, practitioners, students, and stakeholders. Students gain skills in technology used in the teaching-learning environment. Coursework is applied directly to the student's proposed</p>	3

Course Code	Course Information	Credits
	<p>doctoral experience.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • OTH662 Fieldwork Level II-A • OTH665I Fieldwork Level II B Part One • OTH665II Fieldwork Level II B Part Two 	
OTH790	<p>DOCTORAL CAPSTONE EXPERIENCE</p> <p>This doctoral capstone experience is designed to develop skills in one or more of the following areas: clinical practice, research, leadership, program and policy development, advocacy, education or theory development. The student, faculty mentor and site mentor collaborate to ensure that students are meeting their individualized learning outcomes.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • OTH748 Doctoral Capstone Project Development II 	12
OTH795	<p>DOCTORAL DISSEMINATION</p> <p>In this course, students disseminate the findings from their doctoral capstone project. Students present the outcomes of their project in a professional forum. The plan for dissemination and evaluation of student performance is developed in collaboration with the student, the doctoral capstone coordinator, the faculty mentor, and the site mentor.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • OTH748 Doctoral Capstone Project Development II 	3
OTH800	<p>GRADUATE CONTINUING CREDIT Graduate Continuing Credit</p>	1
PAS600	<p>ESSENTIALS FOR THE PHYSICIAN ASSISTANT I</p> <p>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.</p>	9
PAS600A	<p>ESSENTIALS FOR THE PHYSICIAN ASSISTANT I</p> <p>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.</p>	0
PAS600B	<p>ESSENTIALS FOR THE PHYSICIAN ASSISTANT I</p> <p>Essentials for the Physician Assistant I is a problem-oriented approach to primary and specialty care medicine. This course incorporates medical diagnosis and</p>	0

Course Code	Course Information 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.	Credits
PAS600C	<p>ESSENTIALS FOR THE PHYSICIAN ASSISTANT I</p> <p>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.</p>	9
PAS601	<p>ESSENTIALS FOR THE PHYSICIAN ASSISTANT II</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PAS600C Essentials for the Physician Assistant I <p>Complete the following course:</p> <ul style="list-style-type: none"> • PAS600 Essentials for the Physician Assistant I 	9
PAS602	<p>CLINICAL APPLICATION OF BASIC SCIENCES I</p> <p>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.</p>	4
PAS603	<p>CLINICAL APPLICATION OF BASIC SCIENCES II</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PAS602 Clinical Application of Basic Sciences I 	4
PAS604	<p>CRITICAL READING OF THE LITERATURE I</p> <p>Students critically evaluate medical literature and resources used in the Essentials for the Physician Assistant courses, including research design, data collection, and statistical analysis.</p>	1
PAS605	<p>CRITICAL READING OF THE LITERATURE II</p> <p>This course is a continuation of PAS 604. Students critically evaluate medical</p>	1

Course Code	Course Information literature and resources used in the Essentials for the Physician Assistant courses, including research design, data collection, and statistical analysis.	Credits
PAS606	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PAS604 Critical Reading of the Literature I <p>CLINICAL PHARMACOLOGY I</p> <p>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.</p>	2
PAS607	<p>CLINICAL PHARMACOLOGY II</p> <p>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.</p>	2
PAS610	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PAS606 Clinical Pharmacology I <p>INTRODUCTION TO CLINICAL EXPERIENCES I</p> <p>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.</p>	2
PAS611	<p>INTRODUCTION TO CLINICAL EXPERIENCES II</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PAS610 Introduction to Clinical Experiences I 	2
PAS612	<p>INTRODUCTION TO THE PA PROFESSION</p> <p>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.</p>	1
PAS614	<p>MEDICAL ETHICS</p> <p>Contemporary professional medical ethics issues are discussed and debated. Instruction is provided through classroom discussions, guest lectures, and small</p>	1

Course Code	Course Information	Credits
PAS617	<p>group discussions/presentations.</p> <p>CLINICAL PROCEDURES</p> <p>Laboratory course covering theory and application of common clinical procedures that a physician assistant will encounter during practice. Students demonstrate competence through practical evaluations.</p>	2
PAS625	<p>CLINICAL DECISION MAKING I</p> <p>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.</p>	1
PAS626	<p>CLINICAL DECISION MAKING II</p> <p>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.</p>	1
PAS627	<p>CLINICAL DECISION MAKING III</p> <p>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.</p>	2
PAS627I	<p>CLINICAL DECISION MAKING III PART ONE</p> <p>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.</p>	1
PAS627II	<p>CLINICAL DECISION MAKING III PART TWO</p> <p>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.</p>	1
PAS628	<p>CLINICAL DECISION MAKING IV</p> <p>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.</p>	1
PAS630	<p>TOPICS IN CLINICAL MEDICINE</p> <p>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.</p>	3

Course Code	Course Information	Credits
PAS633	<p>PHYSICAL DIAGNOSIS I</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PAS616 History and Physical Examination 	3
PAS634	<p>PHYSICAL DIAGNOSIS II</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PAS633 Physical Diagnosis I 	3
PAS635	<p>HEALTHCARE POLICY</p> <p>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.</p>	1
PAS636	<p>PROGRAM TO PRACTICE</p> <p>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.</p>	1
PAS637	<p>CLINICAL SKILLS FOR THE PHYSICIAN ASSISTANT I</p> <p>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.</p>	4
PAS638	<p>CLINICAL SKILLS FOR THE PHYSICIAN ASSISTANT II</p> <p>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</p>	4

Course Code	modules, and high-fidelity simulation. Course Information	Credits
	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PAS637 Clinical Skills for the Physician Assistant I 	
PAS640	<p>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.</p>	3
PAS640I	<p>CLINICAL EXPERIENCES I PART ONE 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.</p>	1
PAS640II	<p>CLINICAL EXPERIENCES I PART TWO 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.</p>	2
PAS641	<p>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.</p>	3
PAS641I	<p>CLINICAL EXPERIENCES II PART ONE 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.</p>	2
PAS641II	<p>CLINICAL EXPERIENCES II PART TWO 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.</p>	1
PAS642	<p>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.</p>	3
PAS643	<p>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.</p>	3
PAS643I	<p>CLINICAL EXPERIENCES IV PART ONE These are clinical courses designed to provide students with supervised medical and surgical clinical practice experiences enabling them to meet program</p>	2

Course Code	Course Information	Credits
	expectations and acquire the competencies needed for clinical PA practice.	
PAS643II	CLINICAL EXPERIENCES IV PART TWO 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.	1
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
PAS800	CONTINUING GRADUATE CREDIT Continuing Graduate Credit	1
PED100	SPECIAL TOPICS PED special topics courses offer students a variety of exercise opportunities by incorporating the latest trends in the fitness field.	1
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

Course Code	Course Information	Credits
PED102	<p>VARSITY SPORTS LEVEL I</p> <p>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.</p>	1
PED103	<p>WEIGHT TRAINING FOR WOMEN</p> <p>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.</p>	1
PED103	<p>WEIGHT TRAINING FOR WOMEN LEVEL I</p> <p>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.</p>	1
PED106	<p>FLAG FOOTBALL</p>	1
PED106	<p>FLAG FOOTBALL LEVEL I</p> <p>Flag Football Level I</p>	1
PED107	<p>BODY DYNAMICS</p> <p>This is an exercise program that incorporates basic dance warmup, back exercise, stretching, deep breathing, and relaxation exercises. Body Dynamics is created from many physical and mental disciplines and is not an aerobics program.</p>	1
PED107	<p>BODY DYNAMICS LEVEL I</p> <p>This is an exercise program that incorporates basic dance warm-up, back exercise, stretching, deep breathing, and relaxation exercises. Body Dynamics is created from many physical and mental disciplines and is not an aerobics program.</p>	1
PED108	<p>YOGA AND RELAXATION</p> <p>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.</p>	1
PED108	<p>YOGA AND RELAXATION LEVEL I</p> <p>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</p>	1

Course Code	Course Information	Credits
PED113	<p data-bbox="429 181 651 208">HIP HOP DANCE</p> <p data-bbox="429 226 1326 398">This high-impact class is structured to expose students to the world of commercial dance within the hip hop genre. Class begins with a traditional dancer warm-up, followed by combination-based learning, and will end with a cool down. A previous dance background is strongly encouraged, but not required for this fun, energetic class room environment.</p>	1
PED113	<p data-bbox="429 477 759 504">HIP HOP DANCE LEVEL I</p> <p data-bbox="429 521 1326 694">This high-impact class is structured to expose students to the world of commercial dance within the hip hop genre. Class begins with a traditional dancer warm-up, followed by combination-based learning, and will end with a cool down. A previous dance background is strongly encouraged, but not required for this fun, energetic class room environment.</p>	1
PED114	<p data-bbox="429 772 772 799">CONTEMPORARY DANCE</p> <p data-bbox="429 817 1326 954">This class is structured to expose students to the genre of contemporary dance. Students will be introduced to moving within a larger plane of movement, isolations, and unconventional movement patterns. This class is physically challenging and while previous dance experience is encouraged, all levels are welcome.</p>	1
PED114	<p data-bbox="429 1032 879 1059">CONTEMPORARY DANCE LEVEL I</p> <p data-bbox="429 1077 1326 1214">This class is structured to expose students to the genre of contemporary dance. Students will be introduced to moving within a larger plane of movement, isolations, and unconventional movement patterns. This class is physically challenging and while previous dance experience is encouraged, all levels are welcome.</p>	1
PED115	<p data-bbox="429 1292 549 1319">SQUASH</p> <p data-bbox="429 1337 1326 1473">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.</p>	1
PED115	<p data-bbox="429 1552 655 1579">SQUASH LEVEL I</p> <p data-bbox="429 1597 1326 1733">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.</p>	1
PED123	<p data-bbox="429 1812 671 1839">INDOOR SOCCER</p> <p data-bbox="429 1856 1326 1993">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.</p>	1
PED123	<p data-bbox="429 2072 775 2098">INDOOR SOCCER LEVEL I</p> <p data-bbox="429 2116 1326 2157">Students will learn the proper techniques used in the game of soccer including passing, shooting, heading, positioning, and game strategies. Physical conditioning</p>	1

Course Code	Course Information	Credits
PED124	<p>BEGINNING BOXING</p> <p>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.</p>	1
PED124	<p>BEGINNING BOXING LEVEL I</p> <p>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.</p>	1
PED126	<p>ORIENTAL SWORD</p> <p>Oriental Sword is a fun, fast paced, non competitive fitness class that uses traditional Japanese sword and staff techniques to get a great full body workout. The course uses wooden or plastic swords in a manner consistent with ancient Japanese swordsmanship, manners and discipline.</p>	1
PED126	<p>ORIENTAL SWORD LEVEL I</p> <p>Oriental Sword is a fun, fast paced, non competitive fitness class that uses traditional Japanese sword and staff techniques to get a great full body workout. The course uses wooden or plastic swords in a manner consistent with ancient Japanese swordsmanship, manners and discipline.</p>	1
PED127	<p>LATIN DANCE EXTRAVAGANZA</p> <p>Come bailando (dancing) and learn Rumba, Cha-cha, and Salsa! This course starts with fun and easy basics and variations in these similar dances, then moves into more advanced patterns as the semester progresses. Leading and following technique are also taught to enable students to dance with anyone.</p>	1
PED127	<p>LATIN DANCE EXTRAVAGANZA LEVEL I</p> <p>Come bailando (dancing) and learn Rumba, Cha-cha, and Salsa! This course starts with fun and easy basics and variations in these similar dances, then moves into more advanced patterns as the semester progresses. Leading and following technique are also taught to enable students to dance with anyone.</p>	1
PED141	<p>WALKING FOR FITNESS</p> <p>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.</p>	1
PED141	<p>WALKING FOR FITNESS LEVEL I</p> <p>This course covers all aspects of walking, including equipment and training techniques. In addition, students will learn basic body dynamics and how they relate</p>	1

Course Code	to this lifetime training activity. Course Information	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
PED145	AEROBIC DANCING LEVEL I 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.	1
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
PED155	SWIMMING LEVEL I 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.	1
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
PED158	SCUBA LEVEL I 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.	1
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
PED170	WHITEWATER KAYAKING LEVEL I 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	1

Course Code	weekend river trips. Dates will be communicated in advance by the instructor. Course Information	Credits
PED190	HEALTH AND WELLNESS STUDIES In this course, practice and study various tools that promote a healthier balance for our day-to-day life. Students will discuss and journal about mental health, mindfulness, self-care, sleep, nutrition, ayurvedic practices, positive thinking, and resiliency.	1
PED190	HEALTH AND WELLNESS STUDIES LEVEL I In this course, practice and study various tools that promote a healthier balance for our day-to-day life. Students will discuss and journal about mental health, mindfulness, self-care, sleep, nutrition, ayurvedic practices, positive thinking, and resiliency.	1
PED202	VARSITY SPORTS LEVEL II 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. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • PED102 Varsity Sports • PED102 Varsity Sports Level I 	1
PED203	WEIGHT TRAINING FOR WOMEN LEVEL II 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.	1
PED206	FLAG FOOTBALL LEVEL II Flag Football Level II Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • PED106 Flag Football • PED106 Flag Football Level I 	1
PED207	BODY DYNAMICS LEVEL II This is an exercise program that incorporates basic dance warm-up, back exercise, stretching, deep breathing, and relaxation exercises. Body Dynamics is created from many physical and mental disciplines and is not an aerobics program. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • PED107 Body Dynamics • PED107 Body Dynamics Level I 	1
PED208	YOGA AND RELAXATION LEVEL II	1

Course Code	Course Information	Credits
PED213	<p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED108 Yoga and Relaxation • PED108 Yoga and Relaxation Level I 	1
PED214	<p>HIP HOP DANCE LEVEL II</p> <p>This high-impact class is structured to expose students to the world of commercial dance within the hip hop genre. Class begins with a traditional dancer warm-up, followed by combination-based learning, and will end with a cool down. A previous dance background is strongly encouraged, but not required for this fun, energetic class room environment.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED113 Hip Hop Dance • PED113 Hip Hop Dance Level I 	1
PED215	<p>CONTEMPORARY DANCE LEVEL II</p> <p>This class is structured to expose students to the genre of contemporary dance. Students will be introduced to moving within a larger plane of movement, isolations, and unconventional movement patterns. This class is physically challenging and while previous dance experience is encouraged, all levels are welcome.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED114 Contemporary Dance • PED114 Contemporary Dance Level I 	1
PED223	<p>SQUASH LEVEL II</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED115 Squash • PED115 Squash Level I 	1
PED224	<p>INDOOR SOCCER LEVEL II</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED123 Indoor Soccer • PED123 Indoor Soccer Level I 	1
PED224	<p>BEGINNING BOXING LEVEL II</p>	1

Course Code	Course Information	Credits
PED226	<p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED124 Beginning Boxing • PED124 Beginning Boxing Level I 	1
PED227	<p>ORIENTAL SWORD LEVEL II</p> <p>Oriental Sword is a fun, fast paced, non competitive fitness class that uses traditional Japanese sword and staff techniques to get a great full body workout. The course uses wooden or plastic swords in a manner consistent with ancient Japanese swordsmanship, manners and discipline.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED126 Oriental Sword • PED126 Oriental Sword Level I 	1
PED241	<p>LATIN DANCE EXTRAVAGANZA LEVEL II</p> <p>Come bailando (dancing) and learn Rumba, Cha-cha, and Salsa! This course starts with fun and easy basics and variations in these similar dances, then moves into more advanced patterns as the semester progresses. Leading and following technique are also taught to enable students to dance with anyone.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED127 Latin Dance Extravaganza • PED127 Latin Dance Extravaganza Level I 	1
PED245	<p>WALKING FOR FITNESS LEVEL II</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED141 Walking for Fitness • PED141 Walking for Fitness Level I 	1
PED255	<p>AEROBIC DANCING LEVEL II</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED145 Aerobic Dancing • PED145 Aerobic Dancing Level I 	1
	<p>SWIMMING LEVEL II</p> <p>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</p>	

Course Code	Course Information	Credits
PED258	<p>defects are examined and corrected to enhance swimming proficiency.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED155 Swimming • PED155 Swimming Level I <p>SCUBA LEVEL II 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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED158 Scuba • PED158 Scuba Level I 	1
PED270	<p>WHITEWATER KAYAKING LEVEL II 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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED170 Whitewater Kayaking • PED170 Whitewater Kayaking Level I 	1
PED290	<p>HEALTH AND WELLNESS STUDIES LEVEL II In this course, practice and study various tools that promote a healthier balance for our day-to-day life. Students will discuss and journal about mental health, mindfulness, self-care, sleep, nutrition, ayurvedic practices, positive thinking, and resiliency.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PED190 Health and Wellness Studies • PED190 Health and Wellness Studies Level I 	1
PED491	<p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
PED492	<p>INDEPENDENT STUDY Independent Study</p>	2
PHI113	<p>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.</p>	3

PHI121 Course Code	INTRODUCTION TO LOGIC Course Information	3 Credits
	An introduction to critical thinking, induction, deduction, and contemporary symbolic logic including argument symbolization, proof construction, and truth tables.	
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
PHI213	SPECIAL TOPICS	3
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
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
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
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
PHIL1381UIW	INTRODUCTION TO PHILOSOPHY OCICU course taught at University of the Incarnate World. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PHL111SNH	INTRODUCTION TO CRITICAL THINKING	3

Course Code	OCICU course taught at Southern New Hampshire University. Course Information	Credits
PHL210SNH	<p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor <p>INTRODUCTION TO PHILOSOPHY OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PHL230SNH	<p>INTRODUCTION TO WORLD RELIGIONS OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PHY151	<p>FUNDAMENTALS OF PHYSICS I Introduction to the fundamental concepts of laws and mechanics. This is the first course in an algebra-based sequence. Topics include motion, Newton's Laws, gravity, conservation of energy and momentum, collisions, circular and harmonic motion, and waves.</p>	3
PHY152	<p>FUNDAMENTALS OF PHYSICS II This is the second course in an algebra-based sequence. Topics include electricity and magnetism, circuits, sound, optics, and relativity.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PHY151 Fundamentals of Physics I 	3
PHY251	<p>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.</p>	4
PHY252	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PHY251 Principles of Physics I 	4
PHY255L	<p>PHYSICS LABORATORY I Experimental techniques of classical mechanical physics. Three hours of laboratory per week. Additional Fee(s): Laboratory fee.</p>	1

Course Code	Course Information	Credits
PHY256L	PHYSICS LABORATORY II Experimental techniques of classical physics with applications to electricity, magnetism, sound, and optics. Three hours per week. Additional Fee(s): Laboratory fee.	1
PHY490	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, theater 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
PHY492	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
PHY498	TUTORIAL: PHYSICS	4
PHY499	TUTORIAL: PHYSICS	4
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
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
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
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 recommendation for action, and present their findings to a decision-making body.	1

POL 202W Course Code	UNDERSTANDING PUBLIC POLICY Course Information	3 Credits
	<p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • GOV101 American Government and Public Policy • POL101 American Government and Public Policy 	
POL207	<p>INTERNSHIP PREP - SOCIAL SCIENCES</p> <p>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.</p>	1
POL210SNH	<p>AMERICAN POLITICS</p> <p>OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
POL213	<p>SPECIAL TOPICS</p>	3
POL217	<p>EUROPEAN IDENTITIES</p> <p>This course explores general theories of identity 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.</p>	3
POL229	<p>CAMPAIGNS AND ELECTIONS</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • POL101 American Government and Public Policy 	3
POL230	<p>CIVIC ENGAGEMENT</p> <p>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 political participation and why both are vital to the health of a democracy and democratizing countries.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • POL101 American Government and Public Policy 	3

POL 234	NON-PROFITS AND POLICY ACTIVISM	3
Course Code	Course Information	Credits
	<p>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.</p>	
POL246	<p>STATE AND LOCAL GOVERNMENT</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • POL101 American Government and Public Policy 	3
POL262	<p>WOMEN AND POLITICS</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • POL101 American Government and Public Policy 	3
POL270	<p>SPECIAL TOPICS: APPLIED POLITICS AND POLICY</p> <p>This course is intended to augment the political science curriculum by providing seminar experiences that connect co-curricular activities (e.g., workshops, internships, PLEN conferences) to political science and policy studies. Credit is earned for participation in experiential learning activities, such as the PLEN conferences, and completion of related disciplinary course work as defined by the instructor.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
POL300	<p>THE U.S. CONGRESS</p> <p>This course examines the functions, rules, customs, and procedures of the US Congress. Topics include the relationship between the legislative branch and other governmental institutions, including the relationship between Congress, the electorate, and interest groups. Students will also explore the committee system and the leadership structure. Prerequisite(s): POL101 or permission of the instructor.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • POL101 American Government and Public Policy 	3
POL302	<p>ETHNIC CONFLICT</p> <p>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</p>	3

Course Code	Course Information	Credits
POL303	<p>governments have attempted to reinforce or deemphasize those identities. Second, we will examine how domestic factors have and have not worked to suppress ethnic conflict. Finally, we will examine how the international community or other third parties have attempted to bring about the peaceful resolution of conflicts.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • POL100 Introduction to Comparative Politics • POL104 Introduction to International Relations 	3
POL311W	<p>CONSTITUTIONAL LAW I: US GOVT POWERS/RELATIONSHIPS</p> <p>This course examines the political science of law and courts through a consideration of the scope of Article III jurisdiction, bargaining and decision-making on the U.S. Supreme Court, and political struggles over doctrine within the judicial hierarchy. Topics include the ways in which courts have affected Congressional power over taxation and commerce and presidential domestic and international powers.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • POL101 American Government and Public Policy 	3
POL313	<p>SPECIAL TOPICS Special Topics</p>	3
POL319	<p>POLITICS OF THE EUROPEAN UNION</p> <p>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.</p>	3
POL320	<p>POLITICS OF THE FORMER SOVIET UNION</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • POL100 Introduction to Comparative Politics 	3
POL324	<p>U.S. FOREIGN POLICY</p> <p>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-</p>	3

Course Code	Course Information	Credits
POL490	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • POL104 Introduction to International Relations 	3
POL491	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • POL311 Selected Topics in Social Science Research • POL311W Selected Topics in Social Science Research 	1
POL493	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
POL498	<p>TUTORIAL: POLITICAL SCIENCE</p>	4
POL499	<p>TUTORIAL: POLITICAL SCIENCE</p>	4
PSY101	<p>GENERAL PSYCHOLOGY</p> <p>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.</p>	3
PSY108SNH	<p>INTRODUCTION TO PSYCHOLOGY</p> <p>OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p>	3

Course Code	Course Information	Credits
PSY110HASLU	<p>PSYCHOLOGICAL WELL BEING: HOW TO BE SANE IN AN INSANE WORLD</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY152	<p>HUMAN GROWTH AND DEVELOPMENT</p> <p>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.</p>	3
PSY161SLU	<p>FUNDAMENTALS OF PSYCHOLOGY</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY201SNHU	<p>EDUCATIONAL PSYCHOLOGY</p> <p>OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY205SNH	<p>FORENSIC PSYCHOLOGY</p> <p>OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY206	<p>INFANT MENTAL HEALTH</p> <p>Infant Mental Health</p>	3
PSY210	<p>PSYCHOLOGY OF EATING</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY211	<p>PAAR TRAINING IN SEXUAL ASSAULT COUNSELING</p> <p>This course will provide students with 40 hours of volunteer training developed and</p>	3

Course Code	Course Information implemented by the Pittsburgh Action Against Rape (PAAR). Successful completion of the training will qualify them as a Sexual Assault Counselor.	Credits
PSY213	<p data-bbox="429 208 927 235">STATISTICS AND RESEARCH DESIGN</p> <p data-bbox="429 248 1342 427">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.</p> <p data-bbox="451 461 616 488">Pre-requisites</p> <p data-bbox="451 499 746 526">Complete the following course:</p> <ul data-bbox="451 528 751 555" style="list-style-type: none"> <li data-bbox="451 528 751 555">• PSY101 General Psychology 	3
PSY215	<p data-bbox="429 622 1129 649">THEORIES OF COUNSELING AND PSYCHOTHERAPY</p> <p data-bbox="429 663 1342 801">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.</p> <p data-bbox="451 835 616 862">Pre-requisites</p> <p data-bbox="451 873 746 900">Complete the following course:</p> <ul data-bbox="451 902 751 929" style="list-style-type: none"> <li data-bbox="451 902 751 929">• PSY101 General Psychology 	3
PSY215SNHU	<p data-bbox="429 994 786 1021">ABNORMAL PSYCHOLOGY</p> <p data-bbox="429 1034 1102 1061">OCICU course taught at Southern New Hampshire University.</p> <p data-bbox="451 1095 616 1122">Pre-requisites</p> <p data-bbox="451 1133 746 1160">Complete the following course:</p> <ul data-bbox="451 1162 783 1189" style="list-style-type: none"> <li data-bbox="451 1162 783 1189">• XXX123 Permission of Instructor 	3
PSY216SNH	<p data-bbox="429 1256 873 1283">PSYCHOLOGY OF PERSONALITY</p> <p data-bbox="429 1296 1102 1323">OCICU course taught at Southern New Hampshire University.</p> <p data-bbox="451 1357 616 1384">Pre-requisites</p> <p data-bbox="451 1395 746 1422">Complete the following course:</p> <ul data-bbox="451 1424 783 1451" style="list-style-type: none"> <li data-bbox="451 1424 783 1451">• XXX123 Permission of Instructor 	3
PSY217W	<p data-bbox="429 1518 932 1545">CRITICAL THINKING IN PSYCHOLOGY</p> <p data-bbox="451 1579 616 1606">Pre-requisites</p> <p data-bbox="451 1617 746 1644">Complete the following course:</p> <ul data-bbox="451 1646 751 1673" style="list-style-type: none"> <li data-bbox="451 1646 751 1673">• PSY101 General Psychology 	3
PSY225	<p data-bbox="429 1740 683 1767">DEATH AND DYING</p> <p data-bbox="429 1780 1342 1960">This course explores the psychological and social impact of death. While such study will include theoretical approaches to death and bereavement, attention also will be focused on individual, cultural, and situational differences. It examines the phenomenon of death as understood by family members, physicians, nurses, and the dying themselves.</p> <p data-bbox="451 1993 616 2020">Pre-requisites</p> <p data-bbox="451 2031 839 2058">Complete any 1 of the following courses:</p> <ul data-bbox="451 2060 799 2114" style="list-style-type: none"> <li data-bbox="451 2060 799 2087">• SWK101 Introduction to Sociology <li data-bbox="451 2089 751 2116">• PSY101 General Psychology 	3

Course Code	Course Information	Credits
PSY236	<p>A general introduction to the study of animal behavior from evolutionary and sociobiological perspectives. Emphasis is on social behaviors and interactions.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY243	<p>PSYCHOLOGY OF WOMEN</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY251	<p>HEALTH PSYCHOLOGY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY305SNH	<p>HUMAN GROWTH AND DEVELOPMENT</p> <p>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.</p> <p>COGNITIVE PSYCHOLOGY</p> <p>OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY307	<p>COGNITIVE PSYCHOLOGY</p> <p>A survey of theories and research concerned with human cognitive processes. Topics include attention, memory, problem solving, and concept formation.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY313	<p>SPECIAL TOPICS IN PSYCHOLOGY</p> <p>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</p>	3

Course Code	Course Information	Credits
PSY314W	<p>disorders, or evaluation of self-help literature and programs.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology <p>FOUNDATIONS OF BEHAVIORAL RESEARCH</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • PSY101 General Psychology • PSY213 Statistics and Research Design 	3
PSY322SLU	<p>PHYSIOLOGICAL PSYCHOLOGY</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY323	<p>PERSONALITY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY324	<p>MOTIVATION</p> <p>A survey of concepts and data related to the arousal and direction of behavior.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY325SLU	<p>DEVELOPMENTAL PSYCHOLOGY</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY326	<p>PSYCHOLOGY OF LEARNING</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3

Course Code	Course Information	Credits
PSY330SLU	<p>FORENSIC PSYCHOLOGY</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY331	<p>SOCIAL PSYCHOLOGY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY331SNHU	<p>HUMAN SEXUALITY</p> <p>OCICU course taught at Southern New Hampshire University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY333	<p>ABNORMAL BEHAVIOR</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY340	<p>PSYCHOPHARMACOLOGY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
PSY341	<p>PSYCHOBIOLOGY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3

PSY351 Course Code	CHILDHOOD AND ADOLESCENCE Course Information	Credits
PSY352	<p data-bbox="429 118 1353 300">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.</p> <p data-bbox="451 331 619 358">Pre-requisites</p> <p data-bbox="451 367 748 394">Complete the following course:</p> <ul data-bbox="451 398 751 425" style="list-style-type: none"> • PSY101 General Psychology 	3
PSY357	<p data-bbox="429 920 1131 947">ADOLESCENCE & THE TRANSITION TO ADULTHOOD</p> <p data-bbox="429 956 1353 1104">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.</p> <p data-bbox="451 1135 619 1162">Pre-requisites</p> <p data-bbox="451 1171 748 1198">Complete the following course:</p> <ul data-bbox="451 1202 751 1229" style="list-style-type: none"> • PSY101 General Psychology 	3
PSY357W	<p data-bbox="429 1296 1131 1323">ADOLESCENCE & THE TRANSITION TO ADULTHOOD</p> <p data-bbox="429 1332 1353 1480">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.</p> <p data-bbox="451 1512 619 1538">Pre-requisites</p> <p data-bbox="451 1547 748 1574">Complete the following course:</p> <ul data-bbox="451 1579 751 1606" style="list-style-type: none"> • PSY101 General Psychology 	3
PSY362	<p data-bbox="429 1673 628 1700">WHAT IS EVIL?</p> <p data-bbox="429 1709 1353 1812">This course will utilize an interdisciplinary framework (criminology, sociology, psychology, history, political science) to examine definitions of "evil," motivations to commit "evil" actions, social reactions to "evil," and control of "evil."</p> <p data-bbox="451 1843 619 1870">Pre-requisites</p> <p data-bbox="451 1879 842 1906">Complete any 1 of the following courses:</p> <ul data-bbox="451 1910 858 1973" style="list-style-type: none"> • CRM101 Introduction to Criminal Justice • PSY101 General Psychology 	3
PSY401	<p data-bbox="429 2040 748 2067">INDIVIDUAL RESEARCH</p> <p data-bbox="429 2076 1353 2143">Intensive study of a specific research problem by survey of literature, data collection, and data analysis with the supervision and collaboration of a faculty</p>	1

Course Code	Course Information	Credits
PSY402	<p>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.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • PSY101 General Psychology • PSY213 Statistics and Research Design • PSY214 Foundations of Behavioral Research 	2
PSY403	<p>INDIVIDUAL RESEARCH</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY422SLU	<p>INDIVIDUAL RESEARCH</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor <p>PSYCHOLOGY OF LEARNING</p> <p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY430	<p>INTRODUCTION TO SPORT AND EXERCISE PSYCHOLOGY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3

PSY432SLU Course Code	PSYCHOLOGY OF MOTIVATION AND EMOTION Course Information	3 Credits
	<p>OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
PSY490	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • PSY314W Foundations of Behavioral Research • PSY213 Statistics and Research Design 	3
PSY491	<p>INDEPENDENT STUDY</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
PSY492	<p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
PSY493	<p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY494	<p>INDEPENDENT STUDY Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	4
PSY498	<p>TUTORIAL: PSYCHOLOGY</p>	4
PSY499	<p>TUTORIAL: PSYCHOLOGY</p>	4
PSY501	<p>FOUNDATIONS OF COUNSELING PSYCHOLOGY</p>	3

Course Code	Course Information The course introduces students to the field of counseling psychology, including the historical roots, current values, and training curriculum. The course also engages students in experiential learning of the theory and practice of basic counseling skills.	Credits
PSY503	<p>APPLIED BIOLOGICAL PSYCHOLOGY</p> <p>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.</p>	3
PSY506	<p>ESSENTIALS OF INFANT MENTAL HEALTH</p> <p>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.</p>	3
PSY509	<p>INFANT DEVELOPMENT</p> <p>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.</p>	3
PSY510	<p>INFANT-TODDLER ASSESSMENT</p> <p>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.</p>	3
PSY511	<p>PAAR TRAINING IN SEXUAL ASSAULT COUNSELING</p> <p>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.</p>	3
PYS512	<p>PRACTICES & PRINCIPLES OF INFANT MENTAL HEALTH INT</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • PSY506 Essentials of Infant Mental Health • PSY509 Infant Development 	3
PSY514	<p>INFANT ATTACHMENT: A DUAL RELATIONSHIP</p> <p>This course will explore parent-infant interactions with specific emphasis on early attachment relationships between parents and child, problems in the attachments</p>	3

Course Code	Course Information	Credits
PSY516	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY629 Human Development across the Life Span <p>THE NICU EXPERIENCE</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • PSY506 Essentials of Infant Mental Health • PSY509 Infant Development 	3
PSY518	<p>FAMILY INTERACTIONS</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PSY506 Essentials of Infant Mental Health • PSY506N Essentials of Infant Mental Health <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PSY509 Infant Development • PSY509E Infant Development • PSY509N Infant Development 	3
PSY530	<p>INTRODUCTION TO SPORT AND EXERCISE PSYCHOLOGY</p> <p>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.</p>	3
PSY555	<p>STATISTICS AND RESEARCH METHODS</p> <p>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.</p>	3
PSY602	<p>SPORT AND EXERCISE PSYCHOLOGY INTERVENTIONS</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p>	3

Course Code	Course Information	Credits
PSY605	<p>BIOPSYCHOLOGY</p> <p>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.</p>	3
PSY617	<p>PSYCHOLOGY OF CULTURE AND IDENTITY</p> <p>The course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop effective skills to work with diverse populations.</p>	3
PSY621	<p>ADVANCED SEMINAR IN DIVERSITY ISSUES</p> <p>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.</p>	3
PSY627	<p>VOCATIONAL/CAREER COUNSELING</p> <p>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.</p>	3
PSY629	<p>HUMAN DEVELOPMENT ACROSS THE LIFE SPAN</p> <p>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.</p>	3
PSY632	<p>POSITIVE PSYCHOLOGY</p> <p>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.</p>	3
PSY635	<p>CONCEPTS OF MENTAL HEALTH AND ILLNESS</p> <p>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.</p>	3
PSY642	<p>ASSESSMENT</p> <p>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</p>	3

Course Code	Course Information strategies, psychological tests related to various diagnostic groupings, and program evaluation.	Credits
PSY645	<p>ENVIRONMENTAL PSYCHOLOGY</p> <p>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.</p>	3
PSY646	<p>INTERGROUP DIALOGUE FACILITATION TRAINING</p> <p>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.</p>	3
PSY647	<p>INTERGROUP DIALOGUES:</p> <p>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.</p>	3
PSY653	<p>REFLECTIVE OBSERVATION</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete all 4 of the following courses:</p> <ul style="list-style-type: none"> • PSY506 Essentials of Infant Mental Health • PSY509 Infant Development • PSY510 Infant-Toddler Assessment • PYS512 Practices & Principles of Infant Mental Health Int 	3
PSY655	<p>REFLECTIVE CONSULTATION I</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete all 4 of the following courses:</p> <ul style="list-style-type: none"> • PSY506 Essentials of Infant Mental Health • PSY509 Infant Development • PSY510 Infant-Toddler Assessment • PYS512 Practices & Principles of Infant Mental Health Int 	3

Course Code	Course Information	Credits
PSY506	<p data-bbox="429 136 1342 472">REFLECTIVE CONSULTATION II</p> <p data-bbox="429 136 1342 472">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.</p> <p data-bbox="451 506 616 535">Pre-requisites</p> <p data-bbox="451 539 828 568">Complete all 4 of the following courses:</p> <ul data-bbox="451 573 1023 694" style="list-style-type: none"> <li data-bbox="451 573 879 602">• PSY506 Essentials of Infant Mental Health <li data-bbox="451 607 762 636">• PSY509E Infant Development <li data-bbox="451 640 820 669">• PSY510 Infant-Toddler Assessment <li data-bbox="451 674 1023 703">• PYS512 Practices & Principles of Infant Mental Health Int 	3
PSY657	<p data-bbox="429 763 916 792">PSYCHOPATHOLOGY & RESILIENCE</p> <p data-bbox="429 797 1342 943">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 standardized criteria. Students will also study the concept of resilience and its role in contributing to health and well-being.</p>	3
PSY658	<p data-bbox="429 1021 823 1050">EVIDENCE-BASED PRACTICE</p> <p data-bbox="429 1055 1342 1245">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.</p>	3
PSY660	<p data-bbox="429 1312 1035 1341">COUNSELING THEORIES AND TECHNIQUES I</p> <p data-bbox="429 1346 1342 1491">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.</p>	3
PSY661	<p data-bbox="429 1570 1043 1599">COUNSELING THEORIES AND TECHNIQUES II</p> <p data-bbox="429 1603 1342 1749">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.</p>	3
PSY662	<p data-bbox="429 1827 1062 1856">THEORIES AND TECHNIQUES OF COUNSELING</p> <p data-bbox="429 1861 1342 2051">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.</p>	3
PSY663	FOUNDATIONS OF HEALTH PSYCHOLOGY	3

Course Code	Course Information	Credits
PSY665	<p>Students will explore how psychological processes influence physical health. Further, the psychological sequelae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.</p> <p>ADDICTIONS COUNSELING</p> <p>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.</p>	3
PSY668	<p>CRISIS, TRAUMA AND RECOVERY</p> <p>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.</p>	3
PSY669	<p>FOUNDATIONS OF EXPRESSIVE ARTS THERAPY</p> <p>This class explores the use of various expressive art modalities and theoretical approaches, including Eastern traditions, Jungian psychology, and other sources. The student will participate in experiential exercises to further understanding of the expressive arts theories and applications.</p>	3
PSY671	<p>MINDFULNESS COUNSELING</p> <p>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.</p>	3
PSY672	<p>GROUP COUNSELING</p> <p>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.</p>	3
PSY673	<p>COUPLES COUNSELING</p> <p>This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories.</p> <p>Pre-requisites</p> <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • PSY501 Foundations of Counseling Psychology • PSY662 Theories and Techniques of Counseling 	3
PSY674	<p>FOUNDATIONS OF FAMILY THERAPY</p> <p>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.</p>	3

Course Code	Course Information	Credits
PSY676	<p>COUNSELING CHILDREN AND ADOLESCENTS</p> <p>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.</p>	3
PSY677	<p>GRIEF COUNSELING</p> <p>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.</p>	3
PSY678	<p>RISK AND RESILIENCE IN CHILDHOOD</p> <p>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.</p>	3
PSY681	<p>PROFESSIONAL INTEGRATION SEMINAR</p> <p>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.</p>	3
PSY682	<p>PRACTICUM</p> <p>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.</p>	3
PSY683X	<p>SPECIAL TOPICS</p> <p>Special Topics Psychology Course with Course Fees.</p>	3
PSY685	<p>SUPERVISED INTERNSHIP I</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY682 Practicum 	3
PSY686	<p>SUPERVISED INTERNSHIP II</p> <p>The course enhances students' abilities to effectively offer mental health treatment</p>	3

Course Code	Course Information 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.	Credits
PSY687	<p>ADVANCED INTERNSHIP I</p> <p>The course provides an advanced field placement opportunity for students who want to further develop counseling skills with a particular population and/or develop new skills with a population different from the ones worked with in prior field placements. Additional fee(s): Clinical fee.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY682 Practicum <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY691	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
PSY692	<p>INDEPENDENT STUDY</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
PSY693	<p>INDEPENDENT STUDY</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSY706	<p>HISTORY OF PSYCHOLOGY</p> <p>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.</p>	3
PSY707	<p>SOCIAL PSYCHOLOGY</p> <p>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.</p>	3
PSY708	<p>COGNITIVE & AFFECTIVE BASES OF BEHAVIOR</p> <p>The course addresses empirically supported theories of Cognition and Affect and their influence on human behavior. Cognitive understanding of how humans learn,</p>	3

Course Code	Course Information process and retain information and its role in human activities will be examined. Affect will be examined through review of early attachment relationships, emotional regulation, and social-emotional processes.	Credits
PSY709	<p>INTELLECTUAL ASSESSMENT</p> <p>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.</p>	3
PSY710	<p>FOUNDATIONS OF PSYCHOLOGICAL INTERVENTIONS</p> <p>This course will review basic therapeutic modalities used in psychological interventions. Processes of change are discussed, as well as the role of evidence-informed practice in interventions with individuals, groups, families, and communities.</p>	3
PSY711	<p>MULTICULTURAL & DIVERSITY ISSUES IN COUNSELING PSYCH</p> <p>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.</p>	3
PSY712	<p>ADVANCED RESEARCH DESIGN</p> <p>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.</p>	4
PSY714	<p>PERSONALITY THEORY AND ASSESSMENT</p> <p>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.</p>	3
PSY715	<p>ETHICAL ISSUES IN COUNSELING PSYCHOLOGY</p> <p>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.</p>	3
PSY716	<p>PSYCHOMETRICS</p> <p>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.</p>	2
PSY718	<p>PSYCHOLOGY AND SUSTAINABILITY</p>	3

Course Code	Course Information	Credits
PSY730	<p>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.</p> <p>PSYCHOLOGY OF EMERGING ADULTHOOD</p> <p>This course explores developmental theory pertaining to the timespan between adolescence and adulthood. Identity exploration in the areas of education, work, interpersonal relationships, and culture will be examined through current and seminal research. Developmental considerations for working with this population will be highlighted.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY629 Human Development across the Life Span 	3
PSY741	<p>PRE-PRACTICUM</p> <p>This course prepares students, and is a pre-requisite, for field placements in settings that provide psychological services. The course reviews the Diagnostic & Statistical Manual and emphasizes integration of basic assessment and intervention activities, as well as ethical and professional issues in psychology.</p>	3
PSY746	<p>PRACTICUM I</p> <p>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.</p>	3
PSY746A	<p>PRACTICUM I</p> <p>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.</p>	1
PSY746B	<p>PRACTICUM I</p> <p>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.</p>	2
PSY746C	<p>PRACTICUM I</p> <p>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.</p>	3

PSY747 Course Code	PRACTICUM II. Course Information	3 Credits
PSY749	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY746 Practicum I 	2
PSY750	<p>PRACTICUM II</p> <p>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.</p>	1
PSY750A	<p>PRACTICUM II</p> <p>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.</p>	1
PSY750B	<p>PRACTICUM II</p> <p>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.</p>	2
PSY750C	<p>PRACTICUM II</p> <p>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.</p>	3
PSY780	<p>PROFESSIONAL SEMINAR IN COUNSELING PSYCHOLOGY</p> <p>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</p>	3

Course Code	counseling interviews. Course Information	Credits
PSY800	GRADUATE CONTINUING CREDIT Graduate Continuing Credit	1
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
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
PSY805	GROUP PROCESSES AND INTERVENTIONS The course explores the active ingredients of change present across a variety of group interventions, diverse settings, populations, and problems. Course topics include: science and theory of group dynamics, ethical issues in group work, group stage development models, therapeutic factors, multicultural competence, leadership/facilitation style, evidence-based practice and practice-based evidence.	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
PSY809	ADVANCED DEVELOPMENTAL PSYCHOLOGY 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.	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

Course Code	Course Information	Credits
PSY814	<p data-bbox="429 125 1222 192">PSYCHOPATHOLOGY, RESILIENCE, AND EVIDENCE-BASED PRACTICE</p> <p data-bbox="429 203 1345 383">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.</p>	3
PSY815	<p data-bbox="429 456 1166 483">ORGANIZATIONS, COMMUNITIES, AND CONSULTATION</p> <p data-bbox="429 495 1326 678">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.</p>	3
PSY816	<p data-bbox="429 752 890 779">HEALTH PSYCHOLOGY PRACTICE</p> <p data-bbox="429 790 1334 936">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.</p>	3
PSY831	<p data-bbox="429 1010 732 1037">INDEPENDENT STUDY</p> <p data-bbox="429 1048 1358 1193">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.</p> <p data-bbox="451 1223 616 1249">Pre-requisites</p> <p data-bbox="451 1256 748 1283">Complete the following course:</p> <ul data-bbox="451 1290 783 1317" style="list-style-type: none"> <li data-bbox="451 1290 783 1317">• XXX123 Permission of Instructor 	1
PSY832	<p data-bbox="429 1384 732 1411">INDEPENDENT STUDY</p> <p data-bbox="429 1422 1358 1568">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.</p> <p data-bbox="451 1597 616 1624">Pre-requisites</p> <p data-bbox="451 1630 748 1657">Complete the following course:</p> <ul data-bbox="451 1664 783 1691" style="list-style-type: none"> <li data-bbox="451 1664 783 1691">• XXX123 Permission of Instructor 	2
PSY840	<p data-bbox="429 1758 627 1785">PRACTICUM III</p> <p data-bbox="429 1796 1302 1980">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.</p>	1
PSY840A	<p data-bbox="429 2054 627 2080">PRACTICUM III</p> <p data-bbox="429 2092 1278 2159">This course is the third field placement in which students obtain training in psychological service provision. They work directly under the supervision of a</p>	1

Course Code	Course Information	Credits
PSY840B	<p>PRACTICUM III</p> <p>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.</p>	2
PSY840C	<p>PRACTICUM III</p> <p>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.</p>	3
PSY841A	<p>PRACTICUM IV</p> <p>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.</p>	1
PSY841B	<p>PRACTICUM IV</p> <p>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.</p>	2
PSY841C	<p>PRACTICUM IV</p> <p>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.</p>	3
PSY842	<p>PRACTICUM V</p> <p>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.</p>	1
PSY842A	<p>PRACTICUM V</p> <p>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</p>	1

Course Code	qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 75-149 hours/term in addition to Course Information	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
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
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
PSY844	PRACTICUM IV 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.	2
PSY845	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 150 hours/term in addition to participating in the weekly group supervision class.	2
PSY846	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 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.	3
PSY847	PRACTICUM IV This course is the fourth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a	3

Course Code	qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to Course Information	Credits
PSY848	<p>PRACTICUM V</p> <p>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.</p>	3
PSY851	<p>SUPERVISED FIELD EXPERIENCE</p> <p>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.).</p>	1
PSY852	<p>SUPERVISED FIELD EXPERIENCE (2 CREDITS)</p> <p>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.).</p>	2
PSY853	<p>SUPERVISED FIELD EXPERIENCE (3 CREDITS)</p> <p>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.).</p>	3
PSY862	<p>DISSERTATION I</p> <p>These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.</p>	3
PSY862A	<p>DISSERTATION I</p> <p>These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.</p>	1
PSY862B	<p>DISSERTATION I</p> <p>These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.</p>	2
PSY862C	<p>DISSERTATION I</p> <p>These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.</p>	3

PSY863 Course Code	DISSERTATION II Course Information	Credits
	These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	
PSY863A	DISSERTATION II These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	1
PSY863B	DISSERTATION II These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	2
PSY863C	DISSERTATION II These courses are capstone scholarly projects that demonstrate an original contribution to the field of counseling psychology.	3
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
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
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
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
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

Course Code	Course Information	Credits
PSY871F	<p>DOCTORAL INTERNSHIP</p> <p>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.</p>	6
PSY872	<p>PRE-DOCTORAL INTERNSHIP 2</p> <p>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.</p>	6
PSY873	<p>PRE-DOCTORAL INTERNSHIP 3</p> <p>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.</p>	6
PSYC111GU	<p>INTRODUCTORY PSYCHOLOGY</p> <p>OCICU course taught at Gannon University</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PSYC1301UIW	<p>INTRODUCTION TO PSYCHOLOGY</p> <p>OCICU course taught at University of the Incarnate World.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
PTH633	<p>GLOBAL HEALTH PERSPECTIVES</p> <p>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.</p>	2
PTH700	<p>INTRODUCTION TO CLINICAL SKILLS</p> <p>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.</p>	2
PTH701	<p>FOUNDATIONS OF MOVEMENT SCIENCE I</p> <p>An in-depth analysis of normal and abnormal human motion with an emphasis on</p>	7

Course Code	Course Information	Credits
PTH702	<p>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.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • PTH700 Introduction to Clinical Skills • BIO504 Human Physiology • BIO502 Human Gross Anatomy <p>FOUNDATIONS OF MOVEMENT SCIENCE II</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • PTH701 Foundations of Movement Science I • PTH703II Musculoskeletal Physical Therapy- Part Two 	3
PTH703I	<p>MUSCULOSKELETAL PHYSICAL THERAPY PART ONE</p> <p>The first part of this two-part 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.</p>	2
PTH703II	<p>MUSCULOSKELETAL PHYSICAL THERAPY- PART TWO</p> <p>The second part of this two-part course will provide in-depth preparation required to perform the examination, evaluation, and management of musculoskeletal conditions commonly encountered in physical therapy diagnostic process, including differential diagnosis and development of evidence-based physical therapy plans of care.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PTH703I Musculoskeletal Physical Therapy Part One 	10
PTH703	<p>MUSCULOSKELETAL PHYSICAL THERAPY</p> <p>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.</p>	12
PTH704	<p>FUNDAMENTALS OF EXERCISE PHYSIOLOGY</p> <p>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.</p>	3

Course Code	Pre-requisites Course Information	Credits
PTH707	<p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO502 Human Gross Anatomy • BIO504 Human Physiology <p>CARDIOVASCULAR AND PULMONARY PHYSICAL THERAPY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • PTH703II Musculoskeletal Physical Therapy- Part Two 	7
PTH708	<p>PEDIATRIC PHYSICAL THERAPY</p> <p>This problem-based course will provide in-depth information on the examination, evaluation, and management of pediatric neuro-musculoskeletal system dysfunction from birth through adolescence and young adulthood. Students will build upon concepts of normal development, motor control, and motor learning to develop a theoretical framework for addressing the physical therapy needs of children.</p> <p>Pre-requisites</p> <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • PTH702 Foundations of Movement Science II • PTH707 Cardiovascular and Pulmonary Physical Therapy 	4
PTH709	<p>NEUROMUSCULAR PHYSICAL THERAPY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • PTH702 Foundations of Movement Science II • PTH707 Cardiovascular and Pulmonary Physical Therapy 	9
PTH713I	<p>MULTI-SYSTEM PHYSICAL THERAPY PART ONE</p> <p>The first part of 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.</p>	1
PTH713II	<p>MULTI-SYSTEM PHYSICAL THERAPY-PART TWO</p> <p>The second part of this problem-based learning course continues with 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,</p>	2

Course Code	Course Information	Credits
PTH713	<p>families, and other providers is included.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PTH713I Multi-System Physical Therapy Part One <p>MULTI-SYSTEM PHYSICAL THERAPY</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PTH709 Neuromuscular Physical Therapy • PTH733 Clinical Experience II 	3
PTH722	<p>RESEARCH I</p> <p>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.</p>	3
PTH724	<p>RESEARCH II</p> <p>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.</p> <p>Prerequisite(s): PTH 722.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PTH722 Research I 	2
PTH724I	<p>RESEARCH II PART ONE</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PTH722 Research I 	1
PTH724II	<p>RESEARCH II-PART TWO</p> <p>The purpose of part II of this course is to offer students the opportunity to enhance knowledge and skills that are essential to the critical evaluation of the medical literature and the application of research to the practice of physical therapy.</p>	1
PTH730	<p>CLINICAL EXPERIENCE I-A</p> <p>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.</p>	3

Course Code	Course Information	Credits
	CLINICAL EXPERIENCE I-A The first part of this ten (10) 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.	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 musculoskeletal conditions. Satisfactory completion of all previous academic requirements is required.	4
PTH731	CLINICAL EXPERIENCE I-B The second part of this ten (10) 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.	3
PTH731I	CLINICAL EXPERIENCE IB-I The first part of this ten (10) 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.	1
PTH731II	CLINICAL EXPERIENCE IB-II The second part of this ten (10) 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.	3
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
PTH735	CLINICAL EXPERIENCE V 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	12

Course Code	Course Information	Credits
PTH735I	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor <p>CLINICAL EXPERIENCE V-PART ONE</p> <p>The first part of this sixteen (16) week full-time experience is scheduled at the completion 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.</p>	1
PTH735II	<p>CLINICAL EXPERIENCE V-PART TWO</p> <p>The second part of this sixteen (16) week full-time experience is scheduled at the completion 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.</p>	11
PTH737	<p>CORRELATIVE NEUROSCIENCE</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BIO502 Human Gross Anatomy • PTH700 Introduction to Clinical Skills • BIO502L Lab: Human Gross Anatomy 	1
PTH741	<p>PRINCIPLES OF PRACTICE I: INTRO TO PT PRACTICE</p> <p>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.</p>	3
PTH742	<p>PRINCIPLES OF PRACTICE II: COMMUNICATION AND ETHICS</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PTH741 Principles of Practice I: Intro to PT Practice 	3

PTH742I Course Code	PRINCIPLES OF PRACTICE II: COMMUNICATION AND ETHICS-PART ONE Course Information	1 Credits
PTH742II	<p>PRINCIPLES OF PRACTICE II: COMMUNICATION AND ETHICS-PART TWO</p> <p>Part two of this course enhances basic concepts 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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PTH741 Principles of Practice I: Intro to PT Practice 	2
PTH743	<p>PRINCIPLES OF PRACTICE III: ETHICAL ACTION AND SOCIAL RESPONSIBILITY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PTH742II Principles of Practice II: Communication and Ethics-Part Two 	1
PTH744	<p>PRINCIPLES OF PRACTICE IV: SERVICE LEARNING</p> <p>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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PTH743 P.P. III: Integration of Psychosocial Issues and Social Responsibility • PTH743 Principles of Practice III: Ethical Action and Social Responsibility 	1
PTH745	<p>PRINCIPLES OF PRACTICE V: HEALTH CARE DELIVERY, MANAGEMENT, & POLICY</p> <p>Principles of Practice V integrates the principles of health care delivery, management, policy and leadership within the physical therapy profession.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • PTH741 Principles of Practice I: Intro to PT Practice • PTH742 Principles of Practice II: Communication and Ethics • PTH744 Principles of Practice IV: Service Learning <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • PTH743 P.P. III: Integration of Psychosocial Issues and Social Responsibility • PTH743 Principles of Practice III: Ethical Action and Social Responsibility 	3

Course Code	Course Information	Credits
PTH745I	<p>PRINCIPLES OF PRACTICE V: HEALTH CARE, MANAGEMENT & POLICY PART ONE</p> <p>Part one of this course integrates the principles of professional development with health care policy, delivery, and management.</p>	1
PTH745II	<p>PRINCIPLES OF PRACTICE V: HEALTHCARE, MANAGEMENT & POLICY- PART TWO</p> <p>Principles of Practice V integrates the principles of health care delivery, management, policy and leadership within the physical therapy profession.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • PTH744 Principles of Practice IV: Service Learning 	2
PTH746	<p>CLINICAL EXPERIENCE III</p> <p>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.</p>	6
PTH746I	<p>CLINICAL EXPERIENCE III-PART ONE</p> <p>The first part of this eight (8) week full-time experience is scheduled at the completion 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.</p>	1
PTH746II	<p>CLINICAL EXPERIENCE III-PART TWO</p> <p>The second part of this eight (8) week full-time experience is scheduled at the completion 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.</p>	5
PTH747	<p>CLINICAL EXPERIENCE IV</p> <p>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.</p>	6
PTH748	<p>RESEARCH III: EVIDENCE IN PRACTICE</p> <p>In this course, students integrate previous curricular topics related to evidence</p>	2

Course Code	Course Information	Credits
	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PTH724II Research II-Part Two 	
PTH800	<p>CONTINUING GRADUATE CREDIT Continuing Graduate Credit</p>	1
PWR601	<p>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.</p>	3
PWR606	<p>GRANT WRITING This course focuses on teaching the conventions and fundamentals of writing successful grants for nonprofit organizations, educational institutions, and government agencies.</p>	3
PWR613A	<p>SPECIAL TOPICS: This course will explore different special topics in professional writing.</p>	1
PWR616	<p>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.</p>	3
PWR617	<p>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.</p>	3
PWR620	<p>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</p>	3

Course Code	comprehensive writing projects and student prepared news blogs, students practice with the leading edge techniques and tools required for writing. Course Information	Credits
PWR620	POLITICAL AND NEWS WRITING Political and News 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. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • PWR601 Introduction to Professional Writing 	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 Course Code	PRINCIPLES OF INFORMATION ARCHITECTURE Course Information	3 Credits
	<p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PWR601 Introduction to Professional Writing 	
PWR673	<p>WEB DESIGN AND DEVELOPMENT I</p> <p>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.</p>	3
PWR674	<p>WEB DESIGN AND DEVELOPMENT II</p> <p>A continuation of Web Design and Development I, this course will advance student knowledge and understanding of multimedia authoring tools.</p>	3
PWR675	<p>VISUAL AND INTERFACE DESIGN</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PWR601 Introduction to Professional Writing 	3
PWR694	<p>CLIENT PROJECT</p> <p>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.</p>	3
PWR699	<p>PROFESSIONAL WRITING PORTFOLIO</p> <p>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.</p>	3
PY414RU	<p>POSITIVE PSYCHOLOGY</p> <p>OCICU course taught at Regis University.</p> <p>Pre-requisites</p>	3

Course Code	Course Information Complete the following course: • XXX123 Permission of Instructor	Credits
PY415RU	<p>HEALTH PSYCHOLOGY OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course: • XXX123 Permission of Instructor</p>	3
PY463RU	<p>PSYCHOLOGY OF INTIMATE RELATIONSHIPS OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course: • XXX123 Permission of Instructor</p>	3
PY481RU	<p>BRAIN AND BEHAVIOR OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course: • XXX123 Permission of Instructor</p>	3
PY496HRU	<p>ADDICTIVE BEHAVIORS OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course: • XXX123 Permission of Instructor</p>	3
SCI110SCSLU	<p>EVALUATING THE PREDICTIONS OF GLOBAL WARMING OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course: • XXX123 Permission of Instructor</p>	3
SCI210SCSLU	<p>ENERGY AND ITS IMPACT ON GLOBAL SOCIETY OCICU course taught at Saint Leo University.</p> <p>Pre-requisites Complete the following course: • XXX123 Permission of Instructor</p>	3
SCI410ERU	<p>SCIENCE AND ENVIRONMENT OCICU course taught at Regis University.</p> <p>Pre-requisites Complete the following course: • XXX123 Permission of Instructor</p>	3
SCI411ERU	<p>SCIENCE AND ENVIRONMENT LAB OCICU course taught at Regis University.</p>	1

Course Code	Pre-requisites Course Information	Credits
	Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
SCS11485CMU	INTRODUCTION TO DEEP LEARNING Introduction to Deep Learning Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
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
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 credits are exempt.	1
SDE133	SHARP: SEXUAL HARASSMENT AND RAPE PREVENTION 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.	1
SDE138	PEER EDUCATION TRAINING 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 activities. Pass/fail grading only. Student must be a Resident Advisor to enroll in this course.	3
SDE140	PEER TUTOR TRAINING 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.	1
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	1

Course Code	involvement, as well as career preparation and college planning with the Chatham Course Information Plan.	Credits
SDE310	CAREER PREPARATION Career Preparation	1
SDE493	INDEPENDENT STUDY Independent Study	3
SLU125SLU	CHOOSING WELLNESS OCICU course taught at Saint Leo University. Pre-requisites Complete the following course: • XXX123 Permission of Instructor	3
SOC331SLU	GLOBAL SOCIAL CHANGE AND DEVELOPMENT Global Social Change and Development Pre-requisites Complete the following course: • XXX123 Permission of Instructor	3
SPAN0020PIT	CONVERSATION Conversation	3
SPAN1311UIW	ELEMENTARY SPANISH I OCICU course taught at University of the Incarnate World. Pre-requisites Complete the following course: • XXX123 Permission of Instructor	3
SPAN1312UIW	ELEMENTARY SPANISH II OCICU course taught at University of the Incarnate World. Pre-requisites Complete the following course: • XXX123 Permission of Instructor	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, theater 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 • PSY314W Foundations of Behavioral Research	3

Course Code	Course Information	Credits
SSA491	INDEPENDENT STUDY Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
SSA492	INDEPENDENT STUDY Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
SSA493	INDEPENDENT STUDY Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
SSA498	TUTORIAL: SOCIAL SERVICE ADMINISTRATION	4
SSA499	TUTORIAL: SOCIAL SERVICE ADMINISTRATION	4
SSC101	INTRODUCTION TO ANTHROPOLOGY This course introduces the concepts and functions of culture from an anthropological perspective. It offers toolkits for a lucid approach to the ways in which communities across the globe and throughout human history have opted to organize themselves in pursuit of survival, cooperation, prosperity, and meaningful lives.	3
SSC214	SPECIAL TOPICS Special Topics	3
SSC215	STATISTICAL ANALYSIS SOFTWARE This course introduces students to statistical analysis software and teaches them the basics of data entry, describing data, analyzing data, and reporting. Proficiency in statistical analysis software will help students prepare for research projects and a variety of graduate programs and careers.	1
SSC310	CAREER PREP—SOCIAL SCIENCES Students will research graduate programs and entry-level positions in their field, evaluate those programs and organizations, consider their strengths and credentials, and prepare application materials for them.	1
SSC328SLU	DRUGS, SOCIETY, AND HUMAN BEHAVIOR OCICU course taught at Saint Leo University. Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3

SUS100 Course Code	SUSTAINABLE SYSTEMS Course Information	3 Credits
SUS100	<p>SUSTAINABILITY SCIENCE</p> <p>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.</p>	3
SUS102	<p>FOUNDATIONS OF SUSTAINABILITY</p> <p>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.</p>	3
SUS102	<p>SUSTAINABILITY AND SOCIETY</p> <p>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.</p>	3
SUS105	<p>SUSTAINABILITY: ISSUES TO ACTIONS</p> <p>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.</p>	3
SUS125	<p>LEADERSHIP IN SUSTAINABILITY</p> <p>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, food systems, urban planning, social justice, energy, ecology, transportation.</p>	3
SUS132	<p>SUSTAINABLE TRAIL DEVELOPMENT: RESOURCE MANAGEMENT</p> <p>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.</p>	3

SUS150 Course Code	FOOD, FARM & FIELD Course Information	Credits
SUS201	<p data-bbox="429 118 1339 300">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.</p> <p data-bbox="429 371 1339 591">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.</p>	3
SUS201L	<p data-bbox="429 667 1347 846">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. Additional Fee(s): Laboratory fees = \$50.</p>	1
SUS202	<p data-bbox="429 922 1318 1142">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.</p>	3
SUS203	<p data-bbox="429 1218 1339 1473">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.</p> <p data-bbox="450 1509 616 1536">Pre-requisites</p> <p data-bbox="450 1543 839 1570">Complete any 1 of the following courses:</p> <ul data-bbox="450 1576 767 1697" style="list-style-type: none"> <li data-bbox="450 1576 687 1603">• BIO144 The Organism <li data-bbox="450 1610 759 1637">• SUS100 Sustainable Systems <li data-bbox="450 1644 767 1671">• SUS100 Sustainability Science <li data-bbox="450 1677 735 1704">• SUS201 Integrative Biology 	3
SUS203W	<p data-bbox="429 1765 1339 2020">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.</p> <p data-bbox="450 2056 616 2083">Pre-requisites</p> <p data-bbox="450 2089 839 2116">Complete any 1 of the following courses:</p> <ul data-bbox="450 2123 759 2150" style="list-style-type: none"> <li data-bbox="450 2123 759 2150">• SUS100 Sustainable Systems 	3

Course Code	<ul style="list-style-type: none"> • SUS100 Sustainability Science • SUS201 Integrative Biology • BIO144 The Organism Course Information	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
SUS213	SPECIAL TOPICS Special Topics	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. Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • ENV116 Global Environmental Challenges • SUS202 Dynamic Earth Systems 	3
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
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
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
SUS305	ENVIRONMENTAL TOXICOLOGY To be determined	3
SUS315	FOOD ACCESS AND POLICY	3

Course Code	Course Information	Credits
SUS322	<p>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 and the relationship between food access, gender, cultural appropriateness, nutrition, sustainability, and justice.</p> <p>NATURAL RESOURCE MANAGEMENT POLICY AND LAW</p> <p>Contemporary natural resource management policy issues are addressed emphasizing domestic 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.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • SUS102 Sustainability and Society • SUS102 Foundations of Sustainability 	3
SUS327W	<p>WRITING ABOUT ENVIRONMENTAL SCIENCE</p> <p>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.</p>	3
SUS330	<p>SUSTAINABLE CITIES</p> <p>This course will explore sustainability with a focus on the urban built environment. We will investigate both American and international issues of landownership, neighborhood development, housing, public spaces, and building technology. The course will incorporate lectures, readings, site visits, case studies, and a project using Pittsburgh as an investigatory vehicle.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • IAR231 Green & Sustainable Design • SUS102 Sustainability and Society 	3
SUS335	<p>RENEWABLE ENERGY AND SOCIETY</p> <p>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.</p>	3
SUS350	<p>SKILLS FOR SUSTAINABILITY PROFESSIONALS</p> <p>This course promotes professional skills development for careers in the field of sustainability including career exploration, networking, job searching, application materials, and interviewing skills. Other topics include practical skills for presentations and small project recognition and development.</p>	2

Course Code	Course Information	Credits
SUS352	<p>GIS SOFTWARE - SKILLS AND APPLICATIONS</p> <p>A Geographic Information Systems (GIS) software is a powerful tool used in a variety of disciplines. Students will gain a foundation of GIS principles and applications using ArcGIS software. Topics covered include data development and management, spatial analysis techniques, communicating data visually and examples of hands-on GIS applications.</p>	3
SUS355	<p>FORESTRY</p> <p>This course introduces forest ecosystems around the world, explores their ecology and management, and examines the practical and economic aspects of forestry. Topics include tree growth strategies, successional change, nutrient cycling, silviculture, timber harvesting, and human-induced stressors. Tree ID and field methods will be taught in the Eden Hall woodland.</p>	3
SUS380	<p>ECONOMICS IN A CHANGING WORLD</p> <p>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.</p>	3
SUS401	<p>SUSTAINABILITY POLICY AND DECISION MAKING</p> <p>To be determined</p>	3
SUS403	<p>SUSTAINABLE FOOD SYSTEMS</p> <p>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.</p>	3
SUS404	<p>QUANTITATIVE ECOLOGY</p> <p>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.</p>	3
SUS404L	<p>QUANTITATIVE ECOLOGY LABORATORY</p> <p>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.</p> <p>Co-requisites</p> <ul style="list-style-type: none"> • SUS404 Quantitative Ecology 	1
SUS406	<p>SUSTAINABILITY & POLICY: WATER</p> <p>This course addresses water policy, management, and sustainability. We will</p>	3

Course Code	Course Information	Credits
SUS406	<p>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.</p> <p>ENVIRONMENTAL POLICY</p> <p>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.</p>	3
SUS407	<p>NATURAL RESOURCE LEADERSHIP</p> <p>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.</p>	3
SUS416	<p>SUSTAINABLE DECISION ANALYSIS</p> <p>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 Foot printing, 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.</p>	3
SUS421	<p>ECOTOXICOLOGY & ENVIRONMENTAL HEALTH</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • BIO118 Environmental Health Issues 	3
SUS426	<p>SUSTAINABLE AQUACULTURE</p> <p>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.</p>	3
SUS435	<p>GREEN AND SOCIAL INNOVATION</p> <p>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</p>	3

Course Code	environmental problems. Course Information	Credits
SUS435W	<p>GREEN AND SOCIAL INNOVATION</p> <p>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.</p>	3
SUS436	<p>SUSTAINABLE ENERGY APPLICATIONS</p> <p>This class explores the energy service sector and integration of renewable energy into the energy system. Topics include strategies for electric utilities in today's changing environment, community energy systems and micro-grids, the role of renewable energy for business strategies, energy services, and energy deficiency and storage.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • BUS310W Business Analytics: Research Methods • BUS243 Principles of Marketing • SUS335 Renewable Energy and Society 	3
SUS460	<p>ENERGY POLICY FOR SUSTAINABILITY</p> <p>This course explores the history, challenges, and opportunities of energy policy. Policymakers must consider disruptive innovations, volatile markets, climate change, and economic instability while balancing diverse goals collaboratively and holistically. The course equips students with tools and considerations to craft sustainable energy policy for reliable and affordable energy systems.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • POL101 American Government and Public Policy • SUS335 Renewable Energy and Society 	3
SUS461	<p>AQUATIC ENTOMOLOGY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • SUS201 Integrative Biology <p>Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • BIO143 The Cell • BIO144 The Organism 	3
SUS461L	<p>AQUATIC ENTOMOLOGY LABORATORY</p> <p>Aquatic environments harbor a vast number of insect species that are widely used as biological indicators of environmental health. This laboratory section complements the course introducing the physiological, ecological, and biomonitoring attributes of aquatic insects. Laboratory assignments will emphasize taxonomic identification and sampling techniques.</p>	1

Course Code	Pre-requisites Course Information	Credits
	Complete all 2 of the following courses: <ul style="list-style-type: none"> • BIO143 The Cell • BIO144 The Organism Complete the following course: <ul style="list-style-type: none"> • SUS202 Dynamic Earth Systems 	
SUS470	CORPORATE SOCIAL RESPONSIBILITY (CSR) This course helps students to understand the roles and responsibilities 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
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, theater 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
SUS491	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
SUS492	INDEPENDENT STUDY Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
SUS493	INDEPENDENT STUDY Independent Study Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	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	3

Course Code	Course Information 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.	Credits
SUS506	<p>SUSTAINABILITY & POLICY: WATER</p> <p>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.</p>	3
SUS507	<p>NATURAL RESOURCE LEADERSHIP</p> <p>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.</p>	3
SUS508	<p>ENVIRONMENTAL STATISTICS</p> <p>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.</p>	3
SUS511	<p>PROJECT DESIGN, METHODS, AND EVALUATIONS</p>	3
SUS512A	<p>SUSTAINABILITY IN PITTSBURGH</p> <p>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 for each visit.</p>	1
SUS512B	<p>SUSTAINABILITY IN PITTSBURGH</p> <p>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 10 blogs, one for each visit, and a final paper.</p>	2
SUS512C	<p>SUSTAINABILITY IN PITTSBURGH</p> <p>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.</p>	3
SUS512	<p>SUSTAINABILITY IN PITTSBURGH</p> <p>Pittsburgh and the surrounding region have experienced several waves of change; the current described as a "green renaissance". This course will provide a brief</p>	3

Course Code	Course Information socio-ecological history then will visit various places and people that highlight the diversity in how Pittsburgh is striving to become a model of a sustainable city.	Credits
SUS514	BUILDING SUSTAINABLE AND RESILIENT CITIES Today's cities can thrive by becoming more sustainable, walkable, climate-resilient and restoring urban ecosystems. Cities also face a shrinking middle class and communities that are disproportionately affected by urban decline. Using systems theory and the example of Pittsburgh, we explore comprehensive approaches to equitable, resilient, and sustainable neighborhood revitalization.	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 Foot printing, 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
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
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
SUS551	EDEN HALL EXPERIENCE: DIGITAL STORYTELLING This course allows students to engage Chatham faculty/staff, local community	2

Course Code	Course Information	Credits
SUS562	<p>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.</p> <p>ECONOMICS OF THE ENVIRONMENT</p> <p>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.</p>	3
SUS580	<p>SUSTAINABLE BEHAVIOR CHANGE</p> <p>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.</p>	3
SUS581	<p>ENTREPRENEURIAL ALTERNATIVES</p> <p>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.</p>	3
SUS590	<p>CAREERS IN SUSTAINABILITY</p> <p>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.</p>	3
SUS591	<p>INDEPENDENT STUDY</p> <p>Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
SUS592	<p>INDEPENDENT STUDY</p> <p>Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.</p> <p>Pre-requisites</p> <p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
SUS593	<p>INDEPENDENT STUDY</p> <p>Students work with a professor/instructor to develop and follow a curriculum which covers a topic of special interest.</p>	3

Course Code	Pre-requisites Course Information	Credits
	Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
SUS601	APPLIED ECOLOGY The overall goal of this course is to examine the role that ecological science contributes to sustainability. Students will critically assess, process evidence, and enhance communication skills for scientific methods. All topics and applications considered will be centered on issues of sustainability in the ecological sciences, such as climate change, water pollution, land use change, and the loss of biodiversity.	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
	Pre-requisites Complete any 1 of the following courses: <ul style="list-style-type: none"> • SUS504 Introduction to Sustainability and Systems • SUS501 Fundamentals of Sustainability • SUS503 Understanding Knowledge Across the Disciplines 	
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
SUS606	URBAN PLANNING AND POLITICAL ECOLOGY 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.	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

Course Code	Course Information	Credits
SUS611	<p>DECISION MAKING UNDER UNCERTAINTY</p> <p>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.</p>	3
SUS617	<p>SUSTAINABLE ENERGY SYSTEMS</p> <p>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, micro-grids and community solar.</p>	3
SUS617	<p>PATHWAYS TO A RENEWABLE FUTURE</p> <p>This course critically explores requirements and opportunities for transitioning all sectors -- residential, commercial, transport, industry -- to a fully renewable energy system. We investigate different energy technologies and the integration of renewables into the grid given electricity market restructuring and emerging options such as large-scale solar networks, micro-grids, and community solar.</p>	3
SUS619	<p>THE WATER'S EDGE: SCIENCE AND POLICY FROM SUMMIT TO SEA</p> <p>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).</p>	3
SUS621	<p>APPLIED METHODS</p> <p>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.</p>	2
SUS621	<p>THE CRAFT OF RESEARCH</p> <p>This class introduces students to evidence-based research in sustainability guiding them through the challenges. Topics include the role and limits of research, the skill of connecting with your readership, developing well-defined and appropriately scaled research questions/problems, identifying and assessing source material and methodologies, and constructing well-supported arguments and evidence.</p>	1
SUS622	<p>ENGAGING ANIMALS</p> <p>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.</p>	3

SUS625 Course Code	RESTORATIVE ENVIRONMENTAL JUSTICE Course Information	3 Credits
SUS640	<p data-bbox="429 450 1018 479">SUSTAINABLE COMMUNITY DEVELOPMENT</p> <p data-bbox="429 495 1347 674">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.</p> <p data-bbox="448 703 619 732">Pre-requisites</p> <p data-bbox="448 739 842 768">Complete any 1 of the following courses:</p> <ul data-bbox="448 775 959 860" style="list-style-type: none"> <li data-bbox="448 775 695 804">• FST508 Food Systems <li data-bbox="448 808 683 837">• FST509 Food Access <li data-bbox="448 842 959 871">• SUS504 Introduction to Sustainability and Systems 	3
SUS681	<p data-bbox="429 931 659 960">SPECIAL TOPICS</p> <p data-bbox="429 976 1347 1151">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.</p>	1
SUS683	<p data-bbox="429 1223 659 1252">SPECIAL TOPICS</p> <p data-bbox="429 1267 1347 1330">This course is designed to allow students to explore in depth a specific topic or area of sustainability.</p>	3
SUS691	<p data-bbox="429 1402 600 1431">INTERNSHIP</p> <p data-bbox="429 1447 539 1476">Internship</p>	1
SUS692	<p data-bbox="429 1536 600 1565">INTERNSHIP</p> <p data-bbox="429 1581 539 1610">Internship</p>	2
SUS693	<p data-bbox="429 1671 600 1700">INTERNSHIP</p> <p data-bbox="429 1715 539 1744">Internship</p>	3
SUS694	<p data-bbox="429 1827 906 1856">RESEARCH METHODS IN CONTEXT</p> <p data-bbox="429 1872 1347 2047">This course assists students in the preparation of thesis by reviewing research methods and design. Students review research papers focusing on identifying how specific methods were used to collect and analyze data in order to answer the paper's research question. Guest researchers will present their work and explain their methods.</p>	1
SUS695	THESIS OR CAPSTONE PROPOSAL DEVELOPMENT	0

Course Code	Course Information	Credits
SUS696	<p>This course provides supervision and research guidance for the preparation of a quality thesis or capstone project proposal. All students are required to complete their proposals including committee sign-off to successfully pass the class. The course will be run in the seminar style with the program director or coordinator overseeing the class. The instructor will assure students to complete the MSUS final thesis/capstone proposal in accordance with the Thesis and Capstone manual with their identified committee chair.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • SUS621 The Craft of Research • SUS694 Research Methods in Context <p>SOLUTION BASED LEARNING I</p> <p>As part of a team, first-year MSUS students work on a project or problem identified by the Falk School. Projects may be internal or external. Students play a supporting role learning good teamwork and drawing upon previous knowledge and courses to successfully complete or advance a project. Project outcomes are presented to the Falk School community and project sponsor.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • SUS621 The Craft of Research • SUS694 Research Methods in Context 	2
SUS697	<p>THESIS PRACTICUM</p> <p>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.</p>	1
SUS697	<p>SOLUTION BASED LEARNING II</p> <p>In a leadership role, second-year MSUS students lead a project. Projects may be internal or external. Students play a supporting role learning leadership and drawing upon previous knowledge and courses to successfully complete or advance and project. Project outcomes are presented to the Falk School community and project sponsor.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • SUS696 Solution Based Learning I 	2
SUS698A	<p>FINAL PROJECT</p> <p>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.</p>	1
SUS698C	<p>FINAL PROJECT</p> <p>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.</p>	3

Course Code	Course Information	Credits
	<p>Course Information - PART TWO</p> <p>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 two of two.</p> <p>Pre-requisites Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • SUS698A Final Project • SUS698C Final Project 	1
SUS699	<p>ADVANCED SEMINAR IN SUSTAINABILITY</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • SUS601 Applied Ecology • SUS602 The Political Economy of Sustainability 	3
SUS699	<p>ADVANCED SEMINAR IN SUSTAINABILITY</p> <p>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.</p> <p>Pre-requisites Complete all 2 of the following courses:</p> <ul style="list-style-type: none"> • SUS601 Applied Ecology • SUS602 The Political Economy of Sustainability 	3
SUS800	<p>GRADUATE CONTINUING CREDIT</p> <p>Graduate Continuing Credit</p>	1
SWK101	<p>INTRODUCTION TO SOCIOLOGY</p> <p>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.</p>	3
SWK102	<p>INTRODUCTION TO SOCIAL WORK, SOCIAL JUSTICE AND SOCIAL ISSUES</p> <p>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 profession and as well as for those with an interest in related fields such as psychology, counseling, and public policy.</p>	3
SWK103	<p>RESILIENCY IN ACADEMIC AND PROFESSIONAL ROLES</p> <p>The purpose of this course is to teach skills for developing behavioral strategies that focus on resilience. Research has shown that individuals who develop and use resilience strategies and emotion regulation behavior skills as well as build positive</p>	1

Course Code	Course Information	Credits
SWK164	<p>DIVERSITY IN HEALTH AND ILLNESS</p> <p>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.</p>	3
SWK201W	<p>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • PSY101 General Psychology 	3
SWK202	<p>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • SWK201W Human Behavior in the Social Environment I 	3
SWK224	<p>JUVENILE JUSTICE</p> <p>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.</p>	3
SWK321	<p>SOCIAL WELFARE AND SOCIAL JUSTICE</p> <p>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.</p>	3
SWK322W	<p>SOCIAL WELFARE: WOMEN AND POLICY</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • SWK321 Social Welfare and Social Justice 	3

Course Code	Course Information	Credits
SWK325	<p data-bbox="429 159 1353 300">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.</p> <p data-bbox="451 338 616 360">Pre-requisites</p> <p data-bbox="451 371 746 394">Complete the following course:</p> <ul data-bbox="451 405 799 427" style="list-style-type: none"> <li data-bbox="451 405 799 427">• SWK101 Introduction to Sociology 	3
SWK351	<p data-bbox="429 501 1337 524">PRACTICE 1: INTERVIEWING AND ASSESSMENT WITH INDIVIDUALS</p> <p data-bbox="429 539 1353 645">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.</p> <p data-bbox="451 683 616 705">Pre-requisites</p> <p data-bbox="451 716 746 739">Complete the following course:</p> <ul data-bbox="451 750 1142 772" style="list-style-type: none"> <li data-bbox="451 750 1142 772">• SWK102 Introduction to Social Work, Social Justice and Social Issues 	3
SWK351	<p data-bbox="429 842 1158 864">INTERVIEWING AND ASSESSMENT WITH INDIVIDUALS</p> <p data-bbox="429 880 1353 985">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.</p> <p data-bbox="451 1023 616 1046">Pre-requisites</p> <p data-bbox="451 1057 746 1079">Complete the following course:</p> <ul data-bbox="451 1090 1142 1113" style="list-style-type: none"> <li data-bbox="451 1090 1142 1113">• SWK102 Introduction to Social Work, Social Justice and Social Issues 	3
SWK352	<p data-bbox="429 1182 1294 1205">PRACTICE 2: INTERVENTIONS WITH INDIVIDUALS AND FAMILIES</p> <p data-bbox="429 1220 1353 1361">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.</p> <p data-bbox="451 1400 616 1422">Pre-requisites</p> <p data-bbox="451 1433 746 1456">Complete the following course:</p> <ul data-bbox="451 1467 1106 1489" style="list-style-type: none"> <li data-bbox="451 1467 1106 1489">• SWK351 Practice 1: Interviewing and Assessment with Individuals 	3
SWK352	<p data-bbox="429 1563 1114 1585">INTERVENTIONS WITH INDIVIDUALS AND FAMILIES</p> <p data-bbox="429 1601 1353 1742">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.</p> <p data-bbox="451 1780 616 1803">Pre-requisites</p> <p data-bbox="451 1814 746 1836">Complete the following course:</p> <ul data-bbox="451 1848 1142 1870" style="list-style-type: none"> <li data-bbox="451 1848 1142 1870">• SWK102 Introduction to Social Work, Social Justice and Social Issues 	3
SWK354	<p data-bbox="429 1944 954 1966">PRACTICE 3: WORKING WITH GROUPS</p> <p data-bbox="429 1982 1353 2107">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.</p>	3

Course Code	Pre-requisites Course Information	Credits
SWK354	<p data-bbox="432 114 748 141">Complete the following course:</p> <ul data-bbox="451 145 1106 172" style="list-style-type: none"> • SWK351 Practice 1: Interviewing and Assessment with Individuals <p data-bbox="432 215 772 241">WORKING WITH GROUPS</p> <p data-bbox="432 253 1347 394">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.</p> <p data-bbox="451 432 616 459">Pre-requisites</p> <p data-bbox="451 465 748 492">Complete the following course:</p> <ul data-bbox="451 497 1142 524" style="list-style-type: none"> • SWK102 Introduction to Social Work, Social Justice and Social Issues 	3
SWK355	<p data-bbox="432 591 1331 618">PRACTICE 4: WORKING WITH ORGANIZATIONS AND COMMUNITIES</p> <p data-bbox="432 629 1347 770">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.</p> <p data-bbox="451 808 616 835">Pre-requisites</p> <p data-bbox="451 842 748 869">Complete the following course:</p> <ul data-bbox="451 873 1106 900" style="list-style-type: none"> • SWK351 Practice 1: Interviewing and Assessment with Individuals 	3
SWK355	<p data-bbox="432 967 1150 994">WORKING WITH ORGANIZATIONS AND COMMUNITIES</p> <p data-bbox="432 1005 1347 1146">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.</p> <p data-bbox="451 1184 616 1211">Pre-requisites</p> <p data-bbox="451 1218 748 1245">Complete the following course:</p> <ul data-bbox="451 1249 1142 1276" style="list-style-type: none"> • SWK102 Introduction to Social Work, Social Justice and Social Issues 	3
SWK377	<p data-bbox="432 1344 660 1370">SPECIAL TOPICS</p> <p data-bbox="432 1382 588 1408">Special Topics</p>	3
SWK451	<p data-bbox="432 1480 703 1507">FIELD PLACEMENT I</p> <p data-bbox="432 1525 1310 1666">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.</p> <p data-bbox="451 1704 616 1731">Pre-requisites</p> <p data-bbox="451 1738 748 1765">Complete the following course:</p> <ul data-bbox="451 1769 786 1796" style="list-style-type: none"> • XXX123 Permission of Instructor 	1
SWK451A	<p data-bbox="432 1856 703 1883">FIELD PLACEMENT I</p> <p data-bbox="432 1901 1310 2042">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.</p>	1
SWK451B	FIELD PLACEMENT II	2

Course Code	Course Information	Credits
SWK451C	<p>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.</p> <p>FIELD PLACEMENT III</p> <p>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.</p>	3
SWK451D	<p>FIELD PLACEMENT IV</p> <p>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.</p>	4
SWK451E	<p>FIELD PLACEMENT V</p> <p>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.</p> <p>Pre-requisites Complete all 3 of the following courses:</p> <ul style="list-style-type: none"> • SWK352 Practice 2: Interventions with Individuals and Families • SWK354 Practice 3: Working with Groups • SWK355 Practice 4: Working with Organizations and Communities 	5
SWK452	<p>FIELD PLACEMENT II</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	2
SWK453	<p>FIELD PLACEMENT III</p> <p>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.</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
SWK454	<p>FIELD PLACEMENT IV</p> <p>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.</p>	4

Course Code	Course Information Pre-requisites	Credits
	Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
SWK455	<p>FIELD PLACEMENT V</p> <p>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.</p> <p>Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor </p>	5
SWK461	<p>INTEGRATIVE SEMINAR IN SOCIAL WORK II</p> <p>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.</p>	2
SWK490	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p>	3
SWK491	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor </p>	1
SWK492	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor </p>	2
SWK493	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course: <ul style="list-style-type: none"> • XXX123 Permission of Instructor </p>	3
SWK494	<p>INDEPENDENT STUDY</p> <p>Independent Study</p>	4

Course Code	Course Information	Credits
	<p>Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	
SWK498	TUTORIAL: SOCIAL WORK	4
SWK499	TUTORIAL: SOCIAL WORK	4
THT141	<p>ACTING ONE</p> <p>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.</p>	3
THT231	<p>ACTING TWO</p> <p>This class focuses on strengthening the actor's ability to attain a higher level of truth, presence, and spontaneity on stage. Students examine in further detail the link between the script, playwright and stage. Prerequisite(s): THT 141</p>	3
THT240	<p>SPECIAL TOPICS</p> <p>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.</p>	3
THT260	<p>THEATRE PRODUCTION LAB</p> <p>This course is a practicum for producing Chatham's undergraduate drama productions. Production processes addressed: Preproduction, auditions, the rehearsal process, show production, and post production. In this course students gain experience and knowledge of the creative, technical, and professional aspects of working on a theatrical show.</p>	3
THT491	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	1
VCD510	<p>VISUAL COMMUNICATION DESIGN: BRANDING</p> <p>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 type mark development, photography/illustration, use of the grid system, color story, typography and messaging.</p>	3
VCD520	<p>VISUAL COMMUNICATION DESIGN: TYPOGRAPHY</p> <p>This course examines the concrete and conceptual aspects of typography as a communications tool. Typographic history, anatomy of form, type specimens, and</p>	3

Course Code	Course Information	Credits
VCD530	<p>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.</p> <p>PRINT DESIGN</p> <p>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.</p>	3
VCD540	<p>HISTORY OF COMMUNICATION DESIGN</p> <p>To be determined</p>	3
VCD590	<p>MASTERS THESIS IN INTERDISCIPLINARY DESIGN: APPLIED</p> <p>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.</p>	3
VCD610	<p>GREEN GRAPHIC DESIGN</p> <p>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.</p>	3
VCD620	<p>DIGITAL ILLUSTRATION METHODS</p> <p>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.</p>	3
VCD630	<p>INFORMATION DESIGN</p> <p>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.</p>	3
VCD650	<p>PORTFOLIO</p> <p>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</p>	3

Course Code	Course Information	Credits
	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	
VCD670	<p>PACKAGE DESIGN</p> <p>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</p>	3
VCD683	<p>SPECIAL TOPICS</p> <p>This course is designed to allow students to explore in depth a specific topic or area of visual communication design.</p>	3
VCD690	<p>MFA THESIS: INTERDISCIPLINARY DESIGN APPLIED PROJECT</p> <p>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</p>	3
VCD693	<p>INDEPENDENT STUDY</p> <p>Independent Study</p> <p>Pre-requisites Complete the following course:</p> <ul style="list-style-type: none"> • XXX123 Permission of Instructor 	3
WGS101	<p>INTRODUCTION TO WOMEN'S STUDIES</p> <p>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.</p>	3
WGS101	<p>INTRODUCTION TO WOMEN'S AND GENDER STUDIES</p> <p>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.</p>	3
WGS201W	<p>FEMINIST THEORY</p> <p>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.</p> <p>Pre-requisites</p>	3

Course Code	Course Information	Credits
WGS202	<p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • WGS101 Introduction to Women's Studies • CST183 Representations of Race and Gender • WST101 Introduction to Women's Studies • WGS101 Introduction to Women's and Gender Studies <p>WOMEN'S LEADERSHIP IN THE 21ST CENTURY</p> <p>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.</p> <p>Pre-requisites</p> <p>Complete any 1 of the following courses:</p> <ul style="list-style-type: none"> • CST183 Representations of Race and Gender • WGS101 Introduction to Women's Studies • WST101 Introduction to Women's Studies • WGS101 Introduction to Women's and Gender Studies 	3
WGS322W	<p>SOCIAL WELFARE: WOMEN AND POLICY</p> <p>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.</p>	3
WGS490	<p>INTEGRATIVE CAPSTONE</p> <p>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, theater 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.</p>	3