Chestnut Hill College does not discriminate on the basis of race, color, national and ethnic origin, sex, disability or age in its programs and activities generally made available to its students. It does not discriminate on the basis of race, color, national and ethnic origins, sex, disability or age or on the basis of any other criteria which is inconsistent with state or local laws in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

Chestnut Hill College endeavors to present an accurate overview of its curricular and co-curricular programs, facilities and fees in this publication. The information contained herein is current as of July 1, 2007. As growth and changes are inevitable, Chestnut Hill College reserves the right to alter any program, requirements for a program or degree, facility or fee described in this publication without notice or obligation.

Failure to read this catalog and other sources of regulation governing academics and student life at Chestnut Hill College does not excuse the student from the requirements and regulations discussed herein.

**Accreditation and Memberships**

Chestnut Hill College holds institutional accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104, phone: 215.662.5606. Institutional accreditation does not imply specialized accreditation of the programs offered.

Certification programs are approved by the Department of Education of the Commonwealth of Pennsylvania.

Chestnut Hill College holds membership in the Association of American Colleges, the America Council on Education, the National Catholic Education Association, the American Association of University Women, the Council of Independent Colleges and Universities, the College Entrance Examination Board, Association of Catholic Colleges and Universities, Association of Colleges of the Sisters of St. Joseph, Association of Catholic Colleges and Universities, Association of Independent Colleges and Universities, Association of Governing Boards of Universities and Colleges, National Association of Independent Colleges and Universities, Neylan Commission on Higher Education, Pennsylvania Association of Colleges and Universities, Southeastern Pennsylvania Consortium for Higher Education (SEPCHE), and numerous other educational groups and learned societies.

The Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) is a consortium of eight independent higher education institutions in the Greater Philadelphia region who engage in a collaborative approach to the challenges of higher education and work together to promote quality and efficiency of academic programming, student access, faculty development, institutional operations and community outreach, through sharing a range of activities, services, technology and information.
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCREDITATION</td>
</tr>
<tr>
<td>MISSION STATEMENT</td>
</tr>
<tr>
<td>ADMISSIONS</td>
</tr>
<tr>
<td>STUDENT LIFE AND SERVICES</td>
</tr>
<tr>
<td>FINANCIAL INFORMATION</td>
</tr>
<tr>
<td>ACADEMIC PROGRAM</td>
</tr>
<tr>
<td>Core curriculum</td>
</tr>
<tr>
<td>Major studies</td>
</tr>
<tr>
<td>Double major</td>
</tr>
<tr>
<td>Individualized major</td>
</tr>
<tr>
<td>Minor studies</td>
</tr>
<tr>
<td>Special programs</td>
</tr>
<tr>
<td>Certificate programs</td>
</tr>
<tr>
<td>Experiential Education</td>
</tr>
<tr>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Internships</td>
</tr>
<tr>
<td>Study abroad</td>
</tr>
<tr>
<td>Dual-Degree programs</td>
</tr>
<tr>
<td>Co-operative programs</td>
</tr>
<tr>
<td>Honors</td>
</tr>
<tr>
<td>Grading system</td>
</tr>
<tr>
<td>Scholastic Standing</td>
</tr>
<tr>
<td>Credit load</td>
</tr>
<tr>
<td>Classification of students</td>
</tr>
<tr>
<td>Transfer credits</td>
</tr>
<tr>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Audit</td>
</tr>
<tr>
<td>Challenge examinations</td>
</tr>
<tr>
<td>Portfolio Assessment</td>
</tr>
<tr>
<td>Class attendance</td>
</tr>
<tr>
<td>Academic Advising</td>
</tr>
<tr>
<td>Class cancellations and restrictions</td>
</tr>
<tr>
<td>Undergraduates in graduate courses</td>
</tr>
<tr>
<td>Withdrawal/Leave of absence</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
</tr>
<tr>
<td>Sexual Harassment Policy</td>
</tr>
<tr>
<td>ART, ART HISTORY AND MUSIC DEPARTMENT</td>
</tr>
<tr>
<td>Music Major</td>
</tr>
<tr>
<td>Music Education Major</td>
</tr>
<tr>
<td>Art Studio</td>
</tr>
<tr>
<td>Art History</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>BUSINESS ADMINISTRATION DEPARTMENT</td>
</tr>
<tr>
<td>Accounting Major</td>
</tr>
<tr>
<td>Business Administration Major</td>
</tr>
<tr>
<td>International Business, Language, and Culture Major</td>
</tr>
<tr>
<td>Marketing Major</td>
</tr>
<tr>
<td>Minor:</td>
</tr>
<tr>
<td>Business Administration</td>
</tr>
<tr>
<td>International Business</td>
</tr>
<tr>
<td>COMPUTER SCIENCE AND INFORMATION TECHNOLOGY DEPARTMENT</td>
</tr>
<tr>
<td>Computer and Information Sciences Major</td>
</tr>
<tr>
<td>Five-Year Combined Program B.S. in Computer Information</td>
</tr>
<tr>
<td>Sciences/Technology and M.S. in Instructional Technology</td>
</tr>
<tr>
<td>Computer and Information Technology Major</td>
</tr>
<tr>
<td>Minors:</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>Information Management</td>
</tr>
<tr>
<td>Computer Information Technology</td>
</tr>
<tr>
<td>EDUCATION DEPARTMENT</td>
</tr>
<tr>
<td>General Requirements</td>
</tr>
<tr>
<td>Certification</td>
</tr>
<tr>
<td>Elementary Education Major</td>
</tr>
<tr>
<td>Early Childhood Education Major</td>
</tr>
<tr>
<td>Elementary/Early Childhood Education Major</td>
</tr>
<tr>
<td>Five-Year combined B.S./M.Ed. Degree</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>Secondary School Education Certification</td>
</tr>
<tr>
<td>Montessori Specialization</td>
</tr>
<tr>
<td>ENGLISH AND COMMUNICATIONS DEPARTMENT</td>
</tr>
<tr>
<td>English Literature Major</td>
</tr>
<tr>
<td>English Literature and Communications Major</td>
</tr>
<tr>
<td>Communications and Technology Major</td>
</tr>
<tr>
<td>English Literature</td>
</tr>
<tr>
<td>Communications and Technology</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE and LITERATURE DEPARTMENT</td>
</tr>
<tr>
<td>French Major</td>
</tr>
<tr>
<td>Spanish Major</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Latin</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Teacher Certification</td>
</tr>
<tr>
<td>International Studies Certificate</td>
</tr>
<tr>
<td>HISTORY and POLITICAL SCIENCE DEPARTMENT</td>
</tr>
<tr>
<td>History Major</td>
</tr>
<tr>
<td>Political Science Major</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Political Science</td>
</tr>
<tr>
<td>INTERDISCIPLINARY MINORS</td>
</tr>
<tr>
<td>Gerontology</td>
</tr>
<tr>
<td>WOMEN'S STUDIES MINOR</td>
</tr>
<tr>
<td>INTERDISCIPLINARY HONORS PROGRAM</td>
</tr>
<tr>
<td>INTERNATIONAL BUSINESS, LANGUAGE, AND CULTURE</td>
</tr>
<tr>
<td>IBLC Major</td>
</tr>
<tr>
<td>DIVISION OF NATURAL SCIENCES</td>
</tr>
<tr>
<td>BIOLOGY DEPARTMENT</td>
</tr>
<tr>
<td>Biology Major</td>
</tr>
<tr>
<td>Molecular Biology Major</td>
</tr>
<tr>
<td>Environmental Sciences Major</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Molecular Biology</td>
</tr>
<tr>
<td>Environmental Sciences</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Mathematics with a major in Natural Sciences, Humanities</td>
</tr>
<tr>
<td>or Social Sciences</td>
</tr>
<tr>
<td>Mathematics with a major in Business</td>
</tr>
<tr>
<td>Mathematics with a major in Elementary Education</td>
</tr>
<tr>
<td>PSYCHOLOGY DEPARTMENT</td>
</tr>
<tr>
<td>Psychology Major</td>
</tr>
<tr>
<td>Five-Year Combined B.A./M.S. Degree</td>
</tr>
<tr>
<td>Minor:</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION DEPARTMENT</td>
</tr>
<tr>
<td>Swim Test</td>
</tr>
<tr>
<td>Personal Certification Preparation Program</td>
</tr>
<tr>
<td>RELIGIOUS STUDIES AND PHILOSOPHY DEPARTMENT</td>
</tr>
<tr>
<td>Religious Studies Certificate</td>
</tr>
<tr>
<td>Philosophy Minors</td>
</tr>
<tr>
<td>Religious Studies</td>
</tr>
<tr>
<td>PHILOSOPHY DEPARTMENT</td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>Teacher Certification</td>
</tr>
<tr>
<td>Personal Certification Preparation Program</td>
</tr>
<tr>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Human Services</td>
</tr>
<tr>
<td>Human Services Combined</td>
</tr>
<tr>
<td>B.S./M.S. Program</td>
</tr>
<tr>
<td>Minor:</td>
</tr>
<tr>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Human Services</td>
</tr>
<tr>
<td>Human Services Combined</td>
</tr>
<tr>
<td>DIRECTORY</td>
</tr>
<tr>
<td>Office Directory</td>
</tr>
<tr>
<td>Faculty Directory</td>
</tr>
</tbody>
</table>
## 2007 – 2008

### ACADEMIC CALENDAR – SCHOOL OF UNDERGRADUATE STUDIES

#### FALL 2007

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Fee begins</td>
<td>August 13</td>
<td>Monday</td>
</tr>
<tr>
<td>Residence Halls Open, 10:00 am</td>
<td>August 26</td>
<td>Sunday</td>
</tr>
<tr>
<td>Classes Begin, 8:00 AM</td>
<td>August 27</td>
<td>Monday</td>
</tr>
<tr>
<td>Labor Day Holiday (no classes)</td>
<td>September 3</td>
<td>Monday</td>
</tr>
<tr>
<td>Last Day to Drop/Add Classes</td>
<td>September 4</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Withdrawal Fee Begins</td>
<td>September 5</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Opening Liturgy</td>
<td>September 6</td>
<td>Thursday</td>
</tr>
<tr>
<td>Midterm Grades due from faculty</td>
<td>October 5</td>
<td>Friday</td>
</tr>
<tr>
<td>Resident Halls Close, 6:00 PM</td>
<td>October 5</td>
<td>Friday</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 8, 9</td>
<td>Mon &amp; Tues</td>
</tr>
<tr>
<td>Residence Halls Re-Open, 12:00 Noon</td>
<td>October 9</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>October 10</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Last Day to Withdraw from courses w/o Failure</td>
<td>October 24</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Last Day to Change Status (P/F, Audit)</td>
<td>October 24</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Fall Convocation</td>
<td>October 28</td>
<td>Sunday</td>
</tr>
<tr>
<td>Residence Halls Close, 6:00 PM</td>
<td>November 20</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Thanksgiving Holiday Begins</td>
<td>November 21</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Residence Halls Open 12:00 Noon</td>
<td>November 25</td>
<td>Sunday</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>November 26</td>
<td>Monday</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 10-14</td>
<td>Mon -Fri</td>
</tr>
<tr>
<td>Residence Halls Close, 6:00 PM</td>
<td>December 14</td>
<td>Friday</td>
</tr>
<tr>
<td>Fall Semester Grades due</td>
<td>December 18</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Fall Semester grade Report mailed, no later than December 27</td>
<td>December 27</td>
<td>Thursday</td>
</tr>
</tbody>
</table>

#### SPRING 2008

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Fee Begins</td>
<td>January 2</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Residence Halls Open, 12:00 Noon</td>
<td>January 20</td>
<td>Sunday</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 21</td>
<td>Monday</td>
</tr>
<tr>
<td>Day of Service in Honor of Martin Luther King, Jr. (Classes will meet)</td>
<td>January 21 - Mon</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day to Drop/Add Classes</td>
<td>January 28</td>
<td>Monday</td>
</tr>
<tr>
<td>Withdrawal Fee Begins</td>
<td>January 29</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Midterm Grades due from faculty</td>
<td>February 29</td>
<td>Friday</td>
</tr>
<tr>
<td><strong>a. Make up day or First day of Exams</strong></td>
<td></td>
<td><strong>To be determined by 3/4/08</strong></td>
</tr>
<tr>
<td>Residence Halls Close, 6:00 PM</td>
<td>March 11</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>b. Combined Spring Break/Easter Break</strong></td>
<td>March 12-25</td>
<td>2 Weeks</td>
</tr>
<tr>
<td>Residence Halls Open, 12:00 Noon</td>
<td>March 25</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>March 26</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Last Day to Withdraw from courses w/o Failure</td>
<td>March 28</td>
<td>Friday</td>
</tr>
<tr>
<td>Last Day to change Status (P/F, Audit)</td>
<td>March 28</td>
<td>Friday</td>
</tr>
<tr>
<td>Honors Convocation</td>
<td>April 27</td>
<td>Sunday</td>
</tr>
<tr>
<td>Final Exams</td>
<td>May 12–16</td>
<td>Mon – Fri</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Day</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Residence Halls Close, 6:00pm</td>
<td>May 16</td>
<td>Friday</td>
</tr>
<tr>
<td>Residence Halls Close for Grads &amp; Volunteers 12:00 N</td>
<td>May 17</td>
<td>Saturday</td>
</tr>
<tr>
<td>Graduation</td>
<td>May 17</td>
<td>Saturday</td>
</tr>
<tr>
<td>Spring Sem. Grades due for those not graduating</td>
<td>May 23</td>
<td>Friday</td>
</tr>
</tbody>
</table>

*(Graduating Seniors grades are due 24 hrs after final exam)*
CHESTNUT HILL COLLEGE

THE MISSION OF CHESTNUT HILL COLLEGE IS TO PROVIDE STUDENTS WITH HOLISTIC EDUCATION IN AN INCLUSIVE CATHOLIC COMMUNITY MARKED BY ACADEMIC EXCELLENCE, SHARED RESPONSIBILITY, PERSONAL AND PROFESSIONAL GROWTH, SERVICE TO ONE ANOTHER AND TO THE GLOBAL COMMUNITY, AND CONCERN FOR THE EARTH.

Chestnut Hill College, founded by the Sisters of St. Joseph in 1924, is an independent, Catholic institution that fosters equality through education. Faithful to its strong liberal arts tradition, Chestnut Hill College offers academic programs of excellence in the areas of undergraduate, graduate, and continuing studies.

True to its Catholic heritage, Chestnut Hill College espouses the beliefs and values inherent in the Judeo-Christian tradition while it respects the contributions made by other faith traditions in the development of the whole person. The College nurtures a sense of integrity, spirituality, and social justice in all.

The College community dedicates itself to four purposes in fulfilling this mission. It seeks:

• to provide avenues for students to achieve academic excellence and to pursue research in their major field or in interdisciplinary studies. The College encourages students to explore and experience diverse curricula and to participate in exchange programs with other institutions of higher education.

• to initiate links between the world of learning and the world of work through curricular planning, technological opportunities, and career preparation. The College guides students in applying theoretical learning through experiential education designed collaboratively by faculty and students.

• to uphold an atmosphere of communal respect in which all may clarify and articulate personal values and beliefs while exploring the ethical and moral dimensions underlying all relationships. The College encourages inter-faith opportunities by acquainting all students with Catholicism, its theology and its Judeo-Christian roots, and by engaging in dialogue with women and men of other beliefs.

• to create local and global connections that enable students to respond to the needs of others through service-oriented enterprises. The College educates students to identify and to address issues of social justice and to work toward systemic change.

Approved by the Chestnut Hill College Board of Directors October 7, 2002
ADMISSIONS

Chestnut Hill College welcomes students of all ages whose aptitude and academic record demonstrate the ability and motivation to accept an academic challenge and who give promise of making a positive contribution to the College community. Students at Chestnut Hill College are challenged by high academic standards and supported by rich resources, excellent facilities, and dedicated faculty to achieve personal goals. Graduates of Chestnut Hill College are well prepared to successfully enter a competitive job market or distinguished graduate program.

SECONDARY SCHOOL PREPARATION

Each year, the School of Undergraduate Studies enrolls a first-year class of motivated, diverse students whose records show academic achievement, intellectual curiosity, and potential for growth. We recommend that a student prepare for Chestnut Hill College by taking the strongest course of study offered by his/her high school. Specifically, this should include the following where possible:

- four years of English composition and literature
- four years of social science/history
- three years of science
- three years of mathematics
- two years of foreign language

Chestnut Hill College will accept college-level course work completed prior to matriculation provided the relevant courses were completed successfully at an accredited college or university and were not applied to the requirements for high school graduation. Credit may also be given for performance on Advanced Placement examinations and completed International Baccalaureate Diplomas.

APPLYING FOR ADMISSION

Application for admission should be made as early as possible after the completion of the junior year of high school. Chestnut Hill College subscribes to a rolling admissions policy that strives to notify the applicant of the Admissions Committee’s decision within two weeks after a complete application is received. The following credentials are required for a complete application:

- Completed Chestnut Hill College Application (preferred) or Common Application.
- Thirty-five dollar non-refundable application fee.
- Score results from the Scholastic Aptitude Test (SAT I) or American College Test (ACT).
- Official high school transcript.
- Optional: Essay/personal statement and letter(s) of recommendation.

The Admissions Committee reserves the right to request additional information, such as a personal interview with a member of the Admissions staff.

ADMISSIONS OPTIONS

**Early Decision** is an option available for students with strong qualifications who have selected Chestnut Hill College as their first choice. Candidates for Early Decision may initiate applications to other colleges, but if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications. Offers of admission are made with the understanding that the high school record continues to be of high quality throughout the senior year. The deadline for applying for early decision is December 15.

**Regular Decision** is designed for students who wish to keep open several college options during the application process. Candidates may apply at any time, but it is recommended that applications be submitted as soon as possible after the completion of the junior year, and not later than January 15, for priority consideration. Students who wish to enter for the spring semester should have application materials completed no later than December 15.

**Early Admission** is an option for a student judged to be ready for college after his/her junior year of high school. The candidate must be mature, exceptionally academically prepared, recommended by his/her high school counselor and have the approval of his/her principal. Successful candidates are classified as first-year students and use the regular admission procedures. An admission interview is required of all early admission applicants.
INTERNATIONAL STUDENTS
Chestnut Hill College welcomes applications from qualified international students. International students must satisfy all admissions requirements and procedures, should submit a complete set of academic credentials in English translation, and must demonstrate proficiency in the English language. Chestnut Hill College requires international students who have not taken the SAT I and/or ACT to submit the results of the National Examination administered by the Ministry of Education in the home country in addition to the results of Test of English as a Foreign Language (TOEFL). An affidavit of financial responsibility and enrollment deposit must be submitted to secure an I-20 form.

TRANSFER STUDENTS
Chestnut Hill College welcomes transfer students and maintains articulation and/or course equivalency agreements with several two-year institutions. Students who have completed an associate’s degree at an accredited institution may be eligible, depending on their GPA and anticipated major, for admission to Chestnut Hill College with full transfer of up to 75 college credits and junior status. Students who transfer will have their transcript evaluated on a course-by-course basis. At least 45 credits must be earned at Chestnut Hill College in order to be awarded a bachelor’s degree. Transfer applicants must submit the following credentials to be considered for admission:

- Completed Chestnut Hill College Application (preferred) or Common Application.
- Thirty-five dollar non-refundable application fee.
- Official transcripts from all colleges attended.
- High school transcript (if fewer than 24 college-level credits have been completed)
- Score results from the Scholastic Aptitude Test (SAT I) or American College Test (ACT) if fewer than 24 college-level credits have been completed.
- Optional: Essay/personal statement and letter(s) of recommendation.

A cumulative GPA of 2.0 or higher is required to be considered for acceptance to Chestnut Hill College. The Admissions Committee reserves the right to request additional information and a personal interview with a member of the Admissions staff.

RE-ADMIT STUDENTS
Chestnut Hill College welcomes applications from students who have previously attended Chestnut Hill College and have not attended classes for a full calendar year prior to their application for readmission. Re-admit applicants must submit the following to be considered for admission:

- Completed Chestnut Hill College Re-admit Application.
- Thirty-five dollar non-refundable re-application fee.
- Official transcripts from all colleges attended since leaving Chestnut Hill College.
- Re-admission is not guaranteed.
- Optional: Essay/personal statement and letter(s) of recommendation.

SPECIAL PROGRAMS
The Chestnut Hill College Interdisciplinary Honors Program is designed to challenge students to pursue a creatively different approach to the liberal arts. Please refer to the Interdisciplinary Honors Program section of the catalog for more information.

FIVE-YEAR DUAL-DEGREE PROGRAMS
Five-Year Combined B.A./M.S. Degree Program in Counseling Psychology
The B.A./M.S. Program in Counseling Psychology provides the opportunity for exceptionally qualified students to earn both a bachelor’s degree and a master’s degree in five years. Unlike other “three-two” programs, that require students to complete the undergraduate work before starting graduate work, this program allows study at undergraduate and graduate levels in a parallel format, creating a rewarding and challenging program for focused, qualified students. This offers a financial benefit in that tuition is paid at the undergraduate rate for the first four years, even while the student is enrolled in graduate courses. This results in a substantial savings in tuition costs.

Admission
The B.A./M.S. program is a professionally oriented program that will admit only those applicants who are committed to a career in counseling psychology. Due to the rigorous curriculum of this program, applicants should have a high school GPA of 3.00, and minimum combined SAT scores (Critical Reading and Math) of 1100. In addition, admissions interviews conducted by members of the B.A./M.S. program are required to assess the applicant’s readiness to pursue a successful professional career in counseling psychology.
To obtain more information about admission to the combined B.A./M.S. Program in Counseling Psychology, please contact Lynn Brandsma, Ph.D., B.A./M.S. Undergraduate Coordinator, 215.248.7049; brandsmal@chc.edu.

**Five-Year Combined B.S./M.Ed. Program with Special Education Certification**
The Chestnut Hill College Department of Education’s combined B.S./M.Ed. program will enable students to earn certification in elementary education and a Master’s degree in Education with Special Education Certification in a single five-year program. Applicants will need to obtain and maintain a 3.0 GPA throughout their program in order to be approved for certification. The senior year incorporates beginning course work in special education while completing the elementary certification program. In the beginning of the fifth year students will have additional course work and practicum experiences involving exceptional children in the regular school setting as well as programs in the community serving children who require more extensive academic and/or behavioral supports. The overall goal of this program is to prepare teachers to teach in a classroom with children who have exceptional educational needs while at the same time providing them with experiences working with children in separate community-based settings.

To obtain more information about admission to the Combined B.S./M.Ed. in Elementary Education with Special Education Certification, please contact Carol Pate, Ed.D., Chair of the Education Department, 215-248-7027 cmpate@chc.edu.

**Five-Year Combined Program: Bachelor’s Degree in Computer Information Sciences/Technology and Master’s Degree in Instructional Technology**
Chestnut Hill College’s Computer Science & Information Technology Department offers a combined B.S. in Computer & Information Sciences or a B.S. in Computer & Information Technology and an M.S. in Instructional Technology in a five-year program. Qualified students have the opportunity to complement a rigorous undergraduate computer science curriculum or a multi-strand undergraduate technology curriculum with a masters program that provides a strong technical and theoretical foundation for teachers, members of the academic community, and e-learning professionals. This program will prepare graduates to assume positions in such challenging areas as web page technology and multimedia design and production, and gain access to leadership opportunities in both the corporate and academic world.

Qualified students enrolled in this program begin taking graduate courses after their sophomore year as they continue to pursue their undergraduate studies. Students are charged undergraduate rate tuition for both undergraduate and graduate courses for the first four years.

**Admission**
Students who are considering this program should have a high school GPA of at least 3.00, and minimum combined SAT scores (Critical Reading and Math) of 1000. In addition, admissions interviews conducted by members of the undergraduate and the graduate programs are required.

To obtain more information about admission to the Combined B.S./M.S. in Computer Information Sciences/Technology and Instructional Technology, please contact Lisa Olivier, SSJ, PhD., Assistant Professor in Computer Science and Technology, 215.248.7092 lolivier@chc.edu

**Combined B.S. Human Services/M.S. Administration of Human Services Program**
The combined B.S./M.S. program provides an excellent opportunity for qualified Human Services majors in the School of Undergraduate Studies to complete a M.S. degree in Administration of Human Services in the School of Graduate Studies.

Students majoring in Human Services in the School of Undergraduate Studies are eligible to apply to the program once they have achieved senior status (completion of 90 credits). Transfer students must take a minimum of 15 credits at Chestnut Hill College and earn an overall 3.0 GPA in these courses. Each student will be expected to complete the admissions requirements of the School of Graduate Studies and be provisionally accepted into the program before registering for any graduate courses. (Formal acceptance will be granted upon receipt of a transcript verifying successful completion of the undergraduate degree program.)

For more information, please contact Elaine R. Green, Ed.D., Program Coordinator, 215.248.7172 green@chc.edu

The Chestnut Hill College **Kirby Program**, named for Mary Xavier Kirby, SSJ, the fourth president of Chestnut Hill College, is specifically designed to assist women and men of non-traditional age who are returning to college or who are beginning their degree program.
CONTACT INFORMATION
School of Undergraduate Studies
For more information about academics, visitation dates or to schedule a tour of the campus, contact Chestnut Hill College Admissions, 9601 Germantown Avenue, Philadelphia, PA, 19118. Telephone: 800.248.0052 (out-of-state) 215.248.7001 (in-state). Fax: 215.248.7082, E-mail: chcapply@chc.edu or Web site: www.chc.edu

School of Continuing Studies, ACCELERATED Degree Program
The School of Continuing Studies, ACCELERATED Degree Program, designed for working women and men, offers early morning, evening and weekend courses in six 8-week sessions per year. For information, contact the School of Continuing Studies, ACCELERATED Program, 9601 Germantown Avenue, Philadelphia, PA 19118. Telephone: 215.248.7063. Fax: 215.248.7065, E-mail: chcaadm@chc.edu or Web site: www.chc.edu

School of Graduate Studies
The School of Graduate Studies offers a variety of master’s degrees, certifications, and certificate programs in Instructional Technology, Clinical and Counseling Psychology, Education, Holistic Spirituality, and Administration of Human Services. The School of Graduate Studies also offers an APA-accredited doctoral degree in Psychology (Psy.D.). For information contact the School of Graduate Studies, 9601 Germantown Avenue, Philadelphia, PA 19118. Telephone: 215.248.7170. E-mail: graddiv@chc.edu or Web site: www.chc.edu
STUDENT LIFE AND SERVICES

Chestnut Hill College has the unique advantage of being an urban school in a suburban setting. The campus comprises 45 acres of trees, groves and buildings. The Chestnut Hill shopping area is less than a 10-minute walk from the campus.

The College and the city share a vibrant and varied cultural and social life. The local community supports an orchestra, the Woodmere Art Gallery, many smaller galleries, the renowned Morris Arboretum and the extensive greenery and open space of Fairmount Park. The varied shops and restaurants of Chestnut Hill attract visitors from throughout the region. Center City Philadelphia, with its many museums, historical places and award-winning restaurants, is easily reached by commuter train.

RESIDENCE LIFE
Chestnut Hill College is a residential campus with four campus residence halls: Fontbonne, Fournier, St. Joseph’s and New Hall. Housing options include singles, doubles, triples, and suites. First-year students are matched with roommates on the basis of common interests and are housed in Fontbonne and Fournier Halls.

Staffing each residence hall area is a Graduate Residence Coordinator, and several Resident Assistants - upper-class Chestnut Hill College students selected on the basis of their leadership and interpersonal skills. Throughout the academic year, the residence halls sponsor activities ranging from workshops and seminars to socials and intramural sports contests.

Resident students subscribe to the College meal plan. Commuter students may purchase food and beverages in the dining room. Meals are served cafeteria-style in a smoke-free environment.

Health Services
Chestnut Hill College Health Office is an integral part of the college community, providing care to students during illness, making recommendations for health maintenance and providing information on health related issues. The Health office is open daily during the week for consultation and treatment.

SPORTS AND FITNESS
Chestnut Hill College offers eight intercollegiate varsity sports for women and six intercollegiate varsity sports programs for men. The School of Undergraduate Studies is a NCAA Division II institution and competes in the Central Atlantic Collegiate Conference (CACC).

Fall
- Women’s soccer
- Men’s soccer
- Women’s tennis
- Women’s cross country
- Men’s cross country
- Women’s volleyball

Winter
- Women’s basketball
- Men’s basketball

Spring
- Women’s lacrosse
- Women’s softball
- Men’s tennis
- Women’s golf
- Men’s golf
- Baseball

The Physical Education Department offers programs in sports activities as well as programs to improve students’ level of fitness and well-being. The College’s facilities include Sorgenti Arena, an auxiliary gymnasium, an athletic training room, locker facilities, fitness room, swimming pool, tennis courts, playing fields, outdoor basketball, and outdoor volleyball courts.
STUDENT ACTIVITIES

All Chestnut Hill College School of Undergraduate Studies students are members of the Student Government Association, which elects a representative student government. Students also serve with Chestnut Hill faculty and administrators on numerous College committees in the areas of curriculum and student activities, among others.

The Chestnut Hill Activities Team (CHAT) is a student organization that plans on-campus activities and performances including comedy shows, concerts, guest speakers, movie nights, and game shows. The CHAT also arranges trips to Baltimore, New York, and other destinations.

Student Activities include academic interest groups, drama and music groups, cultural organizations, yearbook and newspaper staffs, and community action groups.

- African-American Society
- Asian-American Society
- Aurelian (yearbook)
- Biology Club
- Chamber Singers
- Community Service (volunteer branch of SGA)
- Education Club
- Environmental Club
- Fourth Estate (newspaper)
- Forum-Women’s Issues Club
- Griffin Club (student hospitality organization)
- GSA
- Hispanics in Action
- History Club
- Instrumental Ensemble
- Mask and Foil Drama Club
- Phi Beta Lambda (business society)
- Political Science Club
- MENC (Music Educators National Conference)
- MOCC (Mosaic of Cultural Club)
- Psychology Club
- Students for Peace and Justice

STUDENT SERVICES

The Office of Campus Ministry serves several functions: liturgical/spiritual activities including different styles of prayer groups, spiritual counseling, retreats, liturgy and services that celebrate, memorialize or bring all people together; community service activities with a wide range of ministries from young children to the elderly, The Ronald McDonald House, services to the poor, homeless and needy of our area, as well as working toward environmental and social issues; justice activities which include education, sharing knowledge, questions and advocacy toward justice and peace. Contact Mindy Welding, SSJ at 215.248.7095.

Office of Academic Advising provides students with help in subject areas. Contact Jackie deMarteleire at 215.248.7141, demarteleirej@chc.edu and Gale Carlin at 215.248.7199, carling@chc.edu

Foreign Language Resource Center offers resources such as individual tutoring, Internet, tapes, and computer programs. Contact Ruth O’neill, SSJ at 215.242.7951, oneillr@chc.edu.

Math Center provides individual tutoring and student assistance using computer programs, videos, manipulatives and texts. Contact Joan Mickey. SSJ at 215.242.7088, mickeyj@chc.edu.

Writing Center offers consultation and assistance with academic writing; requests for tutoring, exclusive of foreign language and math, may be made here. Contact Barbara Bradley at 215.248.7114, babradle@chc.edu.
**Student Learning Services Center** offers techniques to maximize study time by learning effective and efficient college study strategies. Good study skills will help the student achieve his/her goals. Contact Bob Spratt at 215.248.7061, sprattr@chc.edu.

To make an appointment, please call the appropriate Center. The Centers are accessible during the Fall and Spring semesters as defined by the School of Undergraduate Studies Academic Calendar.

**Disability Policy.** Chestnut Hill College is committed to providing equal educational opportunities for qualified students. The College is in compliance with applicable federal and state laws. Disclosure of a disability is voluntary and confidential. To access services, students must submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Documentation must state the nature and duration of the disability and provide adequate information to support accommodations. Accommodations will be determined on a case-by-case basis. The College reserves the right to request additional information, if necessary, especially in cases where recertification of a disability is warranted.

Documentation should be submitted to Jackie deMarteleire, Director of Academic Advising, Saint Joseph Hall, Office #65, 215.248.7141, demarteleirej@chc.edu.

**Logue Library** houses 140,000 volumes on three floors of open stacks. In addition to the circulating materials, there are 550 periodicals and a reference collection in the Alumnae Reference Room on the main floor, as well as an extensive electronic research center. Among the electronic resources are ERIC, PsychINFO, Lexis-Nexis, ATLA, JSTOR, Ebscohost Elite, and Wilson OmniFile Mega. Students may access the catalog and electronic resources via the World Wide Web by using the following address: www.chc.edu/library. Passwords for databases are available to registered students in the library.

Along with a rare books collection that features British literary works and early Catholic liturgical music, Logue Library houses an Irish Collection specializing in Irish history and a Curriculum Library holding children’s literature and curriculum materials for grades K-12.

The main collection is classified according to the Library of Congress Classification System, while the Curriculum Library uses the Dewey Decimal System.

To borrow books or reserve materials all students MUST have a current Chestnut Hill College ID with a library bar code. Bar codes are obtained at the circulation desk.

**Library hours:**

- Monday to Thursday 8:00 a.m. to MIDNIGHT
- Friday 8:00 a.m. to 9:00 p.m.
- Saturday 9:00 a.m. to 5:00 p.m.
- Sunday 10 AM to MIDNIGHT

Library hours during the summer sessions and breaks are subject to change. They are posted on the library door, at the paging desk, and are announced on the library voice mail (215.248.7050 or 215.248.7055).

**The Office of Career Services** provides information and guidance on careers, professions, employment, and graduate school opportunities and also coordinates the College’s Experiential Education Program. The Office of Career Services offers programs and workshops on résumé writing, interviewing, job-search skills, and career fairs, and maintains a credential service for graduating students. The credential service forwards the student’s résumé and reference letters to potential employers or graduate/professional schools. Career Connections, an innovative mentoring program, links students with successful alumnae/i to learn more about potential professions and careers. Contact 215-248-7048, jobpost@chc.edu.

**The Experiential Education Program** provides opportunities for students to gain academic credit for real-world work experience, through internships and cooperative education. Additionally, in collaboration with faculty and community partners, students can participate in service-learning courses that put coursework into action through relevant volunteer service to the community. These experiences also serve as foundations for classroom discussion and synthesis of academic theory. These programs are monitored by the Assistant Director of Experiential Education. Contact Ryan Murphy at 215-248-7032, murphyr@chc.edu.

**The Office of International Student Services** advises international students and provides information on American academic procedures as well as U.S. immigration and visa requirements. Contact Anita Bruno, SSJ at 215-248-7166, albruno@chc.edu.
**Campus Security** Photo ID cards are available through Campus Security. In an effort to provide adequate security, all students must carry an ID. ID cards are non-transferable and, upon request, must be surrendered to authorized personnel, e.g., security officers in the performance of their duties. The ID card is required to take books out of the library, to use the computer center, to use the pool and fitness center, to participate in the meal plan, and obtain a parking permit. There is a fee to replace lost or damaged ID cards.

**Academic Computer Services** Academic Computer Center is located on the ground floor of Saint Joseph Hall. IBM-compatible PCs are available for student use on a walk-in basis during posted daytime and evening hours. Students may take advantage of major state-of-the-art software for purposes such as word processing, statistical analysis, graphics, desktop publication, database manipulation, web browsing over the Internet and e-mail. Laser printers are available for high quality printed work.

Academic Computer Services also maintains a software lending library from which students may borrow magazines, books, and educational software. Students may also sign out camcorders and tripods for various classes as needed. Several laptop computers are also available for students to borrow.

The Academic Computer Center also maintains three teaching labs, three for IBM-compatible PC’s and one primarily for Macintoshes. These four computer labs are available for classroom instruction ranging from computer software application basics to sophisticated programming languages, and are not generally available for use by students on a walk-in basis. The computer labs are also available for use by faculty for the integration of technology in education. The Devlin Video Production Suite in Martino Hall is an extension of the Computer Center and houses state-of-the-art video editing systems and a well-equipped television studio.

The Academic Computer Center is open to Chestnut Hill College students only. Matriculated students may receive a personal account on the College network, giving them an Internet e-mail address and access to the Internet from on campus. All students requesting personal accounts are required to agree to the College’s acceptable use policy and to the rules and policies regulating the use of College computer resources. The computer center hours which follow show the typical schedule during the fall and spring semesters:

<table>
<thead>
<tr>
<th>COMPUTER CENTER HOURS, 2007-8</th>
<th>St.Joseph/G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday through Thursday</td>
<td>9:00 a.m. to 11:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>9:00 a.m. to 5:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00 a.m. to 5:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>1:00 p.m. to 11:00 p.m.</td>
</tr>
</tbody>
</table>

Hours are subject to change due to holidays and other scheduling considerations. For the latest, most up-to-date lab schedule information as well as other questions regarding the Computer Center,
1. Call the main Academic Computer Services phone number (215-248-7195) or
2. Check the schedule posted at the door of the Academic Computer Center.
FINANCIAL INFORMATION

STUDENT ACCOUNTS OFFICE
Students may make payments on their account and receive information about their account in the Student Accounts Office, located on the first floor of St. Joseph Hall. The Student Accounts Office hours are:

- Monday: 9:00 a.m. to 5:00 p.m.
- Tuesday: 9:00 a.m. to 7:00 p.m.
- Wednesday: 9:00 a.m. to 7:00 p.m.
- Thursday: 9:00 a.m. to 5:00 p.m.
- Friday: 9:00 a.m. to 4:00 p.m.

Students may also contact the office by phone Monday through Friday or by email at any time.

Student Accounts Office 215.248.7116
accounts@chc.edu

PAYMENT OF BILLS
By act of registration, students accept responsibility to pay the charge for the entire semester, regardless of the method or source of payment. In general, all monies due to Chestnut Hill College for a specific semester must be paid according to the following schedule:

<table>
<thead>
<tr>
<th>Payment Due Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>August 1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>January 1</td>
</tr>
<tr>
<td>Summer</td>
<td>First Day of Class</td>
</tr>
</tbody>
</table>

Chestnut Hill College accepts cash, check, money order, Visa, MasterCard and Discover AMEX as forms of payment. Payments may be mailed to:

Chestnut Hill College
P.O. BOX 8500 #9986
Philadelphia, PA 19178-9986

Please include the student ID number on all payments.

All students who have not fully satisfied their tuition and fees by the stated due date, including those who have applied for financial aid which has not as yet been credited to their account, are asked to complete a Student Financial Responsibility Agreement. This agreement defines various payment options that may be used by the students to settle their full balance in a timely manner.

Chestnut Hill College offers an interest free Monthly Payment Plan (MPP); there is a $65 enrollment fee for the MPP. Students may pay their combined Fall and Spring balances in twelve or nine monthly installments due July 15th through March 15th of the following year. More information about the MPP is available in the Student Accounts Office. Failure to make a payment on schedule will result in the total balance becoming due immediately with a service charge of 1.5% of the outstanding balance added per month.

Important: Students who do not pay or make suitable payment arrangements for their semester bill will be placed on Business Hold and will not be allowed to attend class until payment or arrangements have been made at the Student Accounts Office. A late payment fee and/or a service charge will be charged for all past due accounts.
The College reserves the right to withhold registration materials, transcripts, diplomas and all other information regarding the record of any student who is in arrears in the payment of tuition, fees or any other amounts due the College. A student may be dismissed from the College for continued delinquency of financial obligations. Unpaid bills will be turned over to a collection agency. Collection costs and/or finance charges must be paid by the student in addition to the unpaid amount before the College can release information as described in the preceding paragraph.

BUSINESS HOLD
Students with delinquent accounts are placed on business hold and are prevented from registering for future classes and receiving information about their record until they have made satisfactory arrangements to pay their accounts. Students placed on business hold should contact the Student Accounts Office immediately to pay their remaining balance. A student may be placed on business hold at:

1. **Beginning of Semester** — For failure to make payment in full or to make satisfactory arrangements to pay the semester bill. Students in this category cannot obtain their room key, dining hall pass or attend classes until the Student Accounts Office approves their financial arrangements for the semester.

2. **During Semester** — For failure to make payment and/or for defaulted or late payment on terms arranged at the beginning of the semester. Students in this category cannot register for the following semester, participate in the residence hall room lottery, receive grades or transcripts and may be prevented from taking tests, attending classes or graduate. Students should contact the Student Accounts Office immediately if they have not met their financial obligation as agreed upon at the beginning of the semester.

Students will be removed from business hold only when their bill is paid or addressed in a satisfactory manner as approved by the Student Accounts Office.

IDENTIFICATION CARDS
A validated ID card shows that the student is enrolled in the current semester and that she has paid or made satisfactory arrangements to pay her semester’s bill. Valid ID cards are required to use dining services, obtain residence hall room key, use library services, use computer center services, obtain parking permits and attend classes.

CHARGES TO STUDENTS
Tuition
The tuition amount remains uniform for all students in the School of Undergraduate Studies, regardless of the major or minor being pursued.

- **Full-Time Tuition 2007-08 Year**
  - 24,900 annually
  - $12,450 per semester

A student is full-time if he/she is enrolled for twelve or more credit hours for any semester. The full-time tuition charge remains the same for all full-time students enrolled in 12 credits to 18 credits. If a student is enrolled in nineteen or more credit hours during a semester an overload charge of $500 per each credit hour over eighteen will be assessed.

- **Part-Time Tuition 2007-08 Year**
  - $530 per credit hour enrolled

A student is part-time if he/she is enrolled for less than twelve credit hours for any semester.

Residential Living Charge
Chestnut Hill College offers several options for residential living. All options include a meal plan of nineteen meals per week during the academic year (excluding breaks, holidays, etc.). Prices vary by type of room and residence hall location. More information regarding the room types and residential living is available from the Director of Residence Life.

- Double Room options w/Board Plan
  - $8,165 - $9,000 annually
  - $4,083.00 - $4,500.00 per semester

- Single Room options w/Board Plan
  - $8,605 – $9,050 annually
  - $4,303.50 – 4,525.00 per semester

- Triple Room options w/Board Plan
  - $7,050 - $7,950 annually
$3,665.00 - $4,13500 per semester

Students living in the Residential Halls must have a validated ID card to obtain keys.

   Room Key Deposit \textit{(deposit refunded when key is returned)} $25.00 per key

\textbf{FEES}

\textbf{Effective Fall 2007, comprehensive and course fees, with the exception of those listed below, are included in the Tuition.}

\begin{itemize}
  \item Private Music Lessons \hspace{1cm} $400 per semester
  \item Challenge Exam \hspace{1cm} $195 per credit
\end{itemize}

\textbf{PARKING PERMIT}

\textbf{Effective Fall 2007, first year students are not permitted to have a vehicle on campus.}

All eligible undergraduate students attending classes, workshops, seminars, and special sessions are required to display a valid parking permit while parking on the campus of Chestnut Hill College. Each parking permit runs from September 1 through August 31 of the following year. A parking permit does not guarantee a parking space on campus, but it does permit students to park in authorized areas on a first-come, first-served basis.

\textbf{The Parking Permit is available to eligible undergraduate students at no cost.}

Permits are available at the Information Desk located in the foyer of Fournier Hall. Simply provide a completed Vehicle Registration Form and show your validated ID card to obtain your permit. You will be provided with a parking brochure along with your permit sticker.

Students are responsible to be aware of and comply with all parking policies and procedures as reflected in the parking brochure. Students are responsible for any and all fines that result from parking in an unauthorized area, as defined by the parking brochure, or from not displaying or obtaining a parking permit.

The College reserves the right to withhold registration materials, transcripts, diplomas, and all other information regarding the record of any student who is in arrears in the payment of tuition, fees, or any other amounts due the College. This includes unpaid parking fines.

\textbf{HEALTH INSURANCE ($300.00) (only if not covered by another policy)}

Each undergraduate student is covered by an accident insurance policy. The cost of this policy is included in the tuition. Chestnut Hill College also requires that all full-time students be covered by health insurance. The College has made arrangements for a health insurance plan for all students in the School of Undergraduate Studies who do not provide proof of coverage under any health insurance policy. The College will charge each student’s account for the cost of the Chestnut Hill College health insurance plan provided, unless the student is covered under another plan.

There is an online waiver process which students must complete to avoid this charge. Please access the Student Health Plan at \url{www.BollingerInsurance.com/ chestnuthill}. The insurance waiver process is also explained on the CHC website under Student Account, or by contacting the Student Accounts Office at 215-248-7116 or Accounts@chc.edu.

\textbf{OTHER CHARGES}

\begin{itemize}
  \item Returned (NSF) Check Charge \hspace{1cm} $30 per occurrence
  \item Late Payment Charge \textit{(automatically charged to student account)}
  \hspace{1cm} if semester bill is not paid by the payment due date) \hspace{1cm} 1.5\% of balance
  \item Deferred Payment Plan Enrollment Fee \hspace{1cm} $65
  \item Late Payment for Deferred Plan \hspace{1cm} $15
\end{itemize}
Late Registration *(Changes to roster after drop/add date)* $ 35 each time

New Student Application Fee $ 35 one time only

Graduation Fee *(charged in last semester, does not include cap and gown)* $200 one time only

Transcript Fee $5.00 per transcript for one or for the first ordered, $2.00 for additional transcripts ordered at the same time

Mailbox key deposit *(Deposit refunded when key is returned)* $ 25 per key(TBD)

ENROLLMENT and ROOM RESERVATION DEPOSITS
When accepted, all new students are required to make an enrollment deposit. The enrollment deposit reserves the new student’s place for the upcoming academic year. Enrollment deposits will be refunded if the new student notifies the Admissions Office in writing by May 1st that he/she intends to withdraw from the upcoming year; after May 1st, the deposit is non-refundable. The enrollment deposit is applied to the student’s account during the first semester of enrollment. Students planning to attend full-time should submit a $300 enrollment deposit. Students planning to reside in Chestnut Hill College’s residence halls are required to send an additional $200 non-refundable room reservation deposit, for a total of $500. Part-time students should submit a $35 enrollment deposit.

ROOM DAMAGE DEPOSIT
Students residing in the College’s residence halls are charged a $250 room damage deposit in the first semester in College housing. The deposit will be refunded, less any charges for damages to their room or residence hall common areas, when they move out of College housing. Contact the Director of Residence Life for more information on damage charges.

REFUND POLICY
Full-time students who officially withdraw from classes at the College (see Withdrawal Procedures in Academic Section) are eligible for refunds of tuition and room charges as indicated in the schedule below. Only the portion of the residential living charge associated with board costs is refundable. Fees, parking permit, health insurance and other charges are non-refundable after the first day of classes. Students who withdraw from the College may also have to return a portion of the Federal Financial (Title IV) Aid they received. See Return of Financial Aid Policy in the Financial Aid Section that follows. For purposes of calculating refunds, the calendar week begins as of the first scheduled class time of each session. For more information on the Refund Policy contact the Student Accounts Office at 215.248.7116.

- Prior to the first day of classes 100% refund
- Within the first calendar week 80% refund
- Within the second calendar week 60% refund
- Within the third calendar week 40% refund
- Weeks thereafter No refund

Part-time students who withdraw from an individual course after the drop/add date and full-time students who drop to part-time status by dropping or withdrawing from a course after the drop/add date will not be eligible for any refund.

FINANCIAL AID
Although the primary responsibility for meeting your college costs rests with you and your family, the Financial Aid Office can help you come up with a financial strategy that will make your degree from Chestnut Hill College affordable. The Financial Aid Office will develop a personalized financial aid package that will offer assistance with your educational expenses. Your financial aid package may consist of grants, scholarships, loans and student employment. With a combination of financial aid from federal, state, and institutional sources, we hope to help you take advantage of Chestnut Hill College’s high quality academic experience.

The professional staff in the Financial Aid office is ready to assist you with the financial aid process. Please feel free to call us at 215.248.7182 or stop by the office if you have any questions or concerns regarding your financial aid. The Financial Aid Office is located on the first floor of St. Joseph Hall. The Financial Aid Office is open to students during the following hours:

- Monday  9:00 a.m. to 5:00 p.m.
- Tuesday  9:00 a.m. to 7:00 p.m.
Applying for Financial Aid
Applying for financial aid is easy at Chestnut Hill College. The process is simple, as long as you know the steps to take and the deadlines to meet. Students interested in applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA) each academic year, by April 15. You can submit the FAFSA by completing a paper FAFSA, FAFSA Renewal Application or through the Internet by using FAFSA on the web (www.fafsa.ed.gov). Make sure you indicate Chestnut Hill College’s federal school code (003245) on the FAFSA to ensure proper disclosure of your FAFSA information to the Financial Aid Office.

Types of Financial Aid Available at Chestnut Hill College
Grants — This is money given to a student to supplement their educational costs that does not have to be paid back. Grants are usually determined based on demonstrated financial need.

Scholarships — Another form of a grant is often referred to as a scholarship. Scholarships are usually awarded on a competitive basis and reflect academic achievement.

Loans — This is money borrowed by a student (Stafford Loan) or parent (PLUS Loan) to help pay for educational expenses. Like any other loan, it’s an obligation that must be repaid with interest over a period of time.

Student Employment — The Federal College Work-Study program provides jobs for students with financial need. It allows a student to earn money to help pay for educational related expenses. The money that a student earns will be paid directly to them via a bi-weekly paycheck throughout the academic year, as it is earned. Since the Federal Work-Study Grant is an earning potential, it should not be deducted from the tuition invoice.

Sources of Financial Aid Available at Chestnut Hill College

State — Pennsylvania Higher Education Assistance Authority (PHEAA) sponsors a need based state grant program for undergraduate Pennsylvania residents who will be enrolled at least half time. No separate application is required. Pennsylvania residents who complete the FAFSA will automatically have their FAFSA information forwarded to PHEAA for determination of award eligibility. Some students from outside of Pennsylvania may receive funds from their state scholarship programs that can be used at CHC. Students living in the following states may use their state scholarship at Chestnut Hill College: Connecticut, Delaware, District of Columbia, Maine Massachusetts, New Hampshire, Ohio, Rhode Island, Vermont and West Virginia.

Private — Many private and local organizations have grants and scholarships available to students who meet certain criteria. We encourage all students to perform their own scholarship search. The library is an excellent source for information on scholarships. The Internet has also become a good place to search for additional funding to help with educational costs. Any outside scholarship that a student receives must be reported to the Financial Aid Office.

Chestnut Hill College Institutional Monies
Chestnut Hill College Grant — Awarded to full-time students by the Financial Aid Officer based on demonstrated financial need, as determined by the FAFSA.

Chestnut Hill College Scholarship and Chestnut Hill College Award — Offered to students based on several factors that may include transcripts, SAT scores and extracurricular activities. The Chestnut Hill College Admissions Office administers these programs and determines recipients and award levels.
Endowed Scholarships – Thanks to the generosity of alumnae/i and other donors, Chestnut Hill College offers over thirty full- and partial-tuition scholarships. Each scholarship is renewable annually based on specific criteria. Following is a listing of named scholarship opportunities for incoming students.

**ENDOWED SCHOLARSHIPS**

- **THE REV. D.E. McDermott Scholarship**, established in 1926, provides partial tuition.
- **THE MOUNT ST. JOSEPH ACADEMY ALUMNAE MEMORIAL GRANT**, founded in 1928 by the alumnae of Mount St. Joseph Academy, provides partial tuition for up to four years and is available to a graduate of the Academy.
- **THE MURTHA P. QUINN SCHOLARSHIP**, established in 1941 through the bequest of Mr. Quinn, a member of the College’s advisory council from 1924 to 1940, provides partial tuition for up to four years.
- **THE HELEN CAMPBELL MEMORIAL SCHOLARSHIP**, founded in 1943 through the bequest of Mrs. Charlotte R. Campbell in memory of her daughter, is open to Catholic graduates of the high schools of the Archdiocese of Newark (NJ). The scholarship provides partial tuition for up to four years.
- **THE COUNTESS KATHERINE E. PRICE SCHOLARSHIP**, founded in 1957 by the trustees of the Lucien B. and Katherine E. Price Foundation, is open to a graduate of Bethlehem (PA) Catholic High School and provides full tuition for up to four years to students who demonstrate financial need and superior academic ability.
- **THE CLASS OF 1944 SCHOLARSHIP**, founded in 1969 in memory of the faculty of Chestnut Hill College from 1940 to 1944, provides partial tuition for up to four years.
- **THE 50TH ANNIVERSARY CHC GOLDEN JUBILEE SCHOLARSHIP**, established in 1974, provides partial tuition for up to four years.
- **THE SUSAN H. DUNLEAVY MEMORIAL SCHOLARSHIP**, founded in 1978 by her parents, Francis J. and Albina H. Dunleavy, provides partial tuition for up to four years.
- **THE JOHN CHARLES AND KATHRYN S. REDMOND SCHOLARSHIPS**, established in 1980, provide full tuition, room, and board for up to four years to middle-income students from the mid-Atlantic region.
- **THE 60TH ANNIVERSARY CHC SCHOLARSHIPS**, established in 1984, provide partial tuition for up to four years.
- **THE F. DOROTHY HEPP ’47 SCHOLARSHIP**, established in 1988 by the Estate of Florence Dorothy Hepp for daughters of police or other law enforcement officers, is awarded on the basis of academic ability and demonstrated financial need. It provides full tuition for up to four years.
- **THE ST. MARY’S ACADEMY MEMORIAL SCHOLARSHIP**, established in 1988 by graduates of the academy, provides partial tuition for up to four years.
- **THE GERTRUDE CLEARY HARTNETT ’39 SCHOLARSHIP**, established in 1989, provides partial tuition for up to four years.
- **THE BERNICE F. HILINSKI ’44 MEMORIAL SCHOLARSHIP**, established in 1990 by her husband, Chester C. Hilinski, Esq., provides full tuition, room, and board for up to four years.
- **THE MARGARET WAY HOFFNER ’50 MEMORIAL SCHOLARSHIP**, established in 1990 by her husband, E.T. Hoffiner, provides full tuition for up to four years to a student from an urban environment who demonstrates financial need and superior academic ability.
- **THE SISTER PATRICK MARIE FLOOD, SSJ SCHOLARSHIP**, established in 1992 by alumnae and friends, provides partial tuition for a chemistry major for up to four years.
- **THE SISTER MATTHEW ANITA MacDONALD ’60 SCHOLARSHIP**, established in 1992 by alumnae and friends, provides full tuition for up to four years to a student majoring in the humanities and is awarded based on academic ability.
THE CHESTNUT HILL COLLEGE SCHOLARSHIP IN HONOR OF THE SISTERS OF ST. JOSEPH, established in 1993 by grateful alumnae and friends, provides partial tuition for up to four years to students who demonstrate superior academic ability, leadership, and commitment to their community.

THE NANCY AND J. HUGH DEVLIN SCHOLARSHIPS, established in 1994, provide full tuition, room, and board for up to four years to young women with demonstrated financial need who are members of Holy Name Parish, Camden, NJ.

THE GEORGE J. HARTNETT, JR. SCHOLARSHIP, established in 1994, provides partial tuition for up to four years.

THE SISTER CATHERINE McDONALD, SSJ MEMORIAL SCHOLARSHIP, established in 1995, provides partial tuition to a student in the Kirby Program. The award may be renewed.

THE TERESA “CHI-CHI” LUCIANO SCHOLARSHIP, established in 1995 by her husband, John, provides full tuition for up to four years to a student with demonstrated financial need minoring in Fine Arts. Special consideration will be given to art history or art studio minors.

THE MARGARET LEA WEBB ’57 SCHOLARSHIP, established in 1996 through a bequest from Miss Webb, provides a $2,500 partial-tuition scholarship for an entering first-year student who is a resident of Cape May or Mercer Counties (NJ).

THE SISTER ANNE WINIFRED REHMUS, SSJ SCHOLARSHIP, established in 1997 through a bequest, provides partial tuition for up to four years to a student minoring in the Fine Arts, with special consideration given to music minors.

THE RITA M. TOFINI ’38 SCHOLARSHIPS, established in 1998 through a bequest from Miss Tofini, provide partial tuition for up to four years for students planning to pursue careers in medicine.

THE SUSAN AND VINCENT LAMBERT MEMORIAL SCHOLARSHIP, established in 1998 by their family, provides partial tuition for a student for up to four years. This scholarship is awarded to a student from the city of Philadelphia, PA.

THE MARIE C. KEEGAN ’63 MEMORIAL SCHOLARSHIP, established in 1999 by her friends and family, provides full tuition for up to four years for a student with superior academic ability majoring in Psychology or Elementary Education. Recipients must be from Ocean or Monmouth Counties (NJ).

THE PAUL AND THERESE JUNGBLUT MEMORIAL SCHOLARSHIP, established in 2000 by their daughter, Beatrice T. Jungblut Dante ’56, provides full-tuition for up to four years to a young woman with superior academic ability majoring in the natural sciences.

THE CLASS OF 1950 SCHOLARSHIP, established by the class on the occasion of the 50th anniversary of their graduation from Chestnut Hill College, provides partial tuition for an academically talented student.

THE CAROLYN STEMMLER ’49 SCHOLARSHIPS, established in 2000 by Miss Stemmler, provide full tuition for up to four years to students with superior academic ability and demonstrated financial need.

ENDOWED SCHOLARSHIPS FOR RETURNING STUDENTS

THE ALMA DEA MORANI, M.D. SCHOLARSHIP, established in 1984, provides partial tuition for a full-time undergraduate woman who has completed her sophomore year and is enrolled for four years in a pre-medical or science major.

THE SISTER PAUL DANIEL OESTERLE BIOLOGY-BOTANY AWARD, established in 1984, provides partial tuition to a first-semester senior biology major based on her cumulative grade point average and evidence of the successful completion of at least one course in botany.

THE SISTER EVA MARIA LYNCH SCHOLARSHIP, established in 1986 by alumnae, friends, and family, provides partial tuition to a junior or senior biology major and may be renewed.

THE EMMA PUKAS ’88 MEMORIAL SCHOLARSHIP, established in 1991 by friends and family, provides partial tuition for a junior or senior majoring in biology, biochemistry, chemistry, or molecular biology.
• **THE W.W. SMITH CHARITABLE TRUST SCHOLARSHIPS,** provide partial tuition and are open annually to full-time students who meet College-defined need and academic merit guidelines. Availability depends on funding from the Trust.

• **THE DR. JACQUELINE MAIORELLO MAURO ’50 GRANT,** established in 1976, provides financial assistance with first-year medical school expenses and is open to a full-time senior who has been accepted by a medical college.

• **THE DR. JOSEPH and SARA DONNELLY MEMORIAL SCHOLARSHIP,** established in 2000 by their daughter, Sally Donnelly, provides partial tuition to a junior or senior majoring in science and planning to pursue a health-related career. Preferences for awarding this scholarship will be given first, to a graduate of Mount St. Joseph Academy, Flourtown, PA; or second, to a graduate of a Philadelphia Archdiocesan High School.

**RETURN OF UNEARNED FEDERAL FINANCIAL AID (TITLE IV REFUND)**

A student who received federal Title IV financial aid, as defined previously, and who withdraws from all classes at Chestnut Hill College, will be required to return some or all of the federal Title IV funds. The amount of federal financial aid to be returned will be the largest amount as determined by using the Federal Refund Policy (except for first-time students who use the Pro-Rata Refund Policy which follows), which is calculated by dividing the total Title IV funds (less work-study earnings) by the student’s total aid package and applying this fraction to the Chestnut Hill College refund. The resulting amount is the amount of funds to be returned to the Title IV programs. The Pro Rata Refund Policy is used only for the first-time students withdrawing before 60% of the term is completed. Charges are pro-rated depending on the student’s date of withdrawal.

Returning money to the Title IV programs will be made in the following order: 1) Federal Unsubsidized Stafford Loan, 2) Federal Subsidized Stafford Loan, 3) Federal PLUS Loan, 4) Federal Perkins Loan, 5) Federal Pell Grant, 6) Federal SEOG, 7) Other Title IV programs, 8) Other federal sources of aid, 9) Other state, private or institutional aid, and 10) the student.

**ACADEMIC PROGRESS POLICY FOR CONTINUATION OF FINANCIAL AID**

To be eligible for Federal and Institutional financial aid, a student must make satisfactory academic progress each year. This means that a student must complete a certain number of credits each year and maintain a minimum cumulative Grade Point Average (GPA) after completing a total of 30 college credits. This policy ensures the student’s intention of completing his or her program of study and moving toward the goal of graduation.

**Standards of Academic Progress**

In order to continue to receive Federal and Institutional financial aid, all students must successfully complete 66% of all credits attempted. In addition, all students are required to maintain a minimum cumulative GPA. See chart below:

<table>
<thead>
<tr>
<th>CREDITS EARNED</th>
<th>REQUIRED CULULATIVE GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-59</td>
<td>1.75</td>
</tr>
<tr>
<td>60 AND UP</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Maximum Time Frame**

The maximum time frame for completion of undergraduate programs cannot exceed 150% of the published program length for a full-time student. For undergraduate students, the minimum credits needed for graduation is 120. Therefore, a student would have a maximum time frame of 180 attempted credits to complete the program before the student would lose eligibility for financial aid.

**Measurement of Progress**

Academic progress for each student will be measured at the end of each academic year. If a student does not meet the satisfactory standards of academic progress, she will be notified in writing regarding the cancellation of financial aid funding.

**Appeals**

Appeals may be based on extenuating circumstances. The student must be able to demonstrate that the extenuating circumstance had a direct impact on the student’s academic performance. The student must put the request in writing and submit it to the Director of Financial Aid. The student may be asked to provide supporting documentation of the situation.

If an appeal is approved, an academic waiver will be granted. This will allow the student’s financial aid to be reinstated for one academic year only (except the PHEAA state grant). The student must comply with any and all conditions attached to the waiver of the academic policy.

**Standards of Academic Progress for the PHEAA State Grant program**
Pennsylvania Higher Education Assistance Authority (PHEAA) requires recipients of the PHEAA state grant to complete a minimum of 24 credits for every two semesters of full-time grant assistance received or a minimum of 12 credits for every two semesters of half-time grant assistance received. No academic waivers will be granted for the PHEAA state grant program by Chestnut Hill College. A student may appeal directly to PHEAA concerning extenuating circumstances.
ACADEMIC PROGRAM
Chestnut Hill College awards the degrees of Associate of Arts, Bachelor of Arts and Bachelor of Science to students who satisfactorily complete all requirements of the curriculum. As a liberal arts college, Chestnut Hill College offers a curriculum that encourages individual responsibility within a flexible framework. The course of study provides the student with a broad background in the fine arts and humanities, knowledge of science, a keen awareness of today’s social issues, and an in-depth study in a major as well as opportunities for study in a minor field. Generally, students are expected to complete eight full semesters during which time they have the opportunity to participate fully in the academic and social life of the College.

CORE CURRICULUM
Chestnut Hill College’s Core Curriculum, approved by faculty in 1999, is designed to provide students with a meaningful education that is rooted in Chestnut Hill College’s Mission. Steeped in the liberal arts, the curriculum recognizes the impact of the information-age revolution, and addresses career demands of the twenty-first century. The Core Curriculum consists of Fundamental Requirements, Ways of Knowing perspectives, proficiencies, and free electives. In addition, students fulfill all of the requirements specified in a major program of study.

FUNDAMENTAL REQUIREMENTS (18 credits)
All students must complete the following:

- **Core seminars:** These seminars are interdisciplinary and provide opportunities for experiential learning.

**ILA 101—Introduction to the Liberal Arts – usually taken in first year**
This course serves both as a second-level writing course and as an introduction to various disciplines within the Liberal Arts. The course helps students to develop the skills introduced in the first-level writing course, with a focus on research and the techniques associated with academic writing. While the course is offered in sections with unique emphases, the general writing requirements and grading policy are universal. ILA 101 takes advantage of our location in Philadelphia by using museums and other sites in the city as part of the overall course experience. Students are expected to make at least two (2) site visits during the semester. **ILA does not fulfill the writing intensive requirement. Prerequisite: English 101 or 105.**

**GS 201—Global Awareness Seminar – taken after the first year**
This course explores the economic, political, social, environmental, and cultural roots of global conflicts, the risk of catastrophic confrontations, and the potential of peaceful resolutions. Topics in this course vary depending on the expertise of the teaching faculty and the world situation. Students read world press and literature, are introduced to global theorists and scholars, and communicate with other students and organizations through global communications available through emerging technologies. Experiential learning is incorporated in the course. This includes a visit to the United Nations and a service project. **Prerequisite: Introduction to the Liberal Arts**

- **Writing (two courses)**
  - English 101, 105 or ISP 300
  - One course designated as Writing Intensive; this course may also fulfill a Way of Knowing, a course in the major or minor, or a free elective. Prerequisites for all Writing Intensive Courses: ENGU 101 or 105 and ILA.

- **Religious Studies (two courses) – Religious Studies 104, followed by a course at the 200 level**

- **Foreign Language** (one course minimum and intermediate proficiency OR two courses at intermediate level)

WAYS OF KNOWING
Focused on six perspectives (Historical, Literary, Artistic, Scientific, Behavioral, and Problem-Solving and Analysis), the Ways of Knowing component of the Core Curriculum is designed to introduce students to different learning methodologies and strategies for interpreting and understanding the world in which we live.

- A student may fulfill one Ways of Knowing category by virtue of Major course work. This applies whether the Ways of Knowing requirement is 1 or 2 courses. See each Major for particulars.

- A student may use no more than two courses with the same course prefix to fulfill additional Ways of Knowing perspectives.
Historical
Courses in this category will evoke an awareness of the development of human societies, examining their political, social, economic, and cultural evolution through the ages. (two courses)

Literary
Courses in this category may cover any of the literary genres and periods and teach students to perform literary/critical analysis of primary texts. (one course)

Artistic
Courses in this category will enable students to become aware of, experience, develop, analyze and/or interpret the products of the human imagination in the fine arts. (one course)

Scientific
Courses in this category will examine how scientific knowledge is obtained as well as the implications and applications of that knowledge. Emphasis is on how scientists perceive and attempt to understand the natural world. The science requirement is fulfilled by a minimum of seven credits in courses that must have laboratory experience. (two courses)

Behavioral
Courses in this category will provide students with an understanding of the psychological, sociological, economic, political and cultural dimensions of human behavior. (two courses)

Problem-Solving/Analytical
Courses in this category will focus primarily on developing skills in systematic analysis. Courses will provide students with the basic ability to reason with conceptual and/or quantitative data to assess the basic conceptual and/or statistical aspects of an argument. (one course)

PROFICIENCIES
Students are required to demonstrate established proficiency levels in computer literacy (approved Spring 2002), foreign language (approved Fall 2000), oral communication (implementation in process), and mathematics (approved Fall 2000).

Students who do not demonstrate proficiency in one or more of these areas will be required to follow a specified program until the proficiency level is achieved. Courses numbered lower than 100 will not apply to the credits required for graduation.

Free Electives
Free electives are those courses that are not used to fulfill any major or other Core Curriculum requirements. Free electives provide the student with a degree of flexibility in the curriculum. They may be used to pursue personal interests or a minor. The number of credits available for free electives is dependent upon the number of credits that are required by the major, the Ways of Knowing courses and the fundamental requirements.

Learning Strategies
The Learning Strategies course (LS 100) is a one-semester, three-credit course designed to meet a variety of reading and study skills needs, specifically the need to read and understand college level materials effectively. This course is required of any student who scores below predetermined levels on a standardized reading placement exam. The course is evaluated by a pre-test/post-test assessment using a standardized test and a course-specific assessment. Credits apply to students’ Financial Aid and GPA, but NOT towards the 120 credits for graduation.

FYI and Physical Education
Successful participation in the FYI program (1.5 credits), two semesters of Physical Education (2 credits), and a passing grade in a swim test are required for graduation for all students in the School of Undergraduate Studies. These credits are not included in the 120 credits required for graduation.

MAJOR STUDIES
Departments may require a maximum of fifteen courses in the major. Courses in the major above the 15 course limit may be counted as electives.

An Associate of Arts degree (A.A.) may be obtained in the following majors:

Accounting  Criminal Justice
Business Administration  French
A Bachelor of Arts degree (B.A.) may be obtained in the following majors:

- English Literature
- Political Science
- English Literature and Communications
- Psychology
- French
- Spanish
- History

A Bachelor of Music degree (B.M.) may be obtained in Music.

A Bachelor of Science degree (B.S.) may be obtained in the following majors:

- Accounting
- Biochemistry
- Biology
- Business Administration
- Chemistry
- Computer and Information Sciences
- Computer and Information Technology
- Communications and Technology
- Criminal Justice
- Environmental Sciences

- Education:
  - Early Childhood
  - Elementary
  - Forensic Sciences
  - Human Sciences
  - International Business, Language and Culture
  - Marketing
  - Molecular Biology
  - Music Education
  - Sociology

**Double Major** — Students are permitted to major in two disciplines if they maintain a cumulative GPA of 3.20 or better. Students who major in two disciplines need to fulfill the requirements of each department. General requirements need to be completed only once. To double major, the student needs the permission of the chairs of both departments and must submit a proposal to the Dean of the School of Undergraduate Studies for final approval. Forms for the double major may be obtained from the Director of Academic Advising.

**Individualized Major** — A student who desires an individualized major designs a program combining at least 2 disciplines, at least one of which is an existing major. An individualized major is not a double major. In consultation with a faculty advisor and with the support of the involved department chairs, the student prepares a program and submits it to the Dean of the School of Undergraduate Studies for approval. Criteria for acceptance include the coherence of the program, its rationale and the rigor of its curriculum.

- Application should be made by the second semester of the sophomore year or upon completion of 45 credit hours.
- The student must work with an academic advisor. With the support of the involved department chairs, the student and the advisor will develop a plan of study to be approved by the Dean of the School of Undergraduate Studies. Application forms will be available in the Office of the Director of Academic Advising.
- In order to be eligible, the student must have and maintain a cumulative GPA of 3.2.
- Requirements for the individualized major will include a minimum of 12 courses relevant to the area of study, with no more than 25% at the 100 level. This will include a Senior Seminar supervised by a department with an existing major determined by the student’s advisor and approved by the Dean of the School of Undergraduate Studies.
- Title of the major will be determined in consultation with the Dean of the School of Undergraduate Studies and the student’s advisor.

**MINOR STUDIES** — 18 credits or 6 courses

Students who wish to pursue a minor in any discipline must obtain a form from the Director of Academic Advising. This form should be taken to the chair of the department in which the student wishes to minor. Minor studies can be pursued in:

- Art History
- Art Studio
- Business Administration
- Biology
- Foreign Language
- French
- Information Management
- International Business
- Latin/Classical Civilization
In addition to departmental minors, **Interdisciplinary Minors** are available in the following areas of study. See Interdisciplinary Minors. Contact the Director of Academic Advising for complete information.

- Peace and Justice
- Women’s Studies
- Gerontology

### FIVE-YEAR PROGRAMS

Eligible students may pursue five year programs in which they earn the Bachelor’s degree and a Master’s degree and/or special certification. See the appropriate department pages in the catalog for more information.

**Computer Science and Information Technology**: B.S. in CIS or CIT and a Master’s degree in Applied Technology

**Education**: B.S./M.Ed. program in Elementary Education with dual certification in Elementary and Special Education

**Psychology**: B.A./M.S. in Counseling Psychology

### SPECIAL PROGRAMS

- **Certificate Programs**
  - PA State Certification
  - Montessori Specialization
  - International Studies Certificate
  - Religious Studies Certificate

- **Experiential Education**
  - The Experiential Education Program at Chestnut Hill College is housed in Career Services. The program is monitored by the Coordinator of Experiential Education. This program provides undergraduate students an opportunity to earn academic credit while gaining on-site practical experiences through either an internship or cooperative education. Each internship experience earns 3 credits, while co-op experiences earn 6 credits; a maximum of 6 experiential education credits are applicable to the degree.

  All Experiential Education experiences are recorded as pass/fail except in cases where departments require more than a work experience and wish to award a letter grade. In order to qualify for the program, the student must have completed 60 credits (at least one semester or 12 credits at Chestnut Hill College for transfer students), must be in satisfactory standing (a GPA of 2.5 in the major and 2.0 overall), have departmental approval, and meet the requirements of the employing organization. Students must apply to the coordinator of Experiential Education one semester prior to the anticipated experience and register for the experience during the registration period preceding the designated semester.

- **Cooperative Education** The School of Undergraduate Studies’ Cooperative Education Program enables students to explore the practical applications of their major area of study by working in salaried jobs in business, industry, or government. It is a full-time paid work experience, usually for 35-40 hours per week over a four to six month period. Usually no more than one additional three-credit course is taken while participating in Cooperative Education.

  - **Internships** An internship is a supervised work learning experience that takes place outside the classroom and preferably at an off-campus site. The intern commits to a minimum of 96 hours per semester. The internship may be a part of a full or part-time course load. It may be paid or volunteer. Internships are offered in both major and minor fields of study. Students in the School of Undergraduate Studies who engage in a summer internship:
    - May register for that internship in the fall semester following the internship as part of their load.
• Must register for and fulfill all the requirements for an internship according to policy.
• Must pay for any credits exceeding 36 in the academic year following the internship.
• Must report to the faculty member charged with internships in the department during the fall semester to earn credit.

**Study Abroad**
A GPA of 3.00 and approval of the Dean of the School of Undergraduate Studies allow an upper-class student to pursue organized study in a foreign country. The student must obtain written approval of the course of study from the Chair of the major department. In the case of an Individualized major, the student must obtain written approval from the Chairs of each department. In recent years, Chestnut Hill College students have studied in London, Paris, Rome, Madrid, Vienna, Salzburg, Dublin, Costa Rica, Guatemala, Nicaragua, and Mexico. (See Regent’s College, London, under COOPERATIVE PROGRAMS and Sorbonne, Paris.

The Foreign Language and Literature, English, Education and Art Departments also sponsor intersessions abroad during semester break. Students can earn two or three credits through these intersessions.

For more information about study abroad, contact the Director of Academic Advising.

**DUAL-DEGREE PROGRAMS**
- The College of Health Professions of Thomas Jefferson University cooperates with Chestnut Hill College in offering a dual-degree program leading to the Bachelor of Science in Biology or Chemistry and the Bachelor of Science in Medical Technology, Biotechnology, Cytotechnology, or Cytogenetic Technology. After four to six semesters at Chestnut Hill, students who meet established criteria will be admitted to upper division courses in the College of Health Professions at Thomas Jefferson University. The program may require summer study in addition to regular sessions. The College of Health Professions also offers a 12 month Post-baccalaureate Certificate Program for students who wish to complete their undergraduate degree in biology or chemistry entirely at Chestnut Hill College.

- The College of Podiatric Medicine of Temple University and Chestnut Hill College cooperate in providing a joint undergraduate professional program leading to the Bachelor of Science in Biology or Chemistry and to the degree of Doctor of Podiatric Medicine. After completion of 90 undergraduate credits at Chestnut Hill College, students who meet the criteria will be admitted to Temple University’s College of Podiatric Medicine. This program requires summer study in addition to the regular sessions.

**COOPERATIVE PROGRAMS**
- The cooperative agreement with LaSalle University enables full-time undergraduate students to take courses at LaSalle during the Fall and Spring semesters at no extra charge. Students receive full credit for these courses which are included in the grade-point average. Students need the permission of their academic adviser to take courses at LaSalle University and should register for these courses through the Chestnut Hill College Registrar. The Registrar’s office maintains a listing of current LaSalle University course offerings.

- The Sisters of St. Joseph Association of Colleges Student Exchange Program offers Chestnut Hill College students the opportunity to enrich their educational experience by studying for a semester or a year at one of seven other colleges founded and/or operated by the Sisters of St. Joseph: Avila College (Kansas City, MO); Elms College (Chicopee, MA); Fontbonne College (St. Louis, MO); Mount St. Mary’s College (Los Angeles, CA); Regis College (Weston, MA); The College of St. Catherine (St. Paul, MN); and The College of St. Rose (Albany, NY). Contact the Director of Academic Advising for information.

- Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) Cross Registration
  Chestnut Hill College full-time undergraduate matriculated student, paying full-time tuition may register for up to two undergraduate courses a year at any other SEPCHE member institution. The Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) includes Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy College, Holy Family University, Immaculata University, Neumann College, and Rosemont College.

  The Cross Registration program is designed to provide increased educational opportunities for students of any member institution. Through this program, students have the option to take courses that are not being offered at their home campus and to experience the varied and diverse resources on member campuses across the Delaware Valley.

  Students must have completed at least one year as a full-time student at their home campus before taking courses through the Cross Registration program. Courses may not be taken at a member institution if that course or its equivalent is offered at the home institution in the same semester. No tuition or fees will be charged by the host institution, except for special or extra fees that are part of the courses taken, such as LAB FEES. The Cross registration functions only in fall and spring semesters, and does not apply to accelerated or weekend courses, independent study, study abroad, tutorials,
internships, practicum field experience, student teaching, private music lessons, or per credit hour or graduate students. Contact the Registrar’s Office for more information.

Chestnut Hill College has an affiliation agreement with Regent’s College, London that provides students with an opportunity to study for a semester or summer session in London. In addition, Chestnut Hill College has the opportunity to offer short courses at Regent’s throughout the year. Information is available in the Office of the Director of Academic Advising.

To be eligible students must have completed at least 24 credits and must have a minimum GPA of 2.50. Deadlines for application are November 15 for the Spring semester and April 15 for the Fall semester. Information is available in the Office of the Director of Academic Advising.

ARTICULATION AGREEMENTS
Chestnut Hill College has curricular and transfer partnerships with several two-year institutions, including but not limited to Community College of Philadelphia, Delaware County Community College, Manor College, Montgomery County Community College and Salem Community College. Please call (215) 248-7001 for updates on transfer partnerships, and for detailed information about dual admissions, core-to-core transfer opportunities, and transfer scholarships.

HONORS
General Honors. Students graduate with honors if their final cumulative GPA is: 3.60, cum laude; 3.75, magna cum laude; 3.90, summa cum laude. The final average and corresponding honors are recorded on the student’s transcript.

Honor Societies.
Delta Epsilon Sigma, the national scholastic honor society for students of Catholic colleges and universities, established its Alpha Upsilon Chapter at Chestnut Hill in 1941. Eligibility for election to membership is limited to juniors and seniors with a cumulative grade point average of 3.5 or above who have earned fifty percent of the credits necessary for graduation. Nomination is limited to the top 20% of the class.

Kappa Gamma Pi is the national Catholic college graduate honor society. Membership, which is limited to no more than 10 percent of the graduating class, is based on scholarship, leadership and service. Nominees must have received honors (Dean’s List) for seven semesters. Members are selected in recognition of past accomplishments and also in anticipation of future service.

Alpha Lambda Delta is a national honor society that honors high scholastic achievement during the first year in college. The Chestnut Hill chapter of this society received national affiliation in 1993. Students with a GPA of 3.50 at the end of their first year are eligible for election.

Psi Chi, the national honor society in Psychology, is an affiliate of both the American Psychological Association and the American Psychological Society. Membership in the local chapter requires a major or minor in Psychology, a ranking in the top 35% of the class, a cumulative GPA of 3.2, a Psychology GPA of 3.5, Junior standing, and the completion of four or more Psychology courses.

Phi Alpha Theta, the international honor society in History, requires a GPA of 3.0 and a 3.1 average in History. Both majors and minors are eligible for nomination into the society upon completion of twelve credit hours of course work in History.

Kappa Delta Epsilon is an honorary professional society, the purpose of which is to promote the cause of Education by fostering a spirit of fellowship, high standards of scholastic attainment, and professional ideals among its members.

Alpha Sigma Lambda This National Honor Society recognizes adult students in higher education who have achieved academic excellence and leadership while fulfilling the many responsibilities of family, work and community services. In 1987, Chestnut Hill College received approval to establish a chapter (Epsilon Sigma). Potential inductees must be matriculated in Chestnut Hill College's School of Continuing Studies ACCELERATED Program or as Kirby students in the School of Undergraduate Studies and have a minimum of thirty graded semester hours. Members shall be selected only from the highest ten percent of the population and have a minimum GPA of 3.60 on a 4.00 scale.

The Alpha Lambda Adult Education Foundation The ASL foundation, created in 1983, is devoted to the advancement of scholarship. Applicants must be 24 years of age or older, be matriculating in a degree program and must have at least a 3.60 GPA on a 4.00 scale with thirty or more semester hours completed.
Sigma Tau Delta is the international honor society for students of English language and literature. Membership in the local chapter requires a major or minor in English or English and Communications, a ranking in the top 35% of the class, a GPA of 3.0 in English, completion of three semesters of coursework at Chestnut Hill College, and completion of two courses in English (not including ENGU 101).

Theta Alpha Kappa is the only national honor society serving the needs of those involved in the study of religion and/or theology at both baccalaureate and post-baccalaureate level of higher education. Honoring excellent in these academic fields is its primary purpose.

- **The SAINT CATHERINE MEDAL** is presented annually to one sophomore or junior student who represents the high ideals of a Catholic college education. Faculty members, staff, and students submit names of nominees. Of the nominees who apply, selection is based on evidence of leadership and service to Chestnut Hill College.

- **The Dorothea E. Fenton, ’28, Memorial Medal** is presented annually to a senior nominated by faculty, staff and students “in recognition of eager pursuit of all that pertains to the higher life of the spirit and gracious courtesy in the contacts of life.” The medal bears the inscription, “The fruit of the Spirit is charity.”

- **WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES** is open to graduating seniors with a cumulative GPA of 3.0. Applicants are evaluated according to scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to Chestnut Hill College, and potential for future achievement.

**Dean’s List**
The Dean’s List for full-time students (those taking a minimum of 12 credits that earn quality points) is published twice each academic year, following the Fall and Spring semesters. A GPA of 3.60 is required. The Dean’s List for part-time students is published once every September. To be eligible, part-time students must have completed a minimum of twelve credit hours during the preceding 12 months. The general average for the twelve months must be 3.60.

**Departmental Honors**
Sophomores of high scholastic standing (a cumulative average of 3.50 or higher) are invited by their major department to stand for Honors in their junior and senior years. The Departmental Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of senior year. (The beginning and completion of the Honors thesis for part-time students are determined on an individual basis.) All students who have successfully completed the Honors Program will be recognized with Honors in their major field at the annual Honors Convocation.

**Interdisciplinary Honors Program**
The program offers outstanding, motivated students an alternative to fulfilling requirements in the Core Curriculum. A three credit introductory course and three team-taught interdisciplinary seminars fulfill the writing, Ways of Knowing (except Science), ILA and GS requirements. IHP promotes liberal education by stressing interconnections among different fields of study and by challenging students and faculty alike to teach and to learn. Qualified and interested students may apply for the complete Interdisciplinary Honors Program or for a single Honors seminar; preference is given to students pursuing the complete program.

**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior mastery of subject matter, with evidence of independence and originality of thought</td>
</tr>
<tr>
<td>B</td>
<td>Good Above average mastery of subject matter</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory Acceptable mastery of subject matter</td>
</tr>
<tr>
<td>D</td>
<td>Low Passing Limited mastery of subject matter</td>
</tr>
<tr>
<td>F</td>
<td>Failure Deficiency in subject matter</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete Given only for serious reasons and with permission of the Dean of the School of Undergraduate Studies. Students must complete coursework within six weeks following the last examination of the semester.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal Given when students withdraw from course within the approved time period.</td>
</tr>
</tbody>
</table>
Withdrawal/Failure

Given when students withdraw after the approved time period.

- Plus and minus grades are also given.

Minimum Grade Requirement

The minimum grade requirements in courses required for a major (including those courses outside of the major department) is C-.

This policy applies to all courses taken by all students in the School of Undergraduate Studies from Fall 2007 forward.

INCOMPLETE GRADE POLICY

A student may request a grade of incomplete (“I”) from the professor of a given course. However, Incomplete grades are discouraged and are granted for serious reasons only (e.g., sickness requiring medical intervention and care, a death in the family, unexpected and unavoidable circumstances which preclude the completion of work on time). The granting of an “I” is left to the discretion of the professor in consultation with the Department Chair and the Director of Academic Advising. The following procedure must be observed:

1. The student approaches the professor to discuss the reasons for the request. Reasons for such a request must be serious and/or unforeseen, and cannot be remedied in another way within the time frame of the semester. Requests should normally be made prior to the last week of classes. Requests made after the last class or final exam will not be accepted or approved.

2. If the professor discerns that the reason(s) for the request is reasonable and justified, the professor and student discuss the requirements for the completion of the course including a time-line for the submission of required materials/assignments. The time-line must not exceed beyond 6 weeks after the final exam.

3. All Incomplete grades must be finalized before a student can participate in a course which is a continuation of the course for which the student has requested the Incomplete or which has as a prerequisite the course for which the student has requested the Incomplete.

4. The student then obtains a “Course Incomplete” form from the Director of Academic Advising. The student completes the form and then presents it to the professor for review and for his/her signature. After the professor signs the form the student then takes the form to the Department Chair for his/her signature and then returns the form to the Director of Academic Advising.

5. The Director of Academic Advising will sign the form, retain a copy and then return copies to the following individuals: 1) the faculty member; 2) the Department Chair; 3) the student requesting the Incomplete.

6. The Director of Academic Advising will then inform the Registrar of the confirmation of the Incomplete grade.

7. The student assumes full responsibility to make sure that all the requirements are fulfilled and submitted to the professor in a timely manner. If the work is not completed and submitted at the end of the work day (4:30 p.m.) designated by the professor, then the student will automatically receive a grade of “F”.

8. Ordinarily the maximum time frame for completion of incomplete work is 6 weeks after the final exam. The time line cannot be extended once it is agreed to and submitted to the Director of Academic Advising. For exceptional circumstances that are fully documented the deadline may be extended with written approval of the Dean of the School of Undergraduate Studies. To obtain this special approval the student must submit the reasons for the extension in writing to the Dean after having received approval from the Professor for the extension.

9. The professor will grade all the material and submit the grade to the Registrar three weeks into the Fall semester for Summer semester incomplete grades, three weeks into the Spring semester for Fall semester incomplete grades and at the end of the Summer II semester for Spring semester incomplete grades.

SCHOLASTIC STANDING

Determined by averaging the grades the student has received.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>
In order to graduate from Chestnut Hill College a student must have a minimum, cumulative GPA of 2.0 and a minimum GPA of 2.0 in the major. Certain majors may require a higher minimum cumulative GPA.

ACADEMIC WARNING
An Academic Warning serves as a caution to the student that she/he is in danger of not attaining the necessary cumulative GPA average (2.0) to graduate from Chestnut Hill College. The student may be placed on Academic Warning if his/her cumulative GPA falls below:

- 1.75 prior to the completion of 30 credit hours
- 2.00 prior to the completion of 60 credit hours

ACADEMIC PROBATION
A student is automatically placed on academic probation if his/her cumulative GPA falls below:

- 1.75 at the completion of 30 credit hours
- 2.00 at the completion of 60 credit hours

A Student who falls below the required GPA is also in danger of losing his/her financial aid. Refer to Financial Services.

ACADEMIC DISMISSAL
The student is expected to raise his/her level of performance after one semester of Academic Probation. The student placed on academic probation for a maximum of two consecutive semesters who fails to demonstrate the ability to achieve the minimum, cumulative GPA (2.0) will be dismissed from Chestnut Hill College.

GRADE APPEAL POLICY
A student who wishes to appeal a grade should proceed in the following steps. Keep a written record of the relevant dates.

NOTE: In cases where the appeal decision will determine whether or not the student may register for the next sequential course, the process may be expedited appropriately. In such cases, the student should arrange the schedule of deadlines with the appropriate Dean at the time of initiating the appeal.

1. The student should contact the instructor within thirty days (School of Undergraduate Studies and School of Graduate Studies) or ten days (School of Continuing Studies/ACCELERATED) after receiving the official grade report.
2. The student is encouraged to try to resolve the issue through conversation with the instructor who has given the grade.
3. If the issue cannot be resolved by conversation, the student may submit a written appeal to the instructor, along with any relevant materials (papers, tests, assignments, etc.), within ten days (School of Undergraduate Studies and School of Graduate Studies) or five days (School of Continuing Studies/ACCELERATED).
   The instructor should respond within one week of receiving the request with a written statement to the student detailing the reasons for the grade.
4. If the issue remains unresolved by the consultation with the instructor, the student may, within ten days (School of Undergraduate Studies and School of Graduate Studies) or five days (School of Continuing Studies/ACCELERATED) of receiving the instructor’s written response, appeal in writing to the chair of the appropriate department, stating the reasons for the disagreement and presenting evidence in support of the appeal.
   The chair will respond in writing within two weeks of receiving the written appeal. If the written appeal is received by the chair between June 1 and the beginning of the Fall semester, this deadline is postponed to September 15.
5. If the issue remains unresolved by the response of the chair, the student may, within ten days (School of Undergraduate Studies and School of Graduate Studies) or five days (School of Continuing Studies/ACCELERATED) of receiving the chair’s response, appeal in writing to the appropriate Dean.
6. The Dean will form an ad hoc committee to review the issue. This committee will consist of the Dean and three faculty members chosen in the best interest of the matter at hand. The ad hoc committee will convene as soon as possible. The appropriate Dean will forward all relevant materials to the ad hoc committee in sufficient time for them to be reviewed prior to the meeting. The student and the instructor will present their arguments before the ad hoc committee in one another’s presence and will both answer questions from the committee. The committee will then review the evidence in private and reach a decision.
7. The committee will immediately communicate its decision to the appropriate Dean, who will notify the student of this final decision in writing.
CREDIT LOAD
A student enrolled for 12 or more credits is a full-time student. A normal credit load is 15 credits. To enroll for more than 17 hours in a semester, the student must have a minimum GPA of 3.2 for the most recent full-time semester completed. In cases where the demands of a department’s schedule requires a student to enroll for more than 17 hours, an exception to the minimum GPA of 3.2 may be made. Please note that such an exception requires the permission of both the advisor and the Director of Academic Advising. Additional tuition, at the current per credit rate, will be charged for academic credits beyond 18.

A student on academic probation may not carry more than four courses or 13 academic credits.

CLASSIFICATION OF STUDENTS
Class level is determined by the number of credit hours earned by the student. For sophomore status, a student must have completed 24 credits; for junior status, 54; for senior status, 84.

TRANSFER CREDITS
Transfer students must take a total of forty-five (45) credits at Chestnut Hill College. A maximum of fifteen (15) credits from Advanced Placement, Challenge, or CLEP may be included among the 75 credits transferred to Chestnut Hill College.

• Ordinarily, students are required to take their last year (senior year) of course work at Chestnut Hill College; transfer credits are not accepted from community or two-year colleges once a student has achieved senior status (84 credits).

• Under ordinary circumstances, matriculating students are not permitted to take courses in the major field at other institutions. Exceptions are permitted for study abroad and for attendance at SSJ/CSJ Consortium Schools.

• Transfer credits, other than those earned at LaSalle University, may not be earned during the Fall and Spring semesters. Students who wish to take courses at other colleges or universities during the summer, and who wish to transfer credits, must have the courses approved by their academic advisor and the Dean of the School of Undergraduate Studies or the Director of Academic Advising. Transfer credit approval forms are available from the Director of Academic Advising. Upon completion of the course(s), an official transcript should be sent to the Registrar of Chestnut Hill College.

• Although transfer credits are added to the total number of credits earned, they are not included in the student’s cumulative GPA unless they are earned at LaSalle University or at a SEPCHE institution during the spring and fall semesters only.

• Credits earned while studying abroad are not included in the cumulative GPA except as part of an official program sponsored by the College.
  • Transfer credits will be awarded for those courses in which a grade of “C” or better has been earned.

PASS/FAIL
Students having earned at least 24 credits may take electives (up to 4 credits per semester) on a pass/fail basis. The total number may not exceed 18 credits. Electives are defined as any course not required for a major or minor or the core curriculum. The only pass/fail credits that may be counted towards a major or minor are those earned for fieldwork, internships or practica at the discretion of the department. Credits earned pass/fail count towards the 120 credits required for graduation, but are not calculated as part of the cumulative grade point-average

COURSES IN THE MAJOR
Courses in the major above the 15 course limit may be counted as electives. However no department may require more than 15 courses in the major.

AUDIT
Students with senior status may audit a course if enrollment permits.

ALTERNATIVE ASSESSMENT FORMS
There are several alternate ways by which matriculated, full-time students may earn credit for courses at Chestnut Hill College; namely, through challenge examinations and portfolio assessment. Application for each of these experiences must be made through the Office of the Director of Academic Advising and approved by the Dean of the School of Undergraduate Studies, after consultation with the department involved. The deadline for such application is the same as the deadline for dropping or adding
courses. An evaluation equivalent to a “B” is required for credit to be given for these alternative methods of assessment. A non-refundable fee equal to one-third the cost of the course is payable upon application.

1. Challenge Examinations
   A matriculated, full-time student who, by virtue of academic or professional background, can demonstrate mastery of certain courses without formal enrollment in such courses, may choose to challenge the course and obtain academic credit. A student may challenge up to 12 credits, but may not challenge a course previously failed. All challenge examinations must be completed prior to registration for the final fifteen credits required for the degree.

2. Portfolio Assessment
   A matriculated, full-time student may present, in a portfolio, a compilation of data organized in an approved format to demonstrate college-level knowledge sufficient to be awarded credit for a course in the current college catalog. A complete description of the process involved in proposing, fulfilling, and submitting a portfolio may be obtained in the Office of the Director of Academic Advising.

3. Advanced Placement
   Chestnut Hill College accepts Advanced Placement credits with a score of 3, 4, or 5. A student may receive up to 4 credits per exam, depending on the equivalent college course and contingent on departmental approval. A student may receive credit for a General Education or Elective course with a score of 3. A score of 4 or 5 may be applied to courses required for the major. The individual department will make all final decisions regarding the allocation of AP credits (See catalog pages for each Department). Departments may waive certain courses based on the AP score, but the student is responsible for the total required number of hours in the major and the General Education area. A maximum of 15 credits in AP, challenge, and CLEP combined will be accepted toward a Chestnut Hill College degree. These credits will also be included among those transferred into the College. Students must apply for transfer of these credits within their first semester at Chestnut Hill College.

CLASS ATTENDANCE
There is a relationship between the academic success of the student and his/her class attendance. The School of Undergraduate Studies expects its students to accept their responsibility to attend class regularly and promptly. An instructor may lower a student’s grade because of absences from class. It is the responsibility of the instructor to set forth in writing at the beginning of a course any special conditions regarding absence in the course. A student who finds it necessary to be absent from class should, if possible, inform the instructor in advance of the absence. If absences occur, it is the student’s responsibility to make up whatever work has been missed. Permission to make up laboratory assignments, studios, quizzes, and examinations may be granted at the discretion of the instructor. When an instructor determines that a student’s progress is being seriously impeded by excessive absences from class or by other difficulties, the instructor will refer the student to the Director of Academic Advising.

First-Year Students
To reinforce the importance of regular class attendance, and in the interest of maximizing success for students as they begin their college experience, first-year students are limited to as many absences as the class meets per week (one 3 hour class, two 75 minute classes, or three 50 minute classes). Faculty members have the right to reduce the number of excused absences at their discretion and this will be written into their syllabi. A first-year student who does not adhere to this policy will be referred to the Director of Academic Advising. Excessive absences may result in a reduced grade or failure in the course.

ATHLETIC ATTENDANCE POLICY
Recognizing the importance of regular class attendance and the contribution made by the student athletes, a special attendance policy has been established for student athletes. The Athletic Department will do everything possible to minimize a conflict with scheduled games and class times and the student should seek to schedule classes so there is minimal overlap with practice and scheduled games. When conflicts occur despite these efforts, the student who officially represents Chestnut Hill College in intercollegiate athletics may be excused from class for participation in athletic contests. A student athlete, in making the decision to miss class for a scheduled game, does so knowing that what is lost from the classroom experience cannot be retrieved, nor is it the responsibility of the professor to inform the student concerning what transpired. The student, however, should not be penalized for the absence beyond the lost classroom experience. These excused absences apply only to officially scheduled games and not to practice sessions. A student athlete may be excused from classes that conflict with scheduled contests under the following conditions:
1. The student is currently maintaining a cumulative GPA of 2.0 or above.
2. The student has demonstrated regular attendance outside of athletic events.
3. The student is accountable for all work missed and is responsible for obtaining all lecture notes, handouts, and assignments from another student in the class. The student is also responsible to make arrangements with faculty regarding missed tests, exams, presentations, etc.

4. If the student needs additional help with the work, she/he must obtain a tutor and be willing to commit a certain number of hours to tutoring. Tutors can be paid for their services by informing the Director of Academic Support Services and by abiding by the stipulations set forth in the Tutoring Handbook.

5. The student submits to each professor, during the first two weeks of classes, an Intercollegiate Athletic Release Form which informs his/her professor when he/she expects to be absent, arrive late or leave early for each class for each semester.

6. If a game is canceled or rescheduled during the semester the professor must be informed, in writing, immediately if the scheduled game conflicts with class time.

7. A student athlete may miss a maximum of 2 weeks of classes according to the following schedule:
   
   - Evening Classes (meeting once a week) 2 classes
   - 75 Minute Day Classes (meeting twice a week) 4 classes
   - 50 Minute Day Classes (meeting three times a week) 6 classes

   This agreement can be revoked under the following conditions:
   
   • In the judgment of the professor the student’s class performance and academic progress is being seriously jeopardized.
   • If a student receives a grade of “F” in any course or is placed on Academic Probation, the excused attendance policy is forfeited for the following semester.

   Exceptions to the above policy may have to be made during tournament games.

ATHLETE GPA POLICY

1. First year students must have a fall GPA of 1.75 or higher in order to play.

2. Any athlete who falls below the required GPA (1.75 or 2.0) in a given semester may request being put on provisional status. This appeal is made only under extenuating circumstances that do not include needs of the team. The athlete’s appeal must be accompanied by statements of support from the director of Athletics and/or the appropriate coach, the student’s advisor and all professors in whose classes she/he earned a grade of C- or lower in the previous semester.

3. The appeal letters will be reviewed by a committee consisting of the Director of Athletics, the Dean of the School of Undergraduate Studies, the Dean for Student Affairs and the Faculty Athletic Representative.

   In general, provisional status is not granted for consecutive semesters; this decision will rest with the committee who will consider the student’s situation and calculate the GPA required to achieve the 2.0.

SNOW CLOSING

Should weather or other circumstances force the cancellation of classes, an announcement will be made on KYW News Radio (AM 1060). The School of Undergraduate Studies snow number is 126 for day classes and 2126 for evening classes (beginning at 4:00 PM).

ACADEMIC ADVISING

Each student is assigned an academic advisor who must approve the student’s program of study. The advisor must approve all changes to be processed through the Registrar’s Office. The Office of Academic Advising is staffed by two full time academic advisors who are available to assist faculty advisors and students in all matters of academic advising. These advisors will consult with Department Chairs and Faculty Advisors in all matters as they assist students.

CLASS CANCELLATIONS AND RESTRICTIONS

The School of Undergraduate Studies reserves the right to cancel a class with insufficient enrollment and to restrict certain courses to special populations. A full-time, first-year student may not register for evening courses without the permission of his/her advisor.
UNDERGRADUATES IN GRADUATE COURSES
A student may begin graduate work in the School of Graduate Studies of the College while fulfilling the requirements for an undergraduate degree if the student’s academic performance and promise justify such action. Credits earned in excess of those required for the undergraduate degree may be offered toward an advanced degree. The student must have senior status, a GPA of 3.00, and permission of the department chair and Dean of the School of Graduate Studies. The combined number of graduate and undergraduate credits may not exceed 15 per semester. Registration is on a space-available basis; the student must comply with any required course sequencing and must fulfill all prerequisites.

Full-time undergraduates who register for both undergraduate and graduate courses pay no additional tuition or fees. Part-time undergraduates who register for graduate courses must pay the graduate tuition.

WITHDRAWAL/LEAVE OF ABSENCE
A student who wishes to withdraw from the School of Undergraduate Studies must notify the Dean of the School of Undergraduate Studies in writing of the decision to do so. Appropriate forms are available from the Dean of the School of Undergraduate Studies or Director of Academic Advising.

A student in good academic standing may interrupt his/her college program by requesting from the Dean of the School of Undergraduate Studies a leave of absence for one or two semesters. This allows the student to return to the School of Undergraduate Studies within one year. A student who does not return by the end of the leave of absence will be officially withdrawn from the School of Undergraduate Studies and must reapply for admission if he/she wishes to return. Appropriate forms are available from the Dean of the School of Undergraduate Studies or Director of Academic Advising.

STUDENT ACADEMIC INTEGRITY AND RESPONSIBILITY POLICY
Academic integrity, which is essential to the mission of Chestnut Hill College, consists in responsibility and honesty in the fulfillment of academic duties and is vital to the Chestnut Hill College community of scholars. Academic integrity promotes trust, mutual respect, cooperation, and the advancement of learning.

Academic integrity requires of students:

- Careful and thorough preparation for classes, including reading, completion of assignments, finding required background material, and reflecting on relevant issues.

- Regular and prompt attendance for the entire class session unless there is a serious reason for absence.

- Effort to maintain careful and focused attention during class.

- Participation in class discussion by both speaking and listening.

- Consistent attendance at lectures, events, study groups, and/or conferences with the instructor, as required or suggested by the instructor.

- Asking questions and seeking appropriate assistance from peers, academic support staff, and instructors, as needed.

- Respect for instructors and students.

- Careful and thorough preparation for and complete honesty in fulfilling assignments, writing papers, citing sources, and taking tests and examinations.

- Speaking to any student observed in violation of academic integrity, to discourage such violation. If this is not successful, reporting the violation to the instructor.

Cheating and plagiarism destroy the trust and mutual respect that are essential to a community of learning. These behaviors violate the deepest convictions of the College community and are infractions of academic integrity.
Cheating
The following acts are examples of cheating, though the list is not exhaustive:

- Using materials not specifically allowed by the instructor during the taking of an examination, test or quiz, such as:
  - material written by another student during the taking of an examination, test or quiz, either with or without his or her knowledge;
  - crib notes;
  - texts and/or supplementary marginal notations in texts;
  - notes written on any object in the room in which examination is being taken;
  - unauthorized calculators or any other unauthorized aids;
- Collaborating during an in-class examination, test or quiz, either in the giving or receiving of information or improper collaboration on a take-home examination or laboratory report;
- Stealing, using or transmitting verbally or otherwise, actual examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam. Once an exam has been given it becomes part of the public domain;
- Submitting for a grade in one class any material previously or simultaneously submitted for a grade in another class without documented authorization from both instructors;
- Taking an examination by proxy;
- Falsifying of laboratory or research data or results; or falsifying or inventing bibliographical entries for research papers;
- Withholding knowledge of an incident of cheating or plagiarism from the individual instructor to whom the work is submitted;
- Knowingly participating in another student’s act of cheating or plagiarism.

Plagiarism is defined as the submission of work (written work, art work, musical composition, oral presentation, software program, experimental design, etc.) that incorporates ideas from another individual (student, teacher, author, etc.) and presents these ideas as one’s own without adequate acknowledgement of the source.

The following acts will be deemed acts of plagiarism, though the list is not exhaustive:

- Presenting published or unpublished work prepared by others, or dictated by others, as one’s own, including papers purchased or borrowed from any person or organization;
- Presenting, as one’s own, reports or exercises copied from or dictated by others;
- Incorporating formal lecture notes or information from textbooks into as one’s own work without acknowledgement and thus presenting them as your own;
- Presenting, as one’s own, a computer solution developed by someone else;
• Copying the ideas, and/or speculations, and/or language of any other person or persons, without acknowledgement, and presenting this as one’s own original work.

Penalties:

Faculty members are responsible for determining when a violation of academic integrity has occurred, as well as for reporting and providing penalties for this violation. Because consequences may differ when multiple infractions have occurred, all violations must be reported to the Dean. The Dean’s office is responsible for keeping track of the number of times a student is reported.

Penalty levels:

a. Remediation/written warning
b. Assignment of additional work
c. No credit for the test or assignment
d. Failure of the course
e. Suspension from participating in optional College activities, such as SGA, athletics, honor societies and programs, etc.
f. Dismissal from the College

A faculty member may impose any of the penalties a-d at his/her discretion; however, the faculty member should first check with the Dean to determine whether the student has previous infractions of academic integrity.

When imposing a penalty, a faculty member must send a report to the Dean’s office, including the name of the student and a description of the violation and the penalty imposed. Forms are available in the Office of Academic Affairs and in the Faculty manual.

Penalty “e” is enacted by the Dean when the violation is severe or when the student has multiple infractions. Penalty “f” can only be enacted by the President in consultation with the Dean. Even a first offense, if severe, may incur these penalties.

SEXUAL HARASSMENT POLICY

POLICY STATEMENT

It is the policy of Chestnut Hill College that no administrator, faculty member, staff member or student shall be subject to sexual harassment by another.

POLICY RATIONALE

Chestnut Hill College values right relationships, respect for all and shared responsibility. Therefore, Chestnut Hill College is committed to fostering an educational and working environment that is free from sexual harassment. In recognition of and respect for the dignity of all at Chestnut Hill College, sexual harassment in any form cannot be tolerated. This policy directly supports our mission in the areas of shared responsibility, social justice, and communal respect. The last decade has witnessed a heightened awareness in our society of the various forms of sexual misconduct; and a deep and sincere concern for the entire College community prompts us to form a policy on Sexual Harassment.

Chestnut Hill College is dedicated to compliance and cooperation with applicable laws and programs of the United States of America. The following policy has been adopted to carry out the intent of laws, to inculcate Chestnut Hill College values into daily professional lives and to integrate the Chestnut Hill College Mission Statement into College policy.

The purpose of this policy is:

• to educate the community on the definition of sexual harassment,
• to outline the steps necessary to deal most effectively with cases involving allegations of sexual harassment, and
• to define the rights and responsibilities for members of the Chestnut Hill College community.

LEGAL DEFINITION
Harassment on the bias of sex is a violation of Section 703 of Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972. Unwelcome sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or a condition of an individual’s employment or academic advancement;
- submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting that individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance or creating an intimidating, hostile, or offensive educational, living or working environment.

SCOPE OF POLICY

The policy and the procedures set forth herein apply to and cover all members of the College community without exception. The College community includes all administrators, faculty, staff, and students. Members of the College community who are traveling abroad on College business or due to a College course are expected to comply with this policy regardless of local laws and/or customs.

TO REPORT A COMPLAINT:

All members of the College community, as defined above under Scope of Policy, who believe they may have been subject to sexual harassment, herein Complainants, shall submit their complaint to a Designated Complaint Recipient. Designated Complaint Recipients, herein Recipient(s), are:

- the Assistant to the President for Administration and Special Projects,
- the Vice President for Financial Affairs,
- the Vice President for Student Affairs, and
- the Vice President for Academic Affairs.

The recipient will notify the President of all complaints. The President will confidentially contact the College’s attorney and, with the Recipient, determine the appropriate procedure to follow to ensure timely and confidential resolution to the complaint.

RESPONSIBILITIES

All members of the College community are responsible for ensuring that their conduct does not sexually harass any other member of the College community. This same responsibility extends to employees of third parties who are either doing business with the College or are on the College campus and to other campus visitors. Further, all members of the College have the responsibility of preventing and eliminating sexual harassment. If administrators and supervisors know sexual harassment is occurring, receive a complaint of sexual harassment or obtain other information indicating possible sexual harassment, they must take immediate steps to inform a Designated Complaint Recipient to ensure the matter is addressed even if the problem or alleged problem is not within their area of oversight. Faculty, staff, and students likewise must inform a Designated Complaint Recipient if they have reason to believe sexual harassment, as defined above, is occurring. Individuals who believe that they have been subject to sexual harassment are responsible for informing a Designated Complaint Recipient in a prompt and timely manner. The effective investigation of possible incidents and early resolution of complaints cannot be effectively accomplished when individuals fail to come forward with their complaint within a reasonable time period. It is the responsibility of each member of the campus community to ensure that such incidents do not go unreported. In internal proceedings, the College in general will not be sympathetic to a defense based on consent when the situation is such that the Accused had the power to affect the Complainant’s employment status or future prospects.
ART, ART HISTORY, MUSIC, MUSIC EDUCATION

Kathleen McCloskey, SSJ, M.M.Ed. Assistant Professor of Music, Chair
Suzanne Conway, M.A., Associate Professor of Art History
Barbara Glennon, SSJ, M.F.A., D.M.A. Professor of Music
Therese Benedict McGuire, SSJ, Ph.D., Professor of Art
Edward Strauman, Ph.D. Assistant Professor of Music
Kathleen Szpila, SSJ, Ph.D., Assistant Professor of Art History
Margaret Thompson, SSJ, M.F.A., M.A., Associate Professor of Art

ART, ART HISTORY
The Art, Art History, Department offers students opportunities to minor in Art History, Art Studio, within the Liberal Arts Curriculum as well as offering courses that fulfill the Artistic Way of Knowing requirement and elective courses of special interest to students. Students who study Art, Art History, and Music deepen their understanding of human nature and of themselves. Through a variety of approaches to creative expression, students develop observation and/or listening skills, as they engage in analysis, criticism, response, and performance experiences.

ART HISTORY
Art History is rooted in a chronological study of the development of art and is designed to deepen the student’s understanding of human expression and self-expression through the study of master works, styles, forms, vocabulary, and other aspects that contribute to a basic knowledge of art history.

Requirements for a minor in Art History — 18 credits, distributed as follows:

- 6 credits chosen from ARTU 101, 102, or 103.
- 12 credits (12 credits Four electives) of the student’s choosing.
- One Internship (3 credits) may be included in the four electives

ART STUDIO
The Art Studio Program allows students to study art making in two dimensional and three dimensional media and design in a studio setting. Art Studio courses include drawing, painting, watercolor silkscreen, jewelry and metal crafts, design and mixed media. The Theater Arts class introduces students to the study of theater and set design and the opportunity to participate in college productions through the design and production of sets and work on stage crew. Students who make art in the Art Studio exhibit their work in the Dwight V. Dowley Art Gallery and the main corridor of the College. Class trips to museums and galleries are part of the Art Studio curriculum.

Requirements for a minor in Art Studio — 18 credits, distributed as follows:

- ARTSU 121 Drawing Techniques 3 credits
- ARTSU 131 Painting 3 credits
- ARTSU 220 2D and 3D Design and Mixed Media 3 credits
  - Art By Heart: Design and Culture from the Global Village
- ARTSU 272 2D and 3 D Design and Color Theory 3 credits
  - Color My World: Color and Design from the Global Village
- 3D Elective: 3 credits
  - ARTSU 102 Ceramics
ART HISTORY

Course descriptions that are designated with a (A) fulfill the Artistic Ways of Knowing requirement of the Core Curriculum.

ARTU 101-102 The History of Western Art (A) 3 credits each
A chronological survey of the development of art, from the prehistoric age to the contemporary period.

ARTU 103 Introduction to Non-Western Art (A) 3 credits
A fascinating survey of the development of art of non-western cultures and its impact on today’s society.

ARTU 185 17th Century Art (A) 3 credits
A study of the painting, sculpture, and architecture of the seventeenth century in Europe, with emphasis on the great masters, e.g., Bernini, Caravaggio, Rembrandt, Poussin, and Velasquez, and the relationship between patronage and the arts.

ARTU 186 Rococo to Revolution (A) 3 credits
A study of the painting, sculpture, and architecture of France and England in the eighteenth century seen through the lens of the political and intellectual radicalism which produced the French revolution.

ARTU 190 American Art (A) 3 credits
Survey of three centuries of American art. Students concentrate on leading painters and leading sculptors and examine the major stylistic movements.

ARTU 191 Romanticism to Post-Impressionism (A) 3 credits
A study of the radical defiance of the accepted academic style by such French artists as Delacroix, Manet, Monet, Morisot, VanGogh and Cézanne within the context of the rapid social, political, and economic changes of the nineteenth century.

ARTU 192 Twentieth (Century) and Contemporary Art (A) 3 credits
An investigation of art in the twentieth century. Explores connections between the arts (painting, sculpture, architecture and design) and historical events, issues and beliefs of the period.

ARTU 193 American Architecture (A) 3 credits
Traces the evolution of American Architecture from mid-nineteenth century to the present day. Treats the development of styles beginning with the Chicago school and highlights prominent American architects such as Frank Lloyd Wright.

ARTU 201 Historical Survey of Women Artists (A) 3 credits
Introduction to the role of women in the history of Western painting. Art 101 or 102 recommended.

ARTU 210 Northern European Renaissance (A) 3 credits
A study of fifteenth and sixteenth century painting in Flanders, France, the Holy Roman Empire and England, concentrating on the distinctive character of northern Renaissance art.

ARTU 212 Looking at Landscape Design (A) 3 credits
An exploration of the intellectual, social, and political reasons for the persistent passion for garden-making from the Middle Ages to the twenty-first century in Europe and the United States.

ARTU 230 Paris: An Urban History (A) 3 credits
An investigation of the reasons Paris is considered one of the most beautiful and livable cities of the world, featuring such famous and not-so-famous landmarks as: the Eiffel Tower, the Louvre, the Champs-Elysées, and Place des Vosges.

ARTU 261 Early Italian Renaissance Art (A) 3 credits
A study of Italian painting, sculpture and architecture from the thirteenth century through the fifteenth centuries. Emphasizes new understandings of the self and of the world and their effects on the arts.
ARTU 280 The Art of Black Africa (A) 3 credits
An exploration of the traditional sculpture of the peoples of the sub-Saharan Africa with particular attention to the relationship between tribal society and the art it makes.

ARTU 281 Michelangelo and His Times (A) 3 credits
An analysis of the work of Michelangelo within the context of his rivals for greatness, real and imagined, as well as the intellectual, political, and economic environment of the sixteenth century in Italy.

ARTU 286 Medieval Art (A) 3 credits
A study of the arts of Western Europe from the early Christian era through the Gothic Period.

ARTU 400 Honors
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

ARTU 401-402 Internship 3 credits each
Apprenticeship in curatorial departments of major Philadelphia area museums and house museums as well as in non-curatorial areas such as education, conservation, public relations and development, or work with the National Park Service.

ARTU 403-404 Cooperative Education (See Academic Program/Internship)

ART STUDIO

ARTSU 102 Ceramics 3 credits
An introductory course developing a variety of hand building techniques in clay. Explores both functional and sculptural forms and covers fundamentals of glazing and kiln operation. Studio Fee; see fee schedule.

ARTSU 120 Art by Heart: Design and Culture from the Global Village (A) 3 credits
An Art Studio course that studies art and artifacts from diverse cultures from around the world examining creativity and innovative use of media to express the desires of the human spirit. Inspired by these forms, the students then make their own art work expressing their unique experience of life. Studio Fee; see fee schedule.

ARTSU 121 Drawing Techniques (A) 3 credits
From visual representation to statements of individual style, students study the elements and principles of Art through a variety of drawing techniques and Media. Designed for non-majors and majors. Studio Fee; see fee schedule.

ARTSU 131 Painting (A) 3 credits
A survey of painting media, of techniques, with an emphasis on experimentation, acquisition of skills aimed at the development of a personal visual language and style in painting. Designed for non-majors and majors Studio Fee; see fee schedule.

ARTSU 134 Introduction to Water Color Painting (A) 3 credits
An exploration of the techniques of painting with watercolor with an emphasis on experimentation with this fluid and versatile medium. Issues include: painting from observation, painting from imagination, choice of paper, collage, drawing for painting, color. Studio Fee; see fee schedule.

ARTSU 140 The Art of Theater Design (A) 3 credits
An introduction to the history of theater design and its importance as a means of enhancing dramatic productions in theater, film and television. Provides practical applications in constructing miniature sets, lighting, coordinating colors and themes.

ARTSU 141 Silk Screening 3 credits
An introduction to the varied aspects of silk screen printing, using paper and film stencils, for both paper and textile printing. Studio Fee; see fee schedule.

ARTSU 161 Introduction to Metal Sculpture and Jewelry 3 credits
Introduction to the fundamentals of jewelry making, using precious metals. Includes lost-wax method. Studio Fee; see fee schedule.
ARTSU 172 Color My World: Color and Design from the Global Village (A) 3 credits
An art studio course that studies color theory and its use in the art and artifacts from diverse cultures around the world examining their creativity and innovative use of color to express the desires of the human spirit. Inspired by these forms, the students then make their own artworks with a special emphasis on color theory. Studio Fee; see fee schedule.

ARTSU 202 Intermediate Ceramics 3 credits
A continuation of the study of clay. Provides experience in both hand building and use of wheel. Prerequisite: ARTST 102. Studio Fee; see fee schedule.

ARTSU 221 Intermediate Drawing 3 credits
Explores a variety of drawing ideas and techniques with an emphasis on design, skill in choice and use of media for personal visual expression. In addition to working on teacher directed drawing projects with the class, students work with the teacher to propose and pursue more complex assignments of special interest to them individually. Prerequisite: ARTSU 121. Studio Fee; see fee schedule.

ARTSU 231 Intermediate Painting 3 credits
Explores a variety of painting ideas and techniques with an emphasis on design, skill in choice and use of media for self-expression. In addition to working on teacher directed painting projects, students propose and pursue more complex assignments of special interest to them individually. Prerequisite ARTSU 131. Studio Fee; see fee schedule.

ARTSU 234 Intermediate Water Color Painting 3 credits
Explores water color painting beyond the introductory level. Experimentation with media and development of skills to achieve goals and develop a personal style will be emphasized.

ARTSU 235 Special Projects in Art Studio (A) 3 credits
This course is designed for anyone who desires to explore a personal idea through visual art making process. Students work with a teacher in the Art Studio on self-selected topics creating a series of art works that pursue this idea in visual form. Using a variety of media or specializing in a specific medium, students explore an idea from many sources including their major or interdisciplinary studies or from their own life experience. In addition to creating original artworks students are directed in researching their art idea as others have explored it throughout the history of art. No prior art studio course is necessary. With permission of the advisor this course can fulfill requirements in other studio courses in drawing, painting, design and color. Studio Fee; see fee schedule.

ARTSU 241 Intermediate Silk Screening 3 credits
An in depth study of the use of both film stencils and photographic stencils on paper and textiles. Prerequisite: ARTSU 141. Studio Fee; see fee schedule.

ARTSU 261 Intermediate Metal Sculpture and Jewelry 3 credits
A continuation in the art of jewelry making and metal crafts. Soldering, hammering, lost-wax methods. Prerequisite: ARTSU 161. Studio Fee; see fee schedule.

ARTSU 321 Advanced Drawing 3 credits
An advanced studio approach to drawing emphasizing maturation of ideas, skills, and style. Students explore complex ideas and techniques in drawing and move toward greater independence in the selection of content and subject matter for their drawings. Prerequisite: ARTSU 221. Studio Fee; see fee schedule.

ARTSU 331 Advanced Painting 3 credits
An advanced studio approach in which students use the knowledge and skills they have acquired in the study of art, art history and the contemporary art world to pursue complex and challenging projects. Students become more independent in selecting ideas in terms of purpose, media and technique. Prerequisite: ARSTT 231. Studio Fee; see fee schedule.

ARTSU 334 Advanced Watercolor 3 credits
An advanced exploration of watercolor techniques aimed at control and freedom, use of color, and creative combinations in pursuit of personal expression and style. Prerequisite: ARTSU 134. Studio Fee; see fee schedule.

ARTSU 335 Advanced Projects in Art Studio 3 credits
An Art Studio course for students to work on an advanced level creating a body of art pursuing an idea that is of special interest to them individually. Students work with the teacher to create a series of artworks related to the self-designed project. Students may explore an idea using a variety of media and mixed media or specialize in a specific medium. In addition to creating original
artworks students are directed in researching their art idea as others have explored it through out the history of art. With permission of the advisor the course can fulfill requirements for other art studio courses in drawing, painting and design. Studio Fee; see fee schedule.

**ARTSU 341 Advanced Silk Screening** 3 credits  
Explores experimental procedures including printing on different fabrics, glass, wood and metal. Prerequisites: ARTST 141 and 241. Studio Fee; see fee schedule.

**ARTSU 361 Advanced Metal Crafts and Jewelry** 3 credits  
An advanced course in the art of jewelry making and metal crafts. More advanced methods of soldering, hammering, and lost wax. Prerequisites: ARTST 161 and 261. Studio Fee; see fee schedule.

**ARTSU 371 Advanced Design and Mixed Media** 3 credits  
Special Problems in the application of design and mixed media. Studio Fee; see fee schedule.

**ARTSU 400 Honors**  
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

**ARTSU 401-402 Internship** 3 credits each  
Practical experience at a site approved by the department. (See Academic Program/Internship)

**ARTSU 403-404 Cooperative Education**

**ARTSU 498 Senior Seminar in Art Studio** 3 credits  
The Art Studio major pursues an in depth study of a specific art concept through the production of a body of visual art. Working closely with the studio adviser the student prepares the studies, documentation and gallery installation of original art work accompanied by a written report for students admitted prior to Fall 2003. Studio Fee; see fee schedule.

---

**MUSIC AND MUSIC EDUCATION**

Kathleen McCloskey, SSJ, M.M.Ed., Assistant Professor of Music, Chair  
Barbara Glennon, SSJ, D.M.A. Professor of Music  
Edward Strauman, Ph.D. Assistant Professor of Music

The Department offers Majors in **Music and Music Education** leading to Pennsylvania Department of Education certification *for baccalaureate and post baccalaureate students). Students may also minor in Music. Music courses for the core curriculum give students the opportunity to study a wide variety of styles and eras of music. Choral and instrumental performing groups include the Chestnut Hill Community Chorus, The Hill Singers, Here Comes Treble (An a cappella women’s group), Gospel Choir, Instrumental Ensemble, Jazz Ensemble, and Jazz Improvisation Workshop

Music Education, for majors interested in a career in teaching, is enriched by field experiences. Majors in Music/Music Education pursue careers as teachers, performers, music librarians, administrators, music critics, liturgical music ministers, and sales associates/managers in the music industry.

**AP Scores in Music and Music Education**  
The department does not accept any scores from the AP Music Theory examinations. All prospective music and music education majors at Chestnut Hill College complete a Theory Placement Test at the time of their audition. This test determines the beginning theory class for the first semester.

- **Requirements for the Music Major**—48 credits *(includes lessons and ensembles)* distributed as follows:
  - **Music**
MUSU 105-106 Aural Skills I and II
MUSU 201-202 Theory I and II
MUSU 301-302 Theory III and IV
MUSU 212 Keyboard Harmony
MUSU 218 Basic Conducting
MUSU 221-222 History of Western Music
MUSU 307 Counterpoint
MUSU 309 Orchestration
MUSU 354 Senior Seminar
MUSU 190 Music and Technology I
PHYSU 107 Science and Music

Private lessons on a major instrument each semester (.5 academic credit)

- Satisfaction of the Performance requirement (.5 academic credit)

MUSIC MINOR

Academic requirements for the Music Minor—9 credits, distributed as follows:
MUSU 103 Introduction to Music Theory OR MUSU 201 Music Theory I
MUSU 105 Aural Skills I
MUSU 101 or 102 Music in Western Culture

Academic Electives - 6 credits
Any two courses from Artistic (Music only) Way of Knowing

Non-Academic Requirements -.5 academic credit or 1 non-academic credit
Hill Singers Jazz Ensemble Jazz Improvisation Workshop
Instrumental Ensemble Chestnut Hill Chorus

Other Electives -.5 academic credit or 1 non-academic credit
Voice or Instrumental Lessons

MUSIC MAJOR and BUSINESS MINOR give solid credentials to those students interested in Business of Music. Required Course: MUSU 252 The Business of Music

■ Requirements for the Music Education Major
All courses listed above for the Music Major plus:

Music Education 40 credits

- MSEDU 159 Choral Methods
- MSEDU 161-162 Strings (.5 each)
- MSEDU 163 Guitar
- MSEDU 165-166 Woodwinds (.5 each)
- MSEDU 167-168 Brass (.5 each)
- MSEDU 170 Percussion
- MSEDU 291 Music and Technology II
- MSEDU 320 Music for Diverse Learners
- MSEDU 350 Music Education in the Elementary School
- MSEDU 351 Music Education in the Middle and Senior High School
- MSEDU 352 Student Teaching
- MSEDU 353 Student Teaching Seminar
- PSYU 202 Educational Psychology
- EDUCU 350 Introduction to Special Education
  English as Second Language

- Private lessons on a major instrument each semester (.5)
- Satisfaction of performance requirement (.5)
- Proficiency exam at conclusion of string, woodwind, brass, percussion methods.
- Attendance at concerts and recitals on and off campus
PERFORMANCE REQUIREMENT
The Music Department considers performance, and attendance at recitals and concerts to be a significant educational activity in the training of a musician. These requirements are obligatory in order to graduate as a Music/Music Education Major.

Full-time students who major in music/music education are required to:
• Participate in one performance ensemble every semester
• Participate in one student recital/concerts every semester
• Participate in a jury at the end of each semester
• Perform in and/or attend at least five campus recitals or concerts sponsored by the Music Department per academic year during their degree program.

Part-time students who major in music/music education are required to:
• Participate in one performance ensemble every semester
• Participate in student recitals/concerts every semester.
• Perform in and/or attend at least five campus recitals or concerts sponsored by the Music Department per academic year during their degree program.

Students who minor in Music are required to:
• Participate in one performance ensemble per semester during course work for the minor
• Participate in one performance each year.

Post-Baccalaureate students working toward Certification in Music Education are required to:
• Participate in campus performance ensembles for four semesters of their certification program unless present membership in other musical groups can be verified.
• Students who fail to comply with the above requirements will not be able to graduate with music education certification and may therefore find the date of graduation is delayed.

APPLIED MUSIC
The department offers music instruction to students on various levels: to the major; to the advanced student who desires elective credit; and to the beginner or intermediate student who is learning elementary skills. Students majoring in music are required to demonstrate proficiency in piano. They are also assigned to an instructor for one private lesson weekly in any instrument of their choice and are required to participate in recitals for this instrument.

Major study is offered in the following instruments:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano</td>
<td>041-142, 141-142, 241-242, 341-342, 441-442</td>
</tr>
<tr>
<td>Voice</td>
<td>043-044, 143-144, 243-244, 343-344, 443-444</td>
</tr>
<tr>
<td>Violin</td>
<td>045-046, 145-146, 245-246, 345-346, 445-446</td>
</tr>
<tr>
<td>Harp</td>
<td>049-050, 149-150, 249-250, 349-350, 449-450</td>
</tr>
<tr>
<td>Other Orchestral Instruments</td>
<td>057-058, 157-158, 257-258, 357-358, 457-458</td>
</tr>
<tr>
<td>Clarinet</td>
<td>063-064, 163-164, 263-264, 363-364, 463-464</td>
</tr>
<tr>
<td>Flute</td>
<td>073-074, 173-174, 273-274, 373-374, 473-474</td>
</tr>
<tr>
<td>Trumpet</td>
<td>057-058, 157-158, 257-258, 357-358, 457-458</td>
</tr>
<tr>
<td>Saxophone</td>
<td>065-066, 165-166, 265-266, 365-366, 465-466</td>
</tr>
<tr>
<td>Percussion</td>
<td>069-070, 169-170, 269-270, 369-370, 469-470</td>
</tr>
<tr>
<td>String Bass</td>
<td>081-082, 181-182, 281-282, 381-382, 481-482</td>
</tr>
</tbody>
</table>

• Credit is not offered for applied music courses below the 100 level; all other courses earn credit (.5 academic or 1 non-academic credit)
• Students may register for Applied Music opportunities beyond the credit hours (15-17) permitted for a semester
• There is a $50 instrument rental fee for Music Education Methods courses
• There is a $400 fee per semester for private music lessons
MUSIC

MUSU 101-102 Music in Western Culture (A) 3 credits each
A chronological survey of the development of music, its styles and characteristics, from the Middle Ages to the contemporary period. No musical background necessary.

MUSU 103 Introduction to Music Theory 3 credits
A study in the fundamentals of music. Topics include properties of sound, music notation, elements of music, scales and intervals. Students experience music through exercises that consist of writing, analysis, ear training and listening. The course is mandatory for music majors who are not prepared for Theory I (MUSU 201). Credits are not applicable to the music major degree.

MUSU 105 Aural Skills I 3 credits
Designed for the development of music literacy, sight-singing diatonic melodies, executing basic reading patterns, and training the ear to hear major and minor tonalities. Students sing and play at the keyboard using simple melodies.

MUSU 106 Aural Skills II 3 credits
Designed for the further development of music literacy, sight-singing diatonic and chromatic melodies, executing complex reading patterns, and training the ear to hear major and minor tonalities and harmonies.

MUSU 107 Native Peoples of North America (A) 3 credits
Designed for the general student interested in the art, music and culture of the aboriginal people of North America. Explores the history, struggles and hopes of the natives. Focuses on the Ojibway, Cree, Metis and Inuit of Canada, and the Navajo, Iroquois, Cherokee and Sioux of the United States. Course format includes lecture, listening, viewing and discussion.

MUSU 124 Music in Twentieth Century America I (A) 3 credits
A panoramic survey of the streams of American music in the twentieth century. Encompasses ethnic, folk, religious, and popular music; jazz and its forerunners and a brief history of Rock and Roll. No musical background necessary.

MUSU 125 Music in Twentieth Century America II (A) 3 credits
A panoramic survey of streams of American music in the twentieth century which not only includes the ethnic, folk and religious music of the century, but also fine art music and the development of the American Musical Theater. No musical background necessary.

MUSU 129 The History of Jazz (A) 3 credits
A study of this unique American art form from its origin to the present day, including its impact on contemporary society. No musical background necessary

MUSU 140 Film Music : A Critical Survey of Music in Film (A) 3 credits
Empowers students to better appreciate and understand, the contribution of music in a film work. Through a series of viewing and listening experiences students are introduced to how the elements of music and the principles of music composition are used in film making.

MUSU 142 Broadway Bound (A) 3 credits
This course surveys a broad range of exemplary models from the American Music Theater. Using videos, DVDs, and recording, students discover how the elements of music and the principles of music composition are employed in musicals. Studies a broad range of examples from Broadway musical literature and introduces some exemplary models of musical theater. Ultimately, musicals are placed within an historical context that examines the milieu of the composer(s) and the socio-political setting of the era.

MUSU 163-164, 263-264, 363-364, 463-464 Piano Class 1 credit
Open to music majors working toward the level of piano proficiency for whom piano is a required secondary instrument. Open to any student who is interested in acquiring piano skills
MUSU 180 Jazz Improvisation I  
An introductory course that prepares students for more advanced theoretical and analytical study in jazz. Topics include rhythm studies in swing and latin music, technical studies, chord progressions, turnarounds, blues, and modes. Students experience music through activities such as performance, composition, analysis, ear training, and listening.  
(Pre-requisite: proficiency in music reading, private study of an instrument, and knowledge of basic theory). Permission of instructor required.

MUSU 190 Music and Technology I  
An introduction to computer hardware as used in music, the history of technology in music and the impact of computers on the music industry. Focuses on music software  
Prerequisite: Basic knowledge of music reading.

MUSU 201 Music Theory  
A fundamental study of music theory, including scales, intervals, basic triad formation. Explores melodic and rhythmic dictation, reading music from sight, both orally and at the keyboard. Required of all music majors and minors.

MUSU 202 Music Theory  
A continuation of 201: Music Theory I reading in the movable clef and further exploration of diatonicism in both aural and written harmony. Includes four-part harmony in the common practice period. Students analyze the formal structure of the works under study, including keyboard application and plans of modulation. Prerequisite: MUSU 201 or equivalent

MUSU 203 Sounds of the World (A)  
An introduction to the music of Western and non-Western cultures, including Celtic, African, Latin American, Middle Eastern, Eastern and Southern Asia in varying classes. Explores the music, art, and culture of these countries or regions.

MUSU 212 Keyboard Harmony  
Designed to develop facility in applying principles of theory. Involves playing chord progressions, sequences, modulations and harmonizations of small forms as well as transposition, extemporization, and reading from instrumental ensembles.  
Prerequisite: MUSU 201-202.

MUSU 218 Basic Conducting  
Explores fundamental techniques of conducting, including beat patterns, gesture, technique, and repertoire. Attention is given to various style periods and their characteristic sound quality. Opportunities to conduct student ensembles.

MUSU 221-222 History of Western Music  
A chronological in-depth study of the styles, features and aspects of music. I Medieval, Renaissance and Baroque, II Classical, Romantic, Twentieth and Twenty First Century. Music of non-Western cultures is also explored. Designed for the music major or for the student with a strong background in music. Permission of the instructor is required.

MUSU 252 The Business of Music (A)  
An introductory course in the business fundamentals of the music entertainment industry. The following topics are addressed: music as a profession, agents, personal managers and publishers, performing rights, contracts, music copyrights, record companies/record industry, music licensing, promotion and publicity, music for film and video production, radio and TV advertising and career options.

MUSU 301 Theory III  
Explores chromatic harmony, and studies both melodic and harmonic analysis, as well as the continued analysis of form.  
Prerequisite: MUSU 201-202 or equivalent

MUSU 302 Theory IV  
A guide to understanding the complexities of twentieth century music, while continuing to study music of the past. Includes form and analysis. Students analyzes representative works and learn the technical explanations.  
Prerequisite: MUSU 301 or equivalent
MUSU 307 Counterpoint 3 credits
Study of eighteenth century counterpoint. Two and three-part inventions with parallel analysis of musical literature; introduction to canon and fugue. Prerequisite: MUSU 302

MUSU 309 Orchestration 3 credits
Examines the ranges, techniques, and timbres of orchestral instruments. Students will arrange piano music for sections of the orchestra with particular emphasis on scoring for high-school orchestras. Score reading and computer use for score writing are stressed. Prerequisite: MUSU 302

MUSU 400 Honors
Independent study and research during junior and senior years, directed by a member of the music faculty. By departmental invitation only.

MUSU 401-402 Internship 3 credits each
Provides practical experience at a site approved by the department and is tailored to the specific interests of the student. (See Academic Program/Internship)

MUSU 498 Senior Seminar 3 credits
An opportunity to synthesize the aesthetic, philosophical, sociological, and educational aspects of music. Requires an in-depth study of a particular aspect of music/music education not stressed in structured courses. Varies according to individual needs and interests. Formal presentation of a paper concludes the research.

MUSIC EDUCATION

MSEDU 159 Choral Methods 1 credit
Instruction in vocal techniques as applies to building choral sound, intonation, balance and blend. Attention to various grade levels, cultures and styles. Includes observation and teaching.

MSEDU 161-162 String Methods 5 credits each
A practical study of the instruments of the string family. Problems in teaching, examination of methods and materials for each instrument, fingering and bowing styles, tone production, and ensemble experience. Includes observation and teaching. Lab Fee $50.

MSEDU 163 Guitar Methods 1 credit
Teaching methods in accompanying, reading music, history of guitar. Student aims to sing and accompany self on guitar. Includes observation and teaching. Lab fee $50.

MSEDU 165-166 Woodwind Methods 5 credits each
A practical study of the instruments of the woodwind family: assembling, holding and maintenance of instruments; embouchure and tone production; transposition; fingering; range; problems in teaching young players; examination of methods and materials for each instrument; makes of instruments, quality, prices. Includes observation and teaching Lab Fee $50.

MSEDU 167-168 Brass Methods 5 credits each
A practical study of the instruments of the brass family: assembling, holding, maintenance of these instruments; embouchure and tone production; transposition; arranging, fingerings and range; problems in teaching young players; examination of methods and materials; makes of instruments, quality, price. Includes observation and teaching. Lab Fee $50.

MSEDU 170 Percussion Methods 1 credit
A practical study of the instruments of the percussion family. Discusses and demonstrates literature in order to identify, examine and suggest methods of assisting young musician
Students perform percussion ensemble literature and consider problems of purchasing, maintenance and repair. Includes observation and teaching. Lab Fee $50.

MSEDU 172 Instrumental Methods
A practical study of instrumental techniques and procedures for teaching small and large instrumental ensembles.

**MSEDU 290 Music and Technology II**  
3 credits  
Explores software programs such as Finale, Music Shop and others. Students learn to write for large ensembles and produce a final multimedia project. *Prerequisite: MUSU 190*

**MSEDU 320 Music For Diverse Learners**  
4 credits  
Assists the student teacher in learning skills and approaches to working with the mainstreamed child in the music classroom.

**MSEDU 350 Music Education in the Elementary School**  
4 credits  
Using newly designed National Standards for Arts Education, this course introduces methods and materials used in teaching music in the elementary (K-6) classroom. Topics include basic issues and trends, planning and presenting music experiences, basal music texts, and new directions in curriculum. Field observations included.

**MSEDU 351 Music Education in the Middle and Senior High School**  
3 credits  
Prepares students for teaching in the middle and senior high school. Topics include curriculum development, general music perspectives, philosophical, psychological, and aesthetic foundations of music, instrumental and vocal music approaches as well as contemporary issues relevant to the subject area. Field observations included.

**MSEDU 352 Student Teaching**  
6 credits  
Observation, participation, and teaching in all phases of music education. Requires a minimum of 150 clock hours at both the elementary and secondary level.  
*Prerequisite: Completion of all music education courses and PRAXIS tests.*

**MSEDU 353 Student Teaching Seminar**  
3 credits  
A study of current issues, directions and research in music education. Involves weekly conference to correlate methods with field experience. Professional conferences and visitations are integral to the seminar. Required of all music education majors while student teaching.

**APPLIED MUSIC**  
*Course number changed with each semester the student belongs to the performance group*

**MSAPU 153-154 to 453-454 Chorus**  
1 non-academic or .5 academic credit  
Performance of choral literature for mixed voices. The chorus performs at the annual Christmas Concert and other events as scheduled.

**MSAPU 155-156 to 455-456 Instrumental Ensemble**  
1 non-academic or .5 academic credit  
The study and performance of instrumental music of various styles. Open to students with knowledge of an orchestral instrument. Performances include Carol Night, Spring Concert, and other events as scheduled. Collaboration with Villanova instrumental ensemble occurs for various occasions.

**MSAPU 157-158 to 457-458 The Hill Singers**  
1 non-academic or .5 academic credit  
Choral group meets weekly to prepare repertoire for various college-related functions and the community. No previous singing experience is necessary. Audition required.

**MSAPU 160-161 to 460-461 Jazz Ensemble**  
1 non-academic or .5 academic credit  
The performance of various styles of jazz and contemporary music for various college events. Open to students with knowledge of orchestral / band instruments.

**MSAPU 180-181 to 480-481 Jazz Improvisation Workshop**  
1 non-academic/.5 academic credit  
Students learn and experience the performance of jazz improvisation both individually and within a larger jazz ensemble. Permission of instructor required.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPU 140-141 to 440-441</td>
<td>Here Comes Treble</td>
<td>1 non-academic or .5 academic credit</td>
</tr>
<tr>
<td></td>
<td>A cappella women's group that performs during the year. Repertoire includes pop styles. Audition required.</td>
<td></td>
</tr>
<tr>
<td>MSAPU 150-151</td>
<td>Gospel Choir</td>
<td>1 non-academic or .5 academic credit</td>
</tr>
<tr>
<td></td>
<td>Gospel style performing group open to all students. Audition required.</td>
<td></td>
</tr>
</tbody>
</table>
BUSINESS ADMINISTRATION

John J. Gerace, Ph.D., P.E., Assistant Professor of Business, Chair  
Robert J. Durney, M.B.A.M.E.,P.M.P. Assistant Professor of Business  
Margaret A. Nolan, M.S., Adjunct Instructor, Business  
Francis M. Pufko, M.B.A., Assistant Professor of Business  
Laura Shinn, Ph.D.(Candidate), Adjunct Professor, Economics

The Department of Business Administration offers majors in Accounting, Business Administration, International Business, Language, and Culture, and Marketing. These majors are structured to assist students in planning for graduate education, public service and the corporate world.

All students majoring in business are recommended to complete all computer proficiencies or computer coursework by the end of the sophomore year.

ACCOUNTING

The Accounting major provides students with both the theoretical background and application of the concepts and procedures of accounting. Students also study the basic areas of economics, finance, marketing, and management. The study of accounting prepares the student for graduate or professional school, or for careers in public or private accounting.

Requirements for a major – 66 credits, distributed as follows:

- **Accounting** (27 credits)
  
  BACC 103 Financial Accounting  
  BACC 104 Managerial Accounting  
  BACC 213-214 Intermediate Accounting Theory I and II  
  BACC 216 Taxes  
  BACC 223 Cost Accounting  
  BACC 333 Auditing  
  BACC 363-364 Advanced Accounting Theory I and II

- **Business Administration** (6 credits)
  
  BADMU 120 Law and the Business Enterprise I  
  BADMU 498 Senior Seminar

- **Finance** (6 credits)
  
  BFINU 201 Principles of Finance: Money and Banking  
  BFINU 304 Corporate Finance

- **Management** (6 credits)
  
  BMGTU 204 Organization and Management of Human Resources  
  BMGTU 300 Operations Management

- **Economics** (6 credits)
  
  ECONU 105 Microeconomic Principles  
  ECONU 106 Macroeconomic Principles

- **Mathematics** (9 credits)
  
  MATHU 201-202 Mathematics for Management and the Social Sciences I and II  
  MATHU 225 Introduction to Statistics I

- **Marketing** (3 credits)
  
  BMKTU 203 Marketing Principles

- **Computer Applications** (3 credits)
  
  CITU 103 Introduction to Excel OR Pass Computer Proficiency  
  CITU 160 Introduction to PowerPoint OR Pass Computer Proficiency  
  CITU 180 Introduction to Access OR Pass Computer Proficiency
Students planning to sit for the Uniform Certified Public Accounting (CPA) examination are advised to contact the State Board of Accountancy in the state in which they plan to qualify for specific educational and experience requirements mandated by that state.

**BUSINESS ADMINISTRATION**

The *Business Administration* curriculum is designed to provide the student with knowledge in the basic areas of accounting, economics, finance, marketing, and management. These areas are supported by computer applications, and mathematics. This major offers the flexibility to participate in an individualized concentration.

**Requirements for a major** – *66 credits, distributed as follows:*

- **Accounting** (6 credits)
  - BACCU 103 Financial Accounting
  - BACCU 104 Managerial Accounting

- **Business Administration** (9 credits)
  - BADMU 100 Introduction to Business
  - BADMU 105 Principles of Management
  - BADMU 498 Senior Seminar

- **Finance** (6 credits)
  - BFINU 201 Principles of Finance: Money and Banking
  - BFINU 304 Corporate Finance

- **Management** (9 credits)
  - BMGTU 204 Organization and Management of Human Resources
  - BMGTU 303 Corporate Decision-Making
  - BMGTU 300 Operations Management

- **Marketing** (3 credits)
  - BMKTU 203 Marketing Principles

- **Three additional courses in Business** (9 credits)

- **Economics** (9 credits)
  - ECONU 105 Microeconomic Principles
  - ECONU 106 Macroeconomic Principles
  - ECONU 301 Intermediate Microeconomic Theory

- **Mathematics** (12 credits)
  - MATHU 201-202 Mathematics for Management and the Social Sciences I and II
  - MATHU 225-226 Introduction to Statistics I and II

- **Computer Applications** (3 credits)
  - CITU 103 Introduction to Excel OR Pass Computer Proficiency
  - CITU 160 Introduction to PowerPoint OR Pass Computer Proficiency
  - CITU 180 Introduction to Access OR Pass Computer Proficiency

**INTERNATIONAL BUSINESS, LANGUAGE, AND CULTURE**

The International Business, Language, and Culture Major is an interdisciplinary, globally oriented program that includes a strong language component. It will provide solid preparation for a career in international business, in profit and non-profit organizations, competence in French or Spanish language and culture, and a foundation for graduate study. Supporting courses in other departments complement the major requirements. *(See International Business and Language)*

**MARKETING**

The *Marketing* major is designed to provide the student with an in-depth exposure to the various facets of marketing including the role of the marketing function in the organization, consumer buying decision processes within the context of marketing strategies, market research analysis and planning.

**Requirements for a major** – *66 credits, distributed as follows:*

- **Marketing** (12 credits)
  - BMKTU 203 Marketing Principles
BMKTU 205 Consumer Behavior
BMKTU 310 Marketing Research
BMKTU 365 Marketing Management

- **Three additional courses in Marketing** (9 credits)
- **Accounting** (6 credits)
  BACCU 103 Financial Accounting
  BACCU 104 Managerial Accounting
- **Business Administration** (6 credits)
  BADMU 100 Introduction to Business
  BADMU 498 Senior Seminar
- **Finance** (6 credits)
  BFINU 201 Principles of Finance: Money and Banking
  BFINU 304 Corporate Finance
- **Management** (6 credits)
  BMGTU 204 Organization and Management of Human Resources
  BMGTU 303 Corporate Decision-Making
- **Economics** (6 credits)
  ECONU 105 Microeconomic Principles
  ECONU 106 Macroeconomic Principles
- **Mathematics** (12 credits)
  MATHU 201-202 Mathematics for Management and the Social Sciences I and II
  MATHU 225-226 Introduction to Statistics I and II
- **Computer Applications** (3 credits)
  CITU 103 Introduction to Excel OR Pass Computer Proficiency
  CITU 160 Introduction to PowerPoint OR Pass Computer Proficiency
  CITU 180 Introduction to Access OR Pass Computer Proficiency

### MINOR IN BUSINESS ADMINISTRATION

#### Requirements for a minor – 18 credits, distributed as follows:

- **Core Minor Requirements** (9 credits)
  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADMU 100</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BACCU 103</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECONU 106</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Elective Minor Requirements** (9 credits)
  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGTU 204</td>
<td>Organization and Mgt of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>BACCU 104</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECONU 105</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BMKTU 203</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BFINU 201</td>
<td>Principles of Finance: Money and Banking</td>
<td>3</td>
</tr>
</tbody>
</table>

  **Group A**
  A minimum of 2 courses or 6 credits is to be taken from the following. A Student may choose to satisfy the 9 credit elective requirement by taking 3 courses from this group.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGTU 204</td>
<td>Organization and Mgt of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>BACCU 104</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECONU 105</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BMKTU 203</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BFINU 201</td>
<td>Principles of Finance: Money and Banking</td>
<td>3</td>
</tr>
</tbody>
</table>

  **Group B**
  Only 1 course from this group can be taken to satisfy the 18 credit requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADMU 102</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BADMU 120</td>
<td>Law and the Business Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>BADMU 252</td>
<td>The Business of Music (MUSU 252)</td>
<td>3</td>
</tr>
</tbody>
</table>

### MINOR IN INTERNATIONAL BUSINESS

The International Business minor is designed to provide students with an understanding of the theory, structure and process of international economics, international business practices and cultures. Students will gain a working
knowledge of the analytical aspects of the international economic system, global economic theory, an understanding of international politics and economic effects of international economic policies on culture. Cultural differences that underlie today’s global structure of production and overall business environment will also be explored.

**Requirements for a Minor in International Business** – 18 credits distributed as follows:

- **BACCU 103** Financial Accounting (3 credits)
- **ECONU 106** Principles of Macroeconomics (3 credits)
- **ECONU 211** Introduction to Global Economics (3 credits)
- **PSCU 241** International Political Economy (3 credits)
- **BMGTU 304** Culture in International Business Decision-Making (3 credits)

Plus one Language course at the 200 Level

**ACCOUNTING**

Course descriptions that are designated with a (B or P) fulfill the Behavioral or Problem Solving Ways of Knowing requirement of the Core Curriculum.

- **BACCU 103 Financial Accounting (B, P)** 3 credits
  A study of the basic accounting cycle and financial statement preparation as applied to service and merchandising enterprises. Analyzes the accounting system of a sole proprietorship.

- **BACCU 104 Managerial Accounting (B)** 3 credits
  Interpretation and use of accounting data for management decisions; financial statement analysis, the statement of cash flows and manufacturing costs. The accounting systems of partnerships and corporations are compared and contrasted. **Prerequisite:** BACCU 103.

- **BACCU 113 Introduction to Computerized Accounting** 1 credit
  One credit course designed to highlight the usefulness of computers in accounting. Students use the computer in recording transactions for a small business. **Prerequisite:** BACCU 103.

- **BACCU 213 Intermediate Accounting Theory I (B)** 3 credits
  An in-depth study of the theory and application of accounting topics including the accounting cycle, financial statements, assets, and liabilities. **Prerequisite:** BACCU 104.

- **BACCU 214 Intermediate Accounting Theory II (B)** 3 credits
  A continuation of Intermediate Accounting Theory I. Topics includes stockholders’ equity, revenue recognition, leases, pensions, cash flows, and financial statement analysis. **Prerequisite:** BACCU 213.

- **BACCU 216 Taxes** 3 credits
  A study of the Federal Income Tax Law concentrating on taxes relating to individuals and corporations. Topics include income, deductions, tax credits, and property transactions. **Prerequisite:** BACCU 103.

- **BACCU 223 Cost Accounting (B)** 3 credits
  An examination of the principles of cost accounting, concentrating on the use of cost data for management planning and control. Examines job order and process cost systems along with budgeting procedures, standard cost systems, and various managerial applications of cost accounting information. **Prerequisite:** BACCU 104.

- **BACCU 333 Auditing** 3 credits
  An introduction to auditing theory and application with emphasis on specific procedures used when examining financial statements. Examines professional ethics, types of audits, internal control, statistical sampling, and reporting obligations. **Prerequisite:** BACCU 214.

- **BACCU 363 Advanced Accounting Theory I** 3 credits
  A detailed study of accounting topics including business combinations, consolidated financial statements, and inter-company transactions. **Prerequisite:** BACCU 214.
BACC 364 Advanced Accounting Theory II  3 credits
A continuation of Advanced Accounting Theory I. Discusses the theory and application of accounting topics including partnerships, governmental units, nonprofit organizations, estates and trusts, multinational enterprises and liquidations. Prerequisite: BACC 363.

BACC 400 Honors
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

BACC 401-402 Internship 1 & II  3 credits each
A program designed to provide qualified junior or senior business majors with an opportunity for direct experience in a profit or non-profit business activity. Student writes a short paper integrating their academic and internship experience. (See Academic Program/Internship)

BACC 403-404 Cooperative Education  3 credits each
(See Cooperative Education)

BUSINESS ADMINISTRATION

BADMU 100 Introduction to Business (B)  3 credits
An overview of the domestic and global business environment and economies. Exposure to the theoretical framework and structure of the business environment, including accounting, economics, ethics, finance, management, and Marketing. “Case studies will provide illustrations of real life examples of business organizations, activities and the people who operate them”

BADMU 101 International Business  3 credits
An overview of international business and the globalization process. Topics covered include national differences in political economy, differences in national cultures, international trade theories; the political economy of international trade, foreign direct investment; regional economic integration, the foreign exchange market, the international monetary system; the global capital market, and the strategy and structure of international business.

BADMU 102 Business Ethics (B)  3 credits
An in-depth analysis of complex ethical dilemmas in business organizations, focusing on managing ethical decisions, establishing an ethical culture, and whistle blowing. Evaluates a firm’s fiscal and social obligations to its employees, stockholders, customers, creditors, suppliers, and neighbors. Employs role playing and case analysis.

BADMU 103 Introduction to Excel (See CITU 103)  1 credit
BADMU 160 Introduction to PowerPoint (See CITU 160)  1 credit
BADMU 180 Introduction to Access (See CITU 180)  1 credit
BADMU 120 Law and the Business Enterprise I (B)  3 credits
Geared primarily for business majors. Focuses on the law of contracts, product liability, landlord/tenant law, negligence, torts, trademarks and other topics relevant to the business world.

BADMU 252 The Business of Music (A)  3 credits
Designed as a preparation for a career in music and the business of the music industry. Content includes the information concerning the working professional musician, agents, personal managers and publishers, performing rights, contracts, music copyrights, record companies/record industry, music licensing, promotion and publicity, music for film and video production, radio and TV advertising and career options.

BADMU 498 Senior Seminar  3 credits
A capstone course designed to engage the student in a research project culminating in an oral and written presentation.

BADMU 499 Senior Seminar (IBLC)  3 credits
A capstone course designed to engage IBLC students in a research project dealing with an international business strategy problem that incorporates the international business principles, theories and foreign language skills learned in the IBLC program. The
written report shall be translated by the student into the foreign language studied and an oral presentation given in English and foreign language.

**BADMU 400 Honors (See BACCU 400)**

**BADMU 401-402 Internship (See BACCU 401-402)** 3 credits each

**BADMU 403-404 Cooperative Education** 3 credits each

**BADMU 405-406 International Experience (See IBLC page)** 3 credits

**ECONOMICS**

**ECONU 105 Microeconomic Principles (B, P)** 3 credits
A study of the principles underlying the functioning of individual economic units such as consumers, households, firms and industries. Focuses on the determination of the price of products and productive inputs in the framework of a capitalist economy. *(Prerequisite: Fulfillment of the Math Proficiency requirement (Level 1) or completion of MATHU 122; Recommended: MATHU 201)*

**ECONU 106 Macroeconomic Principles (B)** 3 credits
A study of the fundamental determinants of economic activity, measurement and determination of national output and income, employment, inflation, interest rates, money supply, and growth of output and income. Monetary, banking and fiscal institutions are considered in relation to their role in contemporary public policies designed to cope with problems on a macro economic level. *(Prerequisite: Fulfillment of the Math Proficiency requirement (Level 1) or completion of MATHU 122.)*

**ECONU 109 Environmental Economics (B)** 3 credits
A study of the application of economic principles to the development and management of environmental resources. The course will begin with an examination of the methods of economic analysis. Environmental economic policies and its national and global applications will be discussed in detail. *(Prerequisite: ECONU 105; recommended: MATHU 201)*

**ECONU 201 Principles of Finance: Money and Banking (B, P)** 3 credits *(See BFINU 201)*

**ECONU 211 Introduction to Global Economics (B)** 3 credits
An introduction to the international economy. Topics include international trade theories, trade policies and their effects, regionalism and multilateralism, an introduction to international finance, balance of payments and foreign exchange markets, exchange-rate systems, arbitrage, purchasing power and interest rate parities, international financial institutions, and contemporary global economic issues. *(Prerequisite: BADMU 101, ECONU 106; recommended: MATHU 201.)*

**ECONU 301 Intermediate Microeconomic Theory** 3 credits
Determination of prices in terms of the equilibrium of the firm and consumer choice in markets of varying degrees of competition; analysis of market structure, determination of wages, rent, interest and profits. Other topics include demand estimation, forecasting, and market regulation. *(Prerequisites: ECONU 105; ECONU 106; Recommended: MATHU 202; MATHU 225.)*

**ECONU 312 History of Economic Thought** 3 credits
A historical and analytical study of major developments in economics through the contribution of major schools and economists. Topics include: mercantilism, classical economics, Marxian economics, marginalism, neoclassical economics, Keynesian and post-Keynesian economics. *(Prerequisites: ECONU 105, and 106)*

**MANAGEMENT**

**BMGTU 105 Principle of Management** 3 credits
This course focuses on the modern views of management theory and skills necessary to be an effective manager and competent leader in a changing environment. Areas covered, include strategic and operational planning, decision-making, organizing, successful delegation, controlling, human resources, communication, leadership and motivation. Additional areas covered include corporate social responsibility, ethics, managing diversity, building work teams, and the possibilities opened up for managers by new technology.

*(Recommended prerequisite: BADMU 100)*

**BMGTU 204 Organization and Management of Human Resources (B)** 3 credits
An in-depth examination of organizational behavior as it relates to the management of individuals and groups at work. Emphasizes individual motivation and the organization system with its own design, policies, ethics, and culture. Investigates management techniques and their impact on employees at work.

**BMGTU 210 Interpersonal and Organizational Communications** 3 credits

*(See COMU 210)*

**BMGTU 300 Operations Management** 3 credits

Through lectures and case studies the student will learn how the following key elements fit into operation management plans: work-force management and productivity, project management, forecasting, product design, quality assurance, process strategy, capacity determination, plant location/layout strategies, inventory control, quantitative models used in solving management problems will also be examined. *Prerequisite: MATH 201; recommended: MATHU 225.*

**BMGTU 303 Corporate Decision-Making** 3 credits

Through ownership of a fictional corporation, provides insights into operational functions and decisions of management presented by “executive-professors.” Open to junior and senior business majors. *Prerequisites: BACCU 104, MATHU 202; recommended: MATHU 225.*

**BMGTU 304 Culture in International Business Decision-Making** 3 credits

“Management theory and practice are used to develop the skills necessary to design and implement global strategies, to conduct effective cross-national interactions and to manage daily global operations. The student is placed in the role of a manager of any nationality, and is expected to take a global perspective in dealing with dynamic management issues in both foreign and diverse host environments. Cross-cultural management and competitive strategy are evaluated in the context of global changes. The course will emphasize how the variable of culture interacts with other national and international factors to affect managerial processes and behaviors. Case studies and term project report will be assigned. *Prerequisite: BADMU 101.*

**BMGTU 365 Marketing Management** *(see BMKTU 365)* 3 credits

**MARKETING**

**BMKTU 203 Marketing Principles (B)** 3 credits

Examines environmental variables marketing managers should consider before designing strategy with emphasis on buyer characteristics and competitive activity. Marketing strategy options are considered for product, distribution, pricing, and promotion.

**BMKTU 205 Consumer Behavior (B)** 3 credits

Explores psychological and sociological variables marketing managers should examine in order to understand the needs of potential buyers including motivation for purchase, attitudes and values, cultural background, and social class. Analyzes the adjustment of marketing strategy to satisfy needs of different market segments.

**BMKTU 206 International Marketing (B)** 3 credits

Studies foreign economic, political and social environments to understand potential modifications to domestic product, price, promotion and distribution strategy in foreign markets. Selected cases emphasize international marketing successes and failures. *Prerequisite: BUMKT 203.*

**BMKTU 253 Retailing** 3 credits

Critical analysis of retailing strategy and management with extensive examination of selected and current problems unique to the retailing sector of the economy.

**BMKTU 254 Advertising (B)** 3 credits

Covers advertising objectives, research, creative message execution, media selection, legal and ethical requirements and budgeting. *Prerequisite: BMKT 203*

**BMKTU 255 Public Relations (See COMU 255)** 3 credits

**BMKTU 256 Personal Selling and Sales Force Management** 3 credits

An analysis of the components of an effective sales presentation and strategy decisions faced by sales managers including recruiting, training, motivating, supervising, and evaluating sales personnel.
BMKTU 365 Marketing Management 3 credits
Options in product, distribution, pricing, and promotion strategy are considered in response to the needs of different market segments and competitive conditions. Sales and cost data are evaluated using case analysis. Prerequisite: BMKTU 203.

BMKTU 310 Marketing Research 3 credits
Applies the scientific method, (i.e., problem definition, hypothesis formation, data collection and analysis), to marketing decision making. Students conduct a marketing research study and present their findings. Prerequisites: BMKTU 203, MATHU 225, and MATHU 226.

BMKTU 400 Honors (See BACCU 400)

BMKTU 401-402 Internship (See BACCU 401-402) 3 credits each

BMKTU 403-404 Cooperative Education (See Page) 3 credits each

FINANCE

BFINU 181 Introduction to Investments and Securities Markets (B) 3 credits
Introduction to the stock market, its regulations and operations. Some attention is given to other negotiable instruments and their markets.

BFINU 201 Principles of Finance: Money and Banking (B, P) 3 credits
An investigation of the role played by money and financial institutions, such as the Federal Reserve System, in the functioning of the US economy. Emphasizes the implementation of monetary policy via the financial system to achieve economic stabilization. Prerequisite: ECONU 106.

BFINU 304 Corporate Finance (B) 3 credits
A study of the trade-off between risk and return, time value of money, valuation of stocks and bonds, cash flow analysis, calculation of additional fund needs for a venture, cost of capital, as well as decisions related to the uses of alternate sources of funds. Prerequisites: BACCU 104, BFINU 201

BFINU 336 Financial Markets and Institutions 3 credits
Financial markets and institutions, organization, structure, and regulation of financial markets will be studied. Functions of intermediaries, nature and role of interest rates, term structure and forecasting, the impact of regulation on financial markets, and current developments in the financial system are among the topics discussed. Prerequisite: BFINU 201

BFINU 352 International Financial Management 3 credits
The financial operation of multinational corporations and financial institutions with an emphasis on the international financial environment, foreign exchange and risk management, multinational working capital management, foreign investment analysis, financing foreign operations and international banking. Prerequisites: BADMU 101, ECONU 211: Recommended BFINU 2
The Computer Science and Information Technology department offers two undergraduate majors: Computer and Information Science, and Computer and Information Technology. In conjunction with the graduate Instructional Technology program, qualified students can participate in a five-year program in which they receive a Bachelor’s degree in either undergraduate major and a Master’s degree in Instructional Technology.

The Computer and Information Technology major prepares students for the world of technology by introducing them to a variety of current hardware and software technologies. This major presents sufficient background and experience in problem solving to enable students to learn and adapt to new technologies they will meet in the workplace. Students in this major can focus on one of areas: multimedia design, programming, or web development. These programs provide a solid preparation for students interested in pursuing graduate study in areas of instructional technology.

The major in Computer and Information Sciences is designed to prepare students for graduate study and/or careers in computer science and related fields. Students take a variety of courses that introduce them to programming concepts, data structures, computer architecture, networking, and operating systems. Students participate in an internship that enables them to apply their academic knowledge and gain experience in the workplace.

The five-year program in Instructional Technology enables students majoring in Computer and Information Science or Computer and Information Technology to begin a masters degree in Instructional Technology before completing their undergraduate studies. Beginning the summer before the student’s junior year, the student takes at least one graduate course in Instructional Technology most semesters. During the summer following the senior year, the student will take two graduate courses and complete the remaining required graduate courses and thesis during the fifth year of study. Educational institutions and businesses need developers for online courses and designers for online training. This program will prepare students to fill those roles.

The department also offers minors in Computer Science, Information Management, and Computer and Information Technology.

AP Scores in Computer Science A and Computer Science AB
The department accepts advanced placement scores of 3, 4, or 5. Students who receive a score of 3, 4, or 5 in Computer Science A will receive 4 credits in Computer Science for CMSCU 210: Introduction to Programming in Java. Students who receive an acceptable score in Computer Science AB will receive 4 credits for CMSCU 251: Data Structures in Java and will be exempt from taking CMSCU 210.

MAJOR IN COMPUTER AND INFORMATION SCIENCES

Requirements – 38 credits distributed as follows:

- **Prerequisite:** CMSCU 190 Introduction to Programming Logic

- **Computer and Information Sciences** (32 credits)
  
  CMSCU 205 Systems Analysis and Design  
  CMSCU 210 Programming in Java (4 credits)  
  CMSCU 251 Data Structures in Java (4 credits)  
  CMSCU 280 Computer Science: History, Trends and Ethical Issues  
  CMSCU 300 Application Development and Design  
  CMSCU 310 Research Methods in Computer and Information Science
CMSCU 350  Computer Architecture & Logic Design
CMSCU 370  Introduction to Operating Systems
CMSCU 401/402 Internship in Computer Science
CMSCU 498  Seminar in Computer and Information Sciences

- Choose two of the following: (6 credits)
  CMSCU 321  Communications and Networks
  CMSCU 405  Programming Languages
  CMSCU 481/482 Special Topics in Computer Science

  - Also required – 12 credits distributed as follows:

    - Computer and Information Technology (6 credits)
      CITU 230  Information Systems for Organizations
      CITU 340  Information Management

    - Mathematics (6 credits)
      MATHU 202  Mathematics for Management and the Social Sciences
      or
      MATHU 203  Analytic Geometry & Calculus I
      MATHU 261  Discrete Methods in Mathematics

  - Recommended
    MATHU 204  Analytic Geometry & Calculus II
    PHYSU 121-122 Principles of Physics

MAJOR IN COMPUTER AND INFORMATION TECHNOLOGY

- Requirements – 46-47 credits (15 courses) distributed as follows:
  - Computer and Information Sciences (3 credits)
    CMSCU 280  Computer Science: History, Trends and Ethical Issues

  - Computer and Information Technology (31 credits)
    CITU 190  Introduction to Computer Hardware and Peripherals
    CITU 200  Introduction to Web Development and Design
    CITU 230  Information Systems for Organizations
    CITU 260  Applied Operating Systems
    CITU 310  Research Methods in Computer & Information Technology
    CITU 320  Presentations in Multimedia
    CITU 330  Introduction to Programming in Visual Basic (4 credits)
    CITU 340  Information Management
    CITU 401/402 Internship in Computer and Information Technology
    CITU 498  Seminar in Computer and Information Technology

Choose one of the following tracks:

- Web Development Track (12 credits)
  CITU 210  Computer Graphics with PhotoShop
  CITU 221  Video Design and Production I
  CITU 300  Programming in xHTML and Javascript

Choose an additional CITU or CMSCU elective

- Multimedia Design Track (12 credits)
  CITU 205  Computer Graphics Design
  CITU 210  Computer Graphics with PhotoShop
Choose an additional CITU or CMSCU elective

- **Programming Track** (13 credits)
  - CITU 300 Programming in xHTML and Javascript
  - CMSCU 190 Introduction to Programming Logic
  - CMSCU 210 Introduction to Java Programming (4 credits)
  - Choose one other CITU or CMSCU 3-credit elective

- **General Technology Track**
  - Choose four CITU or CMSCU elective courses

  - **Also required:**
    - MATHU 115 Mathematics: Understanding Our Quantitative World
    - or
    - MATHU 121 Precalculus

  - **Recommended**
    - ARTSU 120 Art by Heart: Design and Culture from the Global Village
    - ARTSU 172 Color My World: Color Theory in Design and Culture

**MINOR IN COMPUTER SCIENCE**

**Requirements (20 credits)**
- CMSCU 190 Introduction to Programming Logic
- CMSCU 210 Introduction to Java Programming
- CMSCU 251 Data Structures in Java
- CMSCU 350 Computer Architecture and Logic Design
- Two additional computer science courses

**MINOR IN INFORMATION MANAGEMENT**

**Requirements (19 credits)**
- **Computer and Information Sciences (10 credits)**
  - CITU 190 Introduction to Computer Hardware and Peripherals
  - CMSCU 190 Introduction to Programming Logic
  - CMSCU 210 Introduction to Java Programming

- **Computer and Information Technology (9 credits)**
  - CITU 200 Introduction to Web Design and Development
  - CITU 230 Information Systems for Organizations
  - CITU 340 Information Management

**MINOR IN COMPUTER AND INFORMATION TECHNOLOGY**

**Requirements (18 credits)**
- CITU 190 Introduction to Computer Hardware and Peripherals
- CITU 200 Introduction to Web Design and Development
- CITU 230 Information Systems for Organizations
- CITU 260 Applied Operating Systems
- At least 6 additional CITU credits
COMPUTER AND INFORMATION SCIENCES (CMSCU)

CMSCU 190: Introduction to Programming Logic (P)   3 credits
This course will introduce students to the logic required for computer programming. Students will initially learn about various constructs required of most languages, such as branches, loops and subprograms without learning any specific language. They will also concentrate on the logic required to plan design a program before it is coded. During the second half of the semester, students will be introduced to some basic concepts of a specific programming language. This course should provide the necessary background for students who have no previous programming experience to succeed in the subsequent programming courses.

CMSCU 205 Systems Analysis and Design (P)   3 credits
This course provides a study of the information system life cycle and the use of systems design methodologies to develop single and multi-user systems. Topics include project management techniques, security techniques, and system testing and implementation. Prerequisite: CMSCU 190 or permission of the instructor.

CMSCU 210 Programming in Java (P)   4 credits
This course will introduce students to object-oriented computer programming using the Java programming language. Students learn programming concepts such as variables, control structures, methods, objects, and classes, creating command line and GUI programs. Prerequisite: CMSCU 190 or previous computer programming experience.

CMSCU 251 Data Structures   4 credits
This course focuses on advanced programming methodologies and procedural abstractions based on the analysis of data structures and algorithms. Topics include the analysis and application of basic data structures such as stacks, queues, lists and trees. Methods include the use of sorting and searching algorithms on various implementations of lists and the use of recursion as a control abstraction as well as the comparison of these algorithms using “Big-O” notations. This course also covers some advanced topics in Java programming. Prerequisite: CMSCU 210

CMSCU 280 Computer Science: History, Trends & Ethical Issues   3 credits
This course provides an in-depth study of the history of computer science, explores current and future developments in computer science, and examines ethical issues that challenge society as a result of computer technology. Prerequisite: CITU 190 or permission of the instructor

CMSCU 300 Application Development and Design   3 credits
This course focuses on application development techniques using a current software language. Students learn techniques of developing a large application in a team environment. Prerequisite: CMSCU 251 or permission of instructor

CMSCU 310 Research Methods   3 credits
This course provides an examination of research methods in computer science. Students select a possible seminar topic and complete a literature search and review. Usually completed first semester of senior year. Students must obtain a minimum of ‘C’ in this course to take CMSCU 498.

CMSCU 321 Communications and Networks   3 credits
Students examine current methods and practices in the use of computer networks. Topics include network architecture and communication protocols, network elements, datalink, switching and routing, end-to-end protocols, LANs, and data security. Prerequisite: CMSCU 370 and CITU 230.

CMSCU 350 Computer Architecture and Logic Design   3 credits
Students examine the organization and architecture of computer systems through study of the logical and engineering principles governing the internal operations of the computer. Topics include gates, circuits, combinational logic, sequential logic, computer arithmetic, control unit and arithmetic logic unit, and an introduction to assembly language. Prerequisite: CMSCU 251.
CMSCU 370 Introduction to Operating Systems 3 credits
Students are introduced to the design and function of operating systems. The operating system is viewed at the logical level in the architecture of a computer system. Students examine how the operating system provides such services as simplified I/O interface, file systems, management of shared resources, and memory management. Prerequisites: CMSCU 251

CMSCU 400 Honors
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By departmental invitation only.

CMSCU 401/402 Internship in Computer and Information Sciences 3 credits each
An internship provides the computer and information sciences major with the opportunity to experience the role of the information resource person in a business or other organization. Completed during junior or senior year. (See Academic Program/Internship)

CMSCU 405 Programming Languages 3 credits
This course examines the practical and theoretical aspects of programming languages. Topics include representation of data types, sequence control, and run-time storage and management. Prerequisite: CMSCU 251.

CMSCU 481/482 Special Topics 3 credits each
This course covers current topics in computer science, such as, artificial intelligence, robotics, and human computer interaction. Prerequisite: CMSCU 251

CMSCU 498 Seminar in Computer and Information Sciences 3 credits
Students select readings from areas of current interest and research not covered in structured courses. Students select an area of interest for research and presentation. Prerequisite: At least a grade of “C” in CMSCU 310.

COMPUTER AND INFORMATION TECHNOLOGY (CITU)

CITU 101 Introduction to Computer Organization 1 credit
This course introduces the student to Microsoft Windows XP. Students learn many of the fundamental concepts of managing files, using Windows Explorer, and customizing and navigating the desktop environment. Fulfills the computer organization module of the computer proficiency.

CITU 102 Introduction to Word Processing 1 credit
This course introduces the student to Microsoft Word. The student learns the basic components of word processing as well as some advanced features including creating tables and inserting graphics. Fulfills the word processing module of the computer proficiency. Prerequisite: CITU 101 or equivalent

CITU 103 Introduction to Excel 1 credit
This course introduces the student to Microsoft Excel. The student learns the basic components of creating a spreadsheet as well as some advanced features. Fulfills the spreadsheet module of the computer proficiency. Prerequisites: CITU 101 & 102 or equivalent

CITU 142 Introduction to Internet Research 1 credit
Students learn how to perform searches on the Internet using various databases and search engines. Students also learn advanced e-mail features, including how to create an address book and how to send an attachment. Fulfills the Internet module of the computer proficiency. Prerequisites: CITU 101 & 102 or equivalent

CITU 160 Introduction to Microsoft PowerPoint 1 credit
Students gain proficiency in developing computer-based presentations using the software program PowerPoint by Microsoft. Fulfills the presentation software module of the computer proficiency. Prerequisites: CITU 101 & 102 or equivalent

CITU 180 Introduction to Microsoft Access Database 1 credit
This course introduces students to the development of a database using Microsoft Access. Students learn how to create and modify database tables, reports and queries. Students learn how to use the features of a database to analyze information. Fulfills the database module of the computer proficiency. Prerequisites: CITU 101 &102 or equivalent
CITU 190 Introduction to Computer Hardware and Peripherals  
This course provides a challenging introduction to technology for students interested in a major or minor in computer and information technology or related fields. Topics include elements of computer architecture and peripherals, fundamentals of computer networking, and ethical issues related to technology.

CITU 200 Introduction to Web Development and Design  
Students examine current web design techniques and learn how to create effective web pages using a web-authoring suite, such as Macromedia Dreamweaver. The course also includes an on-going discussion regarding site composition, acceptable color use, font use and viewer friendly graphics. Prerequisite: Completion of computer proficiency.

CITU 205 Computer Graphics Design  
Through the use of computer graphics technology, students learn how to use the powerful and creative tools in Adobe Illustrator to create original artwork, edit clipart, and generate unusual and stylized text. Emphasis will be placed on the use of vector/object-oriented software as a design tool in the fields of graphic and fine art. Also includes a discussion regarding the considerations necessary for final output including color models, resolution, inkjet and offset printing, and preparation for the Web. Prerequisites: CITU 101 & 102 or equivalent.

CITU 210 Computer Graphics with Photoshop  
Students learn the essentials of image enhancement by developing the understanding and skills needed to edit raster/bitmapped graphics. Students explore the basic concepts of color correction, photo retouching, compositing (photo montages), photographic manipulation, digital darkroom techniques and the preparation of images for use on the World Wide Web. Image resolution, color models and printing issues are also covered. Prerequisites: CITU 101, 102, and 142 or equivalent.

CITU 215 Desktop Publishing  
Students learn the theory and techniques of desktop publishing. The software program used for this course is Adobe InDesign, a leading layout and design software program for print media. The course also includes appropriate discussions on the properties of good page design. An introduction to thematic approaches to books, magazines, brochures, letterheads, etc. is also discussed. Prerequisites: CITU 101, 102, and 142. Recommended: CITU 205 or CITU 210.

CITU 221 Video Design and Production I  
This course provides a basic “hands on” introduction to video production, with emphasis on learning how to use the camera and related equipment, developing visual stories, writing a treatment and pre-production organizing and planning. Students will focus on understanding light, becoming familiar with production terms and equipment, improving shot design, planning for camera movement and placement, “shooting to edit”, and harnessing the power of sound. Various aesthetic as well as ethical concerns are covered.

CITU 230 Information Systems for Organizations  
This course provides an introduction to communications systems. Students consider local information exchanged through global networking including e-mail, bulletin boards, teleconferencing and interactive global dialogues. Additional topics incorporate the study of communications hardware and software and the ethical and moral issues emanating from the communications explosion. Prerequisites: CITU 101, 102, 142, and CITU 190.

CITU 260 Applied Operating Systems  
This course provides a hands-on introduction to various operating systems such as Windows, UNIX, and Macintosh. Students are introduced to the fundamental concepts underlying all operating systems and learn how to implement these concepts on each system. An emphasis will be placed on overall ethical and legal issues regarding ownership and use of operating systems. Prerequisites: CITU 190.

CITU 300 Web Design: Programming in xHTML and Javascript  
This course introduces the students to creating interactive web pages using xHTML and Javascript. Students will incorporate design techniques developed in CITU 200. Prerequisite: CITU 200.
CITU 310 Research Methods in Computer & Information Technology       3 credits
This course provides an examination of research methods in computer science. Students select a possible seminar topic and complete a literature search and review. Usually completed first semester of senior year. Students must obtain a minimum of ‘C’ in this course to take CITU 498.

CITU 320 Presentations in Multimedia       3 credits
Students develop a multimedia production in which text, graphics, audio and video are combined in an original creation. Students acquire skill in the analysis and application of presentation software using Macromedia Director or Flash. This course enables students to develop modes of communication and presentation that utilize the potential of developing technologies. Recommended: CITU 205, CITU 210, CITU 221

CITU 325 Video Design and Production II       3 credits
Students increase their mastery of planning and production, develop treatments, write a script, develop shot lists, write location reports, and learn to organize and create production books. Students shoot and edit to increase their use of sophisticated nonlinear digital editing techniques. Prerequisite: CITU 221

CITU 330 Introduction to Programming in Visual Basic (P)       4 credits
This course introduces students to the Visual Basic programming language. Students attend class four hours per week, including a significant amount of laboratory time. No previous programming knowledge is required. Prerequisite: Completion of Computer Proficiency. Recommended: CITU 190

CITU 340 Information Management       3 credits
This course introduces students to the fundamentals of information management using Oracle or Access, from simple applications through database programming and Structured Query Language. This course includes an analysis and evaluation of social and ethical issues stemming from the proliferation of databases. This course is recommended for students planning a career in business and information sciences. Prerequisite: CITU 180 (Cross-listed with BADMU 280)

CITU 400 Honors
This course is an independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

CITU 401/402 Internship in Computer and Information Technology       3 credits each
Students experience fieldwork in the area of information management, webmaster assistant, web page development, computer hardware, computer software or technology trouble shooter. Completed during junior or senior year. (See Academic Program/Internship)

CITU 481/482 Special Topics       3 credits each
This course covers current topics in computer technology, such as graphics animation or e-business. Need permission of Instructor

CITU 498 Seminar in Computer and Information Technology       3 credits
Students discuss readings on current technological advancements. Students research an area of interest in the field of technology and use current technology to present their research. Prerequisite: At least a grade of “C” in CITU 310.
EDUCATION

Carol M. Pate, Ed.D.  Associate Professor of Education, Chair
Richard Black, Ed.D., Assistant Professor of Education
Theresa Carfagno, Ed.D., Assistant Professor of Education
Dominic Cotugno, Ed.D. Associate Professor of Education
Margery Covello, Ed.D. Assistant Professor of Education
Melanie Cohen Goodman, Ph.D., Assistant Professor of Education
Jessica Kahn, Ph.D. Professor of Education
Margaret Vogelson, Ph.D. Professor of Education

Chestnut Hill College offers a BS degree with certification, approved by the Pennsylvania Department of Education, in the following areas:

- **Early Childhood Education**: Nursery through Grade 3
- **Early Childhood and Elementary Education**: Nursery through Grade 6
- **Elementary Education**: Kindergarten through Grade 6
- **Five Year Combined BS/M.Ed. Degree** program in Elementary Education with dual certification in Elementary and Special Education

Chestnut Hill College also offers Pennsylvania Department of Education Secondary Education certification in the following major areas: *

- French, Latin, Spanish, (Secondary Education, Grades K through 12).
- Biology, Citizenship, Chemistry, English, General Science, Mathematics, and Social Studies (Secondary Education, Grades 7 through 12).
  *Students select subject as major area and identify Secondary Education as a minor.

Other Credential Programs
- **Montessori Education**: Preschool (3-6 years old) through the American Montessori Society
  *This is combined with a BS in early childhood or elementary education

Sponsored Campus Activities
- **Kappa Delta Epsilon**
- **Council for Exceptional Children Chapter**

The Department of Education’s **Teacher Education Program** combines a sound liberal arts education with specific training in educational and child psychology, in curriculum methods and materials, and in extensive fieldwork. The mission of the education department is to build on the intellectual and holistic foundation of the mission of Chestnut Hill College by helping students develop the professional skills and attitudes to educate a diverse community of learners. We seek to foster a deep commitment to teaching and life long learning.

The Pennsylvania Department of Education (PDE) approves all programs leading to certification. An assessment of specific competencies is made at the time of admissions, during participation in fieldwork and also during student teaching experiences. **Students must apply and be accepted for the teacher education program in the education department with an overall GPA of 3.0, passing the PPST’s and completion of Stage I portfolio.** Following the successful completion of course work, field experiences and student teaching, in addition to successful passing of required Praxis II tests for the certification area, students will be eligible to apply for Pennsylvania Instructional I
certification. Applicants for certification are required to comply with the directives of PDE in place at the time of their application. (The year following graduation is called the Induction Year, and the new teacher will teach in a school district with an approved induction plan.)

**NOTE:** The education department has reconfigured its programs to meet the specific program guidelines and general requirements required by the PDE. Students will demonstrate their content knowledge, as well as their performance in fieldwork experiences and student teaching through their portfolios and evaluation by cooperating teachers and faculty members.

**Sponsored Campus Activities:** The education department of CHC sponsors a number of activities to foster interest and service in the teaching profession. We also sponsor Kappa Delta Epsilon, an honorary professional society, the purpose of which is to promote the cause of education by fostering a spirit of fellowship, high standards of scholastic attainment, and professional ideals among its members. CHC’s Kappa Delta Epsilon chapter faculty sponsor is Melanie Goodman, Ph.D. For more information on criteria for initiation and membership, please contact the education department.

Membership in the Council for Exceptional Children is opened to *all* education majors and minors. The purpose is to provide opportunities to discuss the latest research on the educational needs of children with disabilities, to foster a spirit of educational fellowship and to provide service to students, schools and organizations working in the areas of special education.

**PROGRAM COMPETENCIES and EXIT CRITERIA:**
**Elementary, Early Childhood and Secondary Education**

All students in the early childhood, elementary, or secondary education certification programs must cognitively, physically and socially be able to meet specific competencies as part of the admissions process, through the completion of approved coursework and fieldwork experiences, and when exiting the program. Evidence of cognitive abilities includes a GPA of 3.0 and successful completion of all coursework and experiences. Evidence of physical capabilities is the demonstration of an ability to fully maintain a safe and supportive learning environment for children as demonstrated through field experiences in specific courses, approved practicum placements and student teaching. Evidence of social capabilities is the demonstration of a student’s ability to teach with poise, confidence and control in a classroom environment, as well as to develop and maintain professional relationships as demonstrated in coursework, practicum and student teaching experiences.

**General Requirements for Admission to the Certification Programs**

The Chapter 354 rules and regulations from the Pennsylvania Department of Education determine the requirements for admissions to an approved certification program. First-year students declaring elementary, early childhood or the five-year program must take the Reading and Writing PPST tests before registering for their first education courses in their sophomore year. Students who do not pass one or both of the tests will be advised about the assistance that is available, including the writing center, PLATO Praxis series practice tests and other available support. Candidates for early childhood, elementary education, the five-year elementary and special education program and secondary education certification should apply to the education department for formal acceptance to the certification program after completion of 48 credits and not later than 60 credits. Students who apply at a later time may need to take courses in summer sessions and/or take courses for an additional semester in order to complete the program within a four-year schedule.

The formal application process (also included in the education department’s Admissions Handbook), includes submission of the following items:
• two letters of recommendation attesting to the student's cognitive, physical and social capabilities in preparation for teaching;
• documentation of a minimum overall grade point average of 3.0 at the time of application;
• documentation of 6 credits of English (one writing course, one literature) and 6 credits of Math (Math 231 and 232 are out-of-department requirements for education majors);
• documentation of 10 hours of observation or participation in educationally related settings (can be accomplished through required field experiences in education courses);
• Stage One Portfolio;
• documentation of passing the three PPST tests (Reading, Writing and Math) at time of application to the certification program; and
• successful completion of designated courses.

Grades of “C” or higher are required in **English 101 and Mathematics 231 and 232**. These courses may be repeated only once to attain a grade of “C”. A GPA of 3.0 in all major courses is required.

**NOTE:** Requirements for transfer students seeking admission to the certification program will be determined on an individual basis by their advisor and education department.

Education majors admitted to the desired certification program are required to participate in field experiences and to complete the student teaching requirement during the senior year. An applicant for student teaching in early childhood, elementary, secondary, and Montessori education must have the approval of the department.

The Admissions and Review Committee of the education department (consisting of three education department faculty members) will review all applications that are missing one or more criteria (for example, students who have less than a 3.0 GPA at the time of application). Depending on the information submitted as part of the admissions process, the following might occur: a student would be advised to choose another major so that the student has time to fulfill the requirements for the new major or a student may receive conditional approval to continue one additional semester of coursework in order to meet admissions requirements.

After examining the information, the Admissions and Review Committee will notify the student’s advisor of the decision. A student will receive a letter from the department indicating the decision to include further steps necessary either to continue in the process of acceptance or to work with the advisor for other options.

A student whose application for admissions to the certification program is denied may appeal to a faculty panel made up of a minimum of five education department faculty members, inclusive of the Chair of the department. The faculty panel will review the information and make a final decision.

Students who are accepted into the education department will begin their practicum and student teaching experiences. In addition, specific physical, social and cognitive capabilities are continually assessed through the monitoring of coursework requirements and evaluation during the practicum and student teaching experiences. These experiences are key to determining a final recommendation for certification.

The education department uses criteria outlined in the practicum and student teaching handbooks to continually evaluate a candidate’s performance. These criteria are based on the exit competencies listed below. If any concern about the candidate’s performance is raised during the practicum and/or student teaching experiences, the concern will be brought to the Admissions and Review Committee. Information and documentation will be gathered from faculty members as well as practicum and/or student teaching supervisors who have had the student in class. In addition, completed evaluations and other relevant information will be obtained in order to make a determination of the candidate’s continuation in the certification program.
Exit Competencies and Criteria

All students in the early childhood, elementary, or secondary education certification programs must have cognitively, physically and socially demonstrated specific competencies when exiting the program. The following exit competencies need to be demonstrated by all students:

A. The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

B. The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.

C. The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.

D. The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students’ development of critical thinking, problem-solving and performance skills.

E. The teacher cognitively, physically and socially demonstrates the ability to provide for the safety and well being of all students. The teacher will utilize individual and group behavior strategies that create a learning environment supporting positive social interaction, active engagement in learning and self-discipline.

F. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

G. The teacher plans instruction based on knowledge of subject matter, students, and the community and curriculum goals.

H. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

I. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

J. The teacher contributes to school effectiveness by collaborating with other professionals and parents by using community resources, and by working as an advocate to improve opportunities for student learning.

In addition, students are required to complete a student teaching portfolio that provides documentation of the above exit competencies and exit criteria as indicated below.

Exit Criteria

- Successful completion of all program coursework, field experiences and student teaching in the certification program.
- GPA of 3.0 or higher
- Successful completion of exit competencies evaluated by the PDE 430 form and student teaching (Stage III) portfolio
- Passing of all appropriate Praxis Series exams required by PDE.
A student interested in becoming a Montessori preschool teacher may also take additional course work in the College’s Montessori Preprimary Teacher Preparation Program. Successful completion of this program leads to a Preprimary Credential from the American Montessori Society, usually in conjunction with the state certification program in Early Childhood Education. Students enrolled in other majors may also take additional course work in Montessori Education.

PORTFOLIO REQUIREMENTS
The development of a portfolio is considered a work in progress. Beginning in the sophomore year students will gather evidence (including coursework papers, observations, and education course class presentations) for review by their advisors and in subsequent years by their practicum supervisors and their student teacher advisors. The sophomore and junior year portfolio criteria have been configured to meet the PDE’s specific program content, performance and professionalism guidelines for elementary, early childhood or secondary education. The student teaching portfolio has been configured to demonstrate the exit competencies that reflect an integration of the preservices experiences. This final portfolio also serves as part of the professional application process when seeking a teaching position.

ELEMENTARY EDUCATION:

■ Requirements for a Major
Students declaring Elementary Education as a major will complete 14 courses within the education department. All other courses listed are prerequisite courses, including two courses in Math (231 and 232), English (Composition and English Literature), Psychology (PSYU 103). In addition, the advising sheets will identify specific courses within the Ways of Knowing or other liberal arts offerings that meet specific PDE competencies that education majors will be required to complete. For the 2007-2008 year, they include Sociology 101 or other approved Sociology course; Art History (1 semester minimum) and Abnormal Psychology (for five-year program majors).

Freshman Year: Students are to begin to take the PRAXIS I (PPST) series (reading, writing and math). These tests should be completed by the end of the freshman year. An early start on this requirement will allow for students to obtain tutoring supports should they fail to pass any of the three tests.

Sophomore Year: Submission of formal application to the department in second semester. The application includes:

• Recommendations of two instructors (if possible, one should be a member of the Education Department)
• Documentation of a minimum of 10 hours of observation, work and/or tutoring in a school setting
• Documentation of passing the required state tests at time of application to the department
• Documentation of C or higher in the required Math courses and two English courses (One composition, one in literature)
• Stage I Portfolio
• Transcript indicating GPA of 3.0 overall at the time of application as well as a GPA of 3.0 in the following courses required for the major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 103</td>
<td>Child Development</td>
</tr>
<tr>
<td>EDUCU 202</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDUCU 210</td>
<td>Reading/Children's Literature</td>
</tr>
<tr>
<td>EDUCU 211</td>
<td>Writing/Rubrics</td>
</tr>
<tr>
<td>EDUCU 222</td>
<td>Foundations of Education</td>
</tr>
</tbody>
</table>

• Professional Junior Year (21 credits):
• EDUCU 308 Practicum I*
• EDUCU 309 Practicum II*
• EDUCU 316 Elementary Methodology I
For students in the Elementary Program, Practicum I and Practicum II will involve field experiences in grades K - 6.

Stage II Portfolio

- **Professional Senior Year** (15 credits):
  - EDUCU 420-421 Student Teaching and Student Teaching seminar
  - EDUCU 498 Senior Seminar
    - Education Elective
    - Stage III Portfolio

EARLY CHILDHOOD EDUCATION:

- **Requirements for a major**
  Students declaring Early Childhood Education as a major will complete 14 courses within the education department. All other courses listed are prerequisite courses, including two courses in Math (231 and 232), English (Composition and English Literature), Psychology (PSYU 103). In addition, the advising sheets will identify specific courses within the Ways of Knowing or other liberal arts offerings that meet specific PDE competencies that education majors will be required to complete. For the 2007-2008 year, they include Sociology 101 or other approved Sociology course; Art History (1 semester minimum) and Abnormal Psychology (for five-year program majors).

**Sophomore Year**: Submission of formal application to the department. The application includes:

- Recommendations of two instructors (if possible, one should be a member of the Education Department)
- Documentation of passing the required state tests at time of application to the department.
- Documentation of C or higher in the two required Math courses and two English courses (One composition, one in literature)
- Stage I Portfolio
- Transcript indicating GPA of 3.0 overall at the time of application as well as a GPA of 3.0 in the following courses required for the major:
  - PSYU 103 Child Development
  - EDUCU 202 Educational Psychology
  - EDUCU 210 Reading/Children's Literature
  - EDUCU 211 Writing/Rubrics
  - EDUCU 222 Foundations of Education

- **Professional Junior Year** (18 credits):
  - EDUCU 307 Practicum I*
  - EDUCU 308 Practicum II*
  - EDUCU 346 Ed. Technology
  - EDUCU 350 Intro to Special Education
EDUCU 339-340 Early Childhood Curriculum

* For students in the Early Childhood Program, Practicum I and Practicum II will involve field experiences in grades N-3.

Stage II Portfolio

- **Professional Senior Year** (15 credits):
  - EDUCU 341 Admin/Sup. Of ECE Programs
  - EDUCU 420-421 Student Teaching and Student Teaching seminar
  - EDUCU 498 Senior Seminar

Stage III Portfolio

ELEMENTARY/EARLY CHILDHOOD EDUCATION:

■ Requirements for a Dual Major

**Sophomore Year:** Submission of formal application to the department. The application includes:

- Recommendations of two instructors (if possible, one should be a member of the Education Department)
- Documentation of passing the required state tests at time of application to the department
- Documentation of C or higher in the two required Math courses and two English courses (One composition, one in literature)
- Stage I Portfolio
- Transcript indicating GPA of 3.0 overall at the time of application as well as a GPA of 3.0 in the following courses required for the major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 103</td>
<td>Child Development</td>
</tr>
<tr>
<td>EDUCU 202</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDUCU 210</td>
<td>Reading/Children's Literature</td>
</tr>
<tr>
<td>EDUCU 211</td>
<td>Writing /Rubrics</td>
</tr>
<tr>
<td>EDUCU 222</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>EDUCU 339-340</td>
<td>Early Childhood Curriculum</td>
</tr>
</tbody>
</table>

■ **Professional Junior Year** (21 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCU 307</td>
<td>Practicum I*</td>
</tr>
<tr>
<td>EDUCU 309</td>
<td>Practicum II*</td>
</tr>
<tr>
<td>EDUCU 316</td>
<td>Elementary Methodology</td>
</tr>
<tr>
<td>EDUCU 317</td>
<td>Elementary Methodology</td>
</tr>
<tr>
<td>EDUCU 326</td>
<td>Tch Strategies in Math</td>
</tr>
<tr>
<td>EDUCU 346</td>
<td>Ed. Technology</td>
</tr>
<tr>
<td>EDUCU 350</td>
<td>Intro to Special Education</td>
</tr>
</tbody>
</table>

* Students in the Early Childhood/Elementary program will have one Practicum experience in Pre-K and one experience in grades 4-6.

Stage II Portfolio

- **Professional Senior Year** (18 credits):
  - EDUCU 420-421 Student Teaching and Student Teaching seminar
  - EDUCU 498 Senior Seminar
FIVE YEAR COMBINED B.S./M.Ed. DEGREE PROGRAM IN EDUCATION WITH DUAL CERTIFICATION IN ELEMENTARY AND SPECIAL EDUCATION

The BS/M.Ed. program in Elementary Education, with dual certification in elementary and special education provides the opportunity for exceptionally qualified students to earn both a Bachelor of Science and master of education degree in five years. The second semester of their senior year, qualified students will take two graduate courses and receive graduate credit towards their master’s degree. Upon graduation, students need to take only 27 additional credits for their master’s degree. Students in the five-year program will receive specific advising to assist them to complete all requirements in a timely fashion.

ADMISSION REQUIREMENTS for FIVE-YEAR PROGRAM

Candidates for admission to the five-year program should declare their intent to the Department of Education as soon as possible so that an appropriate advisor can be assigned. All regular requirements for admission to the Department of Education must be followed (see above). Upon successful admissions to the Department of Education, candidates will follow the advisement schedule to ensure that the final semester of their senior year includes the two graduate-level special education courses.

SPECIAL EDUCATION – MINOR

The minor in Special Education is open both to education majors (Early Childhood, Early Childhood/Elementary Education, Elementary) and to students majoring in other disciplines who are seeking secondary certification.

The minor does not constitute certification in special education.

Requirements for a minor—18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 103</td>
<td>Child Development</td>
</tr>
<tr>
<td>EDUCU 202</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDUCU 350</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>EDUCU 351</td>
<td>Assessment and Education of Exceptional Students</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCU 352</td>
<td>Education Practice for Student w/ Physical/Health Disabilities.</td>
</tr>
<tr>
<td>EDUCU 353</td>
<td>Education Practice for Student w/Cognitive Disabilities.</td>
</tr>
<tr>
<td>EDUCU 354</td>
<td>Education Practice for Students w/ Learning Disabilities and/or Emotional Disabilities.</td>
</tr>
</tbody>
</table>

SECONDARY SCHOOL EDUCATION CERTIFICATION

Students who desire to obtain a PA Department of Education teaching certification in Biology, Chemistry, Citizenship Education, English, General Science, French, Latin, Spanish, Mathematics or Social Studies must declare a Minor in Secondary Education. Students are to obtain the appropriate form and have it signed by the Education Department. Students who are registered for a Secondary Education Minor are expected to complete all courses for secondary certification including student teaching. Students may complete student teaching after graduation but the minor will not be included on the transcript without successful completion of student teaching.
Requirements — 23 credits in Education in conjunction with a major in Biology, Chemistry, English, French, Mathematics, Spanish; or with a program in Latin, General Science, Citizenship or Social Studies.

Sophomore Year: Submission of formal application to the certification program
The application includes:
- Recommendation of two instructors (if possible, one should be a member of the Education Department)
- Documentation of passing the required state tests at time of application to the certification program
- Documentation of 2 Math courses and two English courses
- Stage I Portfolio
- Transcript indicating GPA of 3.0 overall at the time of application as well as a GPA of 3.0 in the following courses required for the major:

  - Post-baccalaureate students may also take these courses at the graduate level.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCU 202</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDUCU 222</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>EDUCU 350</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>ESECU 315</td>
<td>General Methods</td>
</tr>
<tr>
<td>ESECU 316</td>
<td>Reading in the Content Areas</td>
</tr>
<tr>
<td>ESECU 317</td>
<td>Spec. Methods in Major*</td>
</tr>
<tr>
<td>ESECU 420</td>
<td>Student Teaching in Secondary School</td>
</tr>
<tr>
<td>ESECU 421</td>
<td>Student Teaching Seminar</td>
</tr>
</tbody>
</table>

* Secondary Education students are required to take a practicum (3 credit hours) within the major field
- Biology: BIOU 317 Special Methods in Biology
- French: FRENU 317 Special Methods for Teaching Foreign Languages
- Spanish: SPANU 317 Special Methods for Teaching Foreign Languages
- Latin: LATU 317 Special Methods for Teaching Foreign Languages
- Chemistry CHEMU 317 Special Methods in Chemistry
- General Science BIOU 317 Special Methods in Biology
- or Chemistry CHEMU 317 Special Methods in Chemistry
- English EDSECU 317 Special Methods in English and Citizenship
- Citizenship EDSECU 317 Special Methods in English and Citizenship
- Mathematics MATHU 317 Special Methods in Mathematics

MONTESSORI SPECIALIZATION

Michelle Burns, M.Ed., Director

- Full-time Early Childhood Education/Montessori students must take courses during one summer session in order to complete degree requirements in four years. Students in this major do not take Math 232.
- Students seeking Montessori Certification must pay the American Montessori Society membership fee and MACTE (Montessori Accreditation Council for Teacher Education) fee effective at the time of internship.
- Students specializing in Montessori Education will be charged an additional supply fee per course.

Requirements for an American Montessori Society Early Childhood Credential:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMONU 225</td>
<td>Philosophy and Educational Theory</td>
</tr>
<tr>
<td>EDMONU 228</td>
<td>Everyday Living/Art</td>
</tr>
<tr>
<td>EDMONU 231</td>
<td>Sensorial/Music</td>
</tr>
</tbody>
</table>
EDMONU 238 Mathematics
EDMONU 241 Language
EDMONU 242 Natural and Social Sciences
EDMONU 305-306 Montessori: Practicum/Internship
EDMONU 307-308 Montessori: Seminar

EDUCATION

EDUCU 202 Educational Psychology (See PSYU 202) 3 credits

EDUCU 210 Reading/Children's Literature: 3 credits
This course presents the theoretical base for how children acquire literacy and develop skills in reading, writing, speaking, and listening, as processes for constructing meaning. A primary focus of the course is to present instructional planning and teaching strategies best designed to accomplish this goal. A second emphasis is an exploration and appreciation of varying genres of children’s literature. The two strands of the course are interwoven as students apply their growing knowledge of methodology to the use of literature in the development of instructional units.

EDUCU 211 Writing/ Rubrics 3 credits
In this course students develop instructional strategies in process writing and writing-to-learn, as integral parts of the language arts curriculum in the elementary classroom. The use of literacy portfolios as tools for documenting literacy development is explored from the perspective of current research.

EDUCU 307 Practicum: Pre-K (Formerly 207) 3 credits
In this fieldwork experience, students will observe and participate in educational activities in a pre-school, nursery or day care center. Students participate in schools/settings for at least two half-days per week.

EDUCU 308 Practicum: Early Childhood and Elementary (Formerly 208) 3 credits
In this fieldwork experience, students will observe and participate in educational activities in a K-3 classroom. Students participate in school settings for at least two half-days per week.

EDUCU 309 Practicum: Elementary (Formerly 209) 3 credits
In this fieldwork experience, students will observe and participate in educational activities in an urban school in a grade four through six classrooms. Students will explore multicultural implications of the setting and will design a plan to accommodate various learning styles. Participation in school settings for at least two half-days a week is required.

EDUCU 316 Elementary Methodology I (Formerly 216) 3 credits
This course examines all aspects of planning for instruction including materials, curricular organization, and textbook utilization. A thematic approach to unit planning will be emphasized which emphasizes the integration of all subjects with emphasis on Art and Music strategies. Classroom management strategies will be discussed including motivation, grouping, physical layout, climate and discipline. This course examines the opportunities to extend learning through homework, utilizing community resources, parental involvement and the library. Emphasizes effective student assessment through the use of standardized test interpretation, formative and summative evaluations, portfolios and anecdotal records. Creating a multicultural classroom, understanding gender differences and celebrating diversity will be included. Effective utilization of school support staff will be explored. Multiple Intelligence Theory will be correlated to lesson planning and activities. This course interfaces with Practicum I, either EDUCU 307 or EDUCU 308.

76
EDUCU 317 Elementary Methodology II (Formerly 217) 3 credits
The emphasis of this course will be on two strands. The first will emphasize social studies and citizenship education. The second will emphasize science education in the elementary classroom. Students will incorporate a thematic approach when planning a unit or lesson as well as integrating Art and Music teaching strategies throughout. It is expected that students will utilize the objectives presented in Methodology I in all activities and assessments in this course. Methodology II interfaces with Practicum II, EDUCU 309. Prerequisite: EDUCU 316

EDUCU 222 Foundations of Education 3 credits
In this course, students explore the historical, philosophical and social foundations of education and their relationship to the present day. Additionally, the course provides a framework and tools to analyze, synthesize and evaluate current issues, practices and procedures related to teachers and the factors that influence their teaching.

EDUCU 324 Teaching Social Studies (Formerly 224) 3 credits
This course introduces the knowledge, skills and values included in social studies. The emphasis is on content and techniques of teaching history and geography in the elementary curriculum, with consideration of the changing nature of social studies and use of technology in social studies instruction. This course is an elective and taken to support and/or expand social studies content.

EDUCU 325 Teaching Science (Formerly 225) 3 credits
The purpose of this course is to strengthen the content background of the elementary school science teacher and to model methods for presenting this content in appropriate ways. Topics include: earth and universe, weather; geology, oceanography; energy and matter; life forms. This course is an elective and taken to support and/or expand science content.

EDUCU 326 Strategies for Teaching Mathematics (Formerly 265) 3 credits
In this course, students explore the structure of mathematics, sets and numbers, systems of numeration, problem-solving and skill development. The content of elementary school mathematics and the development of strategies for effective teaching of mathematics concepts in K-6 classrooms are emphasized. Students will examine the NCTM Curriculum and Evaluation Standards and Professional Teaching Standards to evaluate curriculum requirements, manipulatives, activities and computer software designed for the elementary school classroom.

EDUCU 339-340 Curriculum in Early Childhood Education (Formerly 239-240) 3 credits each
This one-year course focuses on the content, methods, and materials involved in programming for young children. Instructional strategies, teacher behaviors, and curriculum trends and their effects on children are presented, as well as programming for infants and toddlers with major emphasis on ages 3-8 years. All pedagogical methodology is related to children’s social, emotional, intellectual and physical development.

EDUCU 346 Technology In Education (Formerly 246) 3 credits
This course introduces students to applications, games, simulations and resource software to enrich and enhance the curriculum including the arts. Students develop their own criteria and strategies for the selection and uses of technology across the curriculum and across grade levels.

EDUCU 350 Introduction to Special Education (Formerly 250) 3 credits
This course is designed to provide a complete overview of Special Education and the children who receive special education services. Areas of concentration include classifications and definitions, patterns of learning, description of assessment and intervention strategies, legislation, and inclusion. To obtain a broader more comprehensive perspective, students will conduct research through journal articles, Internet searches, classroom observations and interviews of parents and/or teachers.

EDUCU 351 Assessment and Education of Exceptional Students (Formerly 251) 3 credits
In this course, students examine current practices in assessment of students with disabilities, including the use of multicultural assessments. The course includes a review the issues of standardized testing requirements for these students under state and federal regulations and policies. In addition, constructivist assessment practices, such as portfolios, will be examined for use with children with special needs. **Prerequisite: EDUCU 350**

**EDUCU 352 Education Practice for Students w/ Physical/Health Disabilities (Formerly 252) 3 credits**
Current research regarding the needs of students with physical/health disabilities is examined, including studies concerning communication, visual and hearing deficits. This course will also discuss the education of students with multiple disabilities. Methods for including these students in the regular classroom and examination of the range of the differences and similarities of this student group provide content of the course. Students will develop lesson plans to specify adaptations to existing curriculum or special curriculum needs, such as life skills. **Prerequisite: EDUCU 350 and preferably Educ.351.**

**EDUCU 353 Education Practice for Students w/ Cognitive Disabilities (Formerly 253) 3 credits**
Current research regarding the needs of students with mental disabilities is examined, including studies concerning children with brain injury. Methods for including these students in the regular classroom and examination of the range of the differences and similarities of this student group provide content of the course. Students will develop lesson plans to specify adaptations to existing curriculum or special curriculum needs, such as life skills. **Prerequisite: EDUCU 350 and preferably Educ. 351.**

**EDUCU 354 Education Practice for Students w/ Learning and/or Emotional Disabilities (Formerly 254) 3 credits**
Examination of current research on the needs of students with learning disabilities, attention deficit disorders and emotional/behavioral disorders is the content of this course. Methods for including these students in the regular classroom with lesson plans identifying modifications to the existing curriculum are described. A beginning survey of behavior management techniques will be addressed. **Prerequisite: EDUCU 350 and preferably Educ 351.**

**EDUCU 400 Honors**
Students focus on a core issue in early childhood or elementary education and, with tutorial guidance, formulate and complete a self-directed independent study. By Departmental invitation only.

**EDUCU 420 Student Teaching (Formerly 300) 6 credits**
This course is the culminating field experience, consisting of observation, participation and actual teaching. Assigned to an elementary school either public or private, student teacher is supervised and rated by a cooperating teacher within the school as well as by the college supervisor. **Prerequisites: Senior status, completion of course work in education and approval of department, a GPA of 3.0 and a 3.0 in the major. Students who have not passed the PPST Tests will not be admitted to Student Teaching. EDUCU 420 and EDUCU 421 must be taken simultaneously**

**EDUCU 421 Student Teaching Seminar (Formerly 301) 3 credits**
This seminar, in support of the field experience, includes weekly conferences to correlate general skills and principles of teaching and learning with the student teaching experience. This course addresses the identification and analysis of problems facing student teachers, and includes workshops on selected target areas. The students will compile their final portfolio according to the exit competencies.

**EDUCU 498 Senior Seminar (Formerly 302) 3 credits**
In seminar format, students explore areas of current interest and research not included in structured courses. The course is structured to include group discussions, independent study and research. Students present their research in an oral presentation and a written paper. **Senior status required**
SECONDARY SCHOOL EDUCATION

ESECU 315 General Methods 3 credits
This course provides preparation of students in all major departments for general knowledge applicable to secondary school curricula. Pedagogical issues addressed in the course include lesson plan creation, unit preparation, grading, tracking, inclusion and physical and mental health issues.

ESECU 316 Reading in the Content Areas 1 credit
This course, for secondary education majors, focuses on metacognitive processes in reading for all disciplines in the junior and senior high school curriculum. Strategies for teaching vocabulary acquisition, comprehension, reasoning and problem solving, and study techniques are presented.

ESECU 317 Special Methods in the Areas of English and Social Studies 3 credits
This fieldwork course includes observation and participation in secondary classrooms in both public and private settings. Students participate in a middle school, junior high school, or senior high school setting for at least one-half day per week. Field experience is combined with on-campus course work focused on classroom and instructional management.

ESECU 420 Student Teaching in Secondary School (Formerly 311) 6 credits
This experience includes a semester of student teaching in the senior year in a selected public or private middle school, junior high school, or senior high school. Student teaching is under the direct supervision of the cooperating teacher and the college supervisor. Arrangements for student teaching placements are at the discretion of the Education Department in consultation with the Major Department. Student teachers participate in a weekly student teaching seminar at the College. Prerequisites: ESECU 317, ESECU 315, and ESECU 316. Completion of course work in education, approval of major department and Education Department, GPA of 3.0

ESECU 421 Student Teaching Seminar (Formerly 312) 3 credits
This seminar, in support of the field experience, includes weekly conferences to correlate general skills and principles of teaching and learning with the student teaching experience. This course addresses the identification and analysis of problems facing student teachers. The students will compile their final portfolio according to the exit competencies.

For other Special Methods course descriptions see Major Department.

MONTESSORI SPECIALIZATION

EMONU 225 Montessori Philosophy and Educational Theory 3 credits
In this course, students explore the educational philosophy that influenced Maria Montessori. A second trend, emanating from science and the scientific method, forms a comparative study of her predecessors in the fields of child development, medicine, anthropology and pedagogy. Background relates the pedagogical principles of the Montessori method to today’s educational philosophies and methods.

EMONU 226 Montessori: Everyday Living/Art 3 credits
A study of the child’s environment and culture dictates the exercises that aid inner discipline, self-esteem, a sense of order, and muscular control. Montessori pedagogical principles provide the rationale for demonstration of techniques appropriate for the very young child. Prerequisite: EMONU 225, unless exempted by Program Director.

EMONU 227 Montessori: Sensorial/Music 3 credits
This course provides the rationale and technique under girding the refinement of sense perceptions as a means of acquiring classified, detailed and accurate knowledge from the environment. Students receive practical insight into the role of movement. Prerequisite: EMONU 225.
EMONU 228  Montessori: Mathematics  3 credits
This course enables the student to assess a child’s mathematical readiness, to introduce number with its properties of cardinality and ordinality, to develop the mathematical experience to include the basic operations with the didactic apparatus. This course provides preparation for the intern experience. Prerequisite: EMONU 225.

EMONU 229  Montessori: Language  3 credits
In this course students learn how to design language programs within the prepared Montessori environment. Discussion includes the responsibility of the teacher in the different levels of development that lead to writing and reading, in the sequencing of materials, and in adaptations to specific language needs of children with special emphasis on the urban minority child. Prerequisite: EMONU 225.

EMONU 230  Montessori: Natural and Social Sciences/Parent Education  3 credits
This course provides the student with material for the study of natural and social sciences used in the Montessori classroom appropriate to the age and development of the young child. Students explore the wonders of nature, and the interaction of human beings and nature. Suggestions are included for developing parent-teacher partnerships and mutual responsibilities. Prerequisite: EMONU 225.

EMONU 405-406  Montessori: Internship & Seminar (Fall)  5 credits
A year’s internship which brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the Internship for both fall and spring semesters. Seminar consists of bi-weekly meetings that discuss and evaluate observation and participation experiences of seminar students working in Montessori classrooms. Problems and challenges facing student interns, parents and administrators are addressed. NOTE: Full-time ECE/Montessori students do their Montessori Internship during fall and spring semesters of their senior year.

EMONU 407-408  Montessori: Internship & Seminar (Spring)  5 credits
A year’s internship which brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the Internship for both fall and spring semesters. Seminar consists of bi-weekly meetings that discuss and evaluate observation and participation experiences of seminar students working in Montessori classrooms. Problems and challenges facing student interns, parents and administrators are addressed. NOTE: Full-time ECE/Montessori students do their Montessori Internship during fall and spring semesters of their senior year.
The English and Communication Department offers a flexible program that develops students’ literacy in a number of genres as it positions them for a variety of paths after graduation. Students may choose from three majors in the department: English Literature; Communication and Technology; and a third major, which combines English Literature and Communication. The goals in each of these programs are to give students knowledge in diverse forms of literary and/or cultural expression throughout history and society; to train students in critical thinking and effective written and oral communication; and to help students integrate their own intellectual responses with critical theory in their particular field of study. Each of the majors culminates in a senior thesis, in which students demonstrate their ability to synthesize and present critical analysis and research in their field.

English Literature majors develop knowledge of literary genres, traditions, and historical periods and of the critical reception of literature. A variety of course approaches (genre, period and theory) allows students to engage textual material with sensitivity to the richness and complexities of language and culture and also to integrate critical thinking, writing, and research skills in the production of literary analysis.

English and Communication majors combine instruction in literature as described above with courses in communication to develop critical analysis in literary and other forms of communication. Specific attention is given to speech and writing skills within an understanding of the different purposes of various communication media.

Communication and Technology majors focus on constructing messages through the principles and applications of mass, interpersonal, intercultural, and organizational communication. Majors will become familiar with hardware and software technologies that enable them to learn and adapt to technologies they will meet in the workplace.

- Minors in English Literature and in Communication and Technology are available. There is no minor in English and Communication.


- Extracurricular Activities: Yearbook, newspaper, and two campus magazines, a literary and a scholarly journal offer English and Communication majors opportunities to develop their literary interests and communication skills. A TV/Media Club offers opportunities for all students to prepare and edit TV and other media related productions.

- Honor Societies: Students are eligible for membership in Sigma Tau Delta, the International English Honor Society and Lambda Pi Eta, the National Communication Honor Society.
ENGLISH LITERATURE MAJOR (39 credits)

Requirements for a major – 39 credits including:
1. One course in Shakespeare: ENGU 201 or 202
2. Three courses in American Literature:
   Two at the 200 hundred level
   One at the 300 hundred level
3. Three courses in British Literature
   Two at the 200 level
   One at the 300 level
4. Research writing: ENGU 4**
5. Senior Seminar: ENGU 498
6. Four English elective courses; internship may be one of these electives

ENGLISH LITERATURE AND COMMUNICATION MAJOR (45 credits)

Requirements for a major – 45 credits including:
7. One course in Shakespeare: ENGU 201 or 202
8. Three courses in American Literature:
   Two at the 200 hundred level
   One at the 300 hundred level
9. Three courses in British Literature
   Two at the 200 level
   One at the 300 level
10. Research writing: ENGU 4**
11. Senior Seminar: ENGU 498
12. COMU 110: Introduction to Communication
13. Five of the following:
    ENGU 250: Creative Writing
    ENGU 401-402 Internship
    COMU 210: Interpersonal and Organizational Com.
    COMU 251: Mass Media & Society
Students are encouraged to consider coursework in CITU as electives, including CITU 200, 201, 205, 215, 305, and 325.

**ENGLISH LITERATURE MINOR (18 credits)**

- **Requirements for a minor in English Literature – 18 credits including:**
  14. One course in Shakespeare: ENGU 201 or 202
  15. One course in American Literature (200 level or above)
  16. One course in British Literature (200 level or above)
  17. Three courses in literature from any of the English Department offerings

**Advanced Placement Credit Policy**

All incoming first year students must take a writing placement exam administered by the CHC English Department. A score of 4 or 5 on the AP English Language and Composition Exam may be accepted as credit for English 101 depending upon results of the CHC writing placement exam. A score of 4 or 5 on the AP English Literature Exam will be accepted as three elective credits in English at the discretion of the department.

**ENGLISH COURSE DESCRIPTIONS**

**ENGU 100 Developmental Essay Writing**

This course prepares students for English 101, helping them to develop fundamental writing skills such as grammar, paragraph development, and organization. Beyond skill development, the class teaches students to read short essays and write their own short essays with purpose and focus. Students learn to see writing as a process as they plan, draft, edit and revise papers. This course does not address research but does introduce students to incorporating outside voices into an essay (through quoting, paraphrasing and summarizing). **This course does not satisfy the general education requirement in college writing. Students who successfully complete this course must register for ENGU 101 the following semester. The three credits may be used for elective credits.** *Offered every Fall.*
ENGU 101 College Writing 3 credits
This course prepares students to write in college, focusing on essay writing (the skills, techniques and process of essay writing), argument (analysis, synthesis and development of arguments), and research (the process of locating, accessing, evaluating, interpreting, and using a variety of sources). Students learn to see writing as a process as they plan, draft, edit and revise papers. Students write multiple papers on the same topic, each time for a different purpose and a different audience in order to develop and deepen a topic and to write for different situations. **Students must successfully complete this course before taking ILAU. Offered every semester.**

ENGU 102 The International Tale (L) 3 credits
Tales from around the world. Analyzes tales as works of art and focuses on ways that geographical settings may influence events within the tales.

ENGU 104 Introduction to Literature (L, W) 3 credits
Introduction and study of the literary elements of fiction, poetry, and drama. Course provides guidelines for analyzing and writing about literature. **Offered as needed.** (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

ENGU 105 Advanced College Writing 3 credits
Instruction builds upon skills presented in ENGU 101. Students develop skills of academic writing, critical analysis, and research techniques common to all disciplines. For students who qualify, this course fulfills the general education requirement in college writing. *Students who take this course to fulfill the general education requirement must take another course to fulfill the writing intensive component. This course may fulfill the writing intensive component if the student has already taken ENGU 101. Offered every Fall.*

ENGU 110 Literature into Film (L) 3 credits
A study of the transformation of literary texts into film texts that focuses on the technical, cultural and political aspects of adaptation and the different capacities and limitations of each medium. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

ENGU 175 The Short Story (L) 3 credits
An investigation of the formal short story as a relatively recent genre of narrative fiction using readings from international and American authors. Attention is given to the limits and possibilities posed by the brevity of form in relation to modern cultural experience. **Prerequisite: ENGU 101 or equivalent**

ENGU 190 The Japanese Tale 3 credits
Major Japanese works (in translation) from 1868 to present, with attention to literary history, social conditions, politics, education and religion. **Prerequisite: ENGU 101 or equivalent**

ENGU 190 Shakespeare I (L) 3 credits
A study and in-depth analysis of ten plays including histories, tragedies and comedies. Attention to dramatic art, language, and characters. **Offered alternate Spring semesters. Prerequisite: ENGU 101 or equivalent**
ENGU 202 Shakespeare II (L)  
A study of the sonnets and ten plays not included in Shakespeare I. *Offered alternate Spring semesters. Prerequisite: ENGU 101 or equivalent*

ENGU 206 Twentieth-Century and Contemporary British Poetry (L)  
Study of British poets from the beginning of the twentieth-century to the contemporary period with attention to how those poets continue and revise the conventions of the genre. Periods include World War I, imagism, modernism, “The Movement” and the new ethnic voices in postmodern Britain. *Prerequisite: ENGU 101 or equivalent*

ENGU 225 Wit and Wisdom of the Eighteenth Century (L)  
Readings in English literature from the Restoration to the pre-Romantics with emphasis on satire and the beginnings of the novel. *Prerequisite: ENGU 101 or equivalent*

ENGU 227 Drama: Classical to Modern (L)  
An intensive reading of major dramas in British and continental literature. Stresses genres of tragedy and comedy. *Prerequisite: ENGU 101 or equivalent*

ENGU 228 Modern Drama (L)  
Intensive reading of major American, British and continental dramatists. Emphasizes historical development and staging of plays. *Prerequisite: ENGU 101 or equivalent*

ENGU 233 English Romantic Writers (L)  
Readings in major poetry and prose of the period covering 1790–1820, with attention to the origins of the “romantic” movement and the aesthetic and social concerns of the first and second generation of Romantic writers. Authors include Blake, Wordsworth, Coleridge, Byron, Shelley, Keats and Mary Shelley. *Prerequisite: ENGU 101 or equivalent*

ENGU 238 Victorian Literature (L)  
Readings in major works written during the reign of Queen Victoria (1837–1901) with attention to the religious, scientific, social, and aesthetic “questions” of the time. Authors may include Tennyson, Browning, Arnold, Mill, Ruskin, Morris, Rossetti, Dickens, Bronte, and Hopkins. *Prerequisite: ENGU 101 or equivalent*

ENGU 241 Gender and Literature (L, W)  
Readings in various genres that investigate gender as a social and literary construction. Attention given to gender and sexual identity relative to historical and cultural conditions and the power relations encoded in those categories for authors and characters alike. *Prerequisite: ENGU 101 or equivalent* (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

ENGU 245 The American Theater (L)  
A study of plays from O’Neill to the present. Attention given to the history of early drama in America, with intensive reading of modern plays. *Prerequisite: ENGU 101 or equivalent*

ENGU 248 Irish Literature I: The Celtic Era to the Gaelic Movement (L)  
A study of Irish literature from pre-Christian Celtic sagas to the poetry and fiction of major Irish writers up to the Gaelic Revival at the end of the nineteenth century. Prerequisite: ENGU 101 or equivalent

ENGU 249 Irish Literature II: 20th Century Irish Renaissance to the Present (L)  
A study of representative drama, fiction and poetry from the writers of the Celtic Movement in the early twentieth century to the new voices of contemporary Ireland. *Prerequisite: ENGU 101 or equivalent*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGU 250</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students improve their writing by analyzing themes and techniques of major writers. Students submit their own stories, plays or poems to the class to critique. Does not satisfy the humanities requirement or the English minor requirements. <strong>Prerequisite:</strong> ENGU 101 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGU 251</td>
<td>African-American Writers (L)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Readings in all genres of African-American literature covering historical periods including slavery, Reconstruction, the Harlem Renaissance, Civil Rights and black arts movements and the contemporary scene. <strong>Prerequisite:</strong> ENGU 101 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGU 260</td>
<td>Ethnic Voices (L)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Readings explore the diversity of ethnic voices in literature written in English in North America and Britain with attention to how these culturally inflected voices both question and enrich the history of established literary traditions. <strong>Prerequisite:</strong> ENGU 101 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGU 264</td>
<td>Early American Literature, contact-1820 (L)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Readings in American literature that cover texts from the moment of contact, Native American texts, Puritan texts including sermons, captivity narratives, early American poetry and fiction, and works by Founding Fathers. Authors may include Winthrop, Bradford, Smith, Bradstreet, Edwards, Franklin, Wheatley, Jefferson, and Apess. <strong>Prerequisite:</strong> ENGU 101 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGU 265</td>
<td>American Romanticism, 1820-1865 (L)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Readings in all genres of American literature that cover the birth of a vibrant American literary scene including but not limited to authors such as Hawthorne, Poe and Melville, Emerson, Thoreau, Douglas, Jacobs, Fuller, and Whitman.</td>
<td></td>
</tr>
<tr>
<td>ENGU 266</td>
<td>Modern American Literature, 1865-1945 (L)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Readings in all genres of American literature that cover literary movements including Realism, Naturalism, Regionalism, and Modernism and feature writers such as Twain, Dickinson, Crane, DuBois, Fitzgerald, O’Neill, Eliot, Hemingway, Hughes and Hurston. <strong>Prerequisite:</strong> ENGU 101 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGU 267</td>
<td>Contemporary American Literature, 1940-present (L)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Readings in all genres of American literature that cover the Beat movement, writers from the Civil Rights and black power movements, metafiction, post-modernism and the emergence of ethnic voices in American literature. Authors may include Williams, Ginsberg, Plath, Baldwin, Ellison, Roth, Bellow, Momaday, Vonnegut, Capote Mailer, Lorde, Rich O’Brien and Morrison. <strong>Prerequisite:</strong> ENGU 101 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGU 271</td>
<td>Gothic Tradition in Literature (L)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Readings explore the nature and social evolution of Gothic literature written in English on both sides of the Atlantic with attention to the artistic features as well as the political and social underpinnings of the genre. <strong>Prerequisite:</strong> ENGU 101 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGU 280</td>
<td>American Literature of the 1920’s: The Lost Generation (L, W)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Analysis of some of the most influential American writers at home and abroad in the 1920s, including ex-patriots Hemingway, Fitzgerald, Eliot, Stein and other Americans writing in the aftermath of World War I. <strong>Prerequisite:</strong> ENGU 101 or equivalent</td>
<td></td>
</tr>
</tbody>
</table>
ENGU 300 James Joyce and *Ulysses* 3 credits
A guided reading of what has been called “one of the most important novels of the twentieth century” with attention to Joyce’s position in the European modernist movement and in Irish post-colonial politics. *This course counts for a 300-level British requirement. Prerequisite: ENGU 101 or equivalent*

ENGU 301 American Novel (L, W) 3 credits
Readings of American novels with an emphasis on understanding the conventions of the genre Selections from Twain to the present, with emphasis on the major movements in American fiction: Romanticism, Realism, Naturalism. *Prerequisite: ENGU 101 or equivalent. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)*

ENGU 308 British Novel (L, W) 3 credits
Readings of British novels with an emphasis on understanding the conventions of the genre from its birth as a new (“novel”) literary form in the eighteenth-century and rise to prominence in nineteenth-century realism to its permutations in post-modern and post-colonial Britain. *Prerequisite: ENGU 101 or equivalent. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)*

ENGU 338 Age of Chaucer (L) 3 credits
A study of the *Canterbury Tales* and readings of other medieval works with their relation to art, music and literature. Studies Middle English and its origins. *Offered every Fall. Prerequisite: ENGU 101 or equivalent*

ENGU 340 American Literature Seminar 3 credits
Seminar study of a single author or selected authors connected by a theme or historical movement in American literature. Readings from primary texts as well as literary criticism relevant to those texts lead to a focused research project. Possible seminar topics could include: the novels of Toni Morrison, a Hemingway-Fitzgerald seminar, the Harlem Renaissance, or the Beat Generation. *Prerequisite: ENGU 101 or equivalent.*

ENGU 342 British Literature Seminar 3 credits
Seminar study of a single author or selected authors connected by a theme or historical movement in British literature. Readings from primary texts as well as literary criticism relevant to those texts lead to a focused research project. Possible seminar topics could include: children in Blake and Dickens, Modernist Writers in the 1930s; Larkin and the Movement Poets, novels of empire and return. *Prerequisite: ENGU 101 or equivalent.*

ENGU 370 Literature in Translation 3 credits
(Cross-listed with the Foreign Language Department. SPANU 370)*

ENGU 400 Departmental Honors
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. *By Departmental invitation only.*

ENGU 401 (first) ENGU 402 (second) Internship 3 credits each
Designed to provide practical experience in fields related to the major. (See Academic Program/Internship)
ENGU 410 Intersession: A Sense of Place  3 credits
Students accompany members of the English and Communication Department to foreign locations (e.g. England, Wales, Scotland, Ireland) to study selected literary works associated with the particular itinerary of the tour. Locations vary each year. Requires a journal and a paper.

ENGU 481 (Fall) ENGU 482 (Spring) Special Topics  3 credits
An investigation of a topic in literature chosen by the instructor as described in the course schedule for that semester. Prerequisite: ENGU 101 or equivalent.

ENGU 488 Research Writing  3 credits
This course provides students with an opportunity to practice discipline-specific research and research writing techniques and to learn how to plan and organize the research and writing process to prepare them for the guided but independent work of the Senior Seminar project.

ENGU 498 Senior Seminar  3 credits
This course is the capstone experience for the English and the English /Communication major. Forms of critical theory, skills of research and critical analysis will be reviewed as student work toward the independent production of a final thesis, necessary for graduation in the major. Offered every Spring Pre-requisite ENGU 4** Research Writing.

MAJOR IN COMMUNICATION AND TECHNOLOGY
- Prerequisites: CITU 101 & CITU 102 or equivalent

Requirements – 43 credits distributed as follows:

- Communication (24 credits)
  COMU 251  Mass Media and Society
  COMU 253  Public Speaking
  COMU 310  Theories and Research Methods
  COMU 351  Seminar in Communication and Technology
  COMU 401  Internship
- Two of the following:
  COMU 110  Introduction to Communication
  COMU 210  Interpersonal and Organizational Communication
  COMU 254  Advertising
  COMU 255  Public Relations
  COMU 481-482  Special Topics
- One of the following
  COMU 252  Writing for the Media
  COMU 258  Scriptwriting
• **Computer Applications (19 credits)**
  - COMU 260 Public Relations Writing
  - COMU 265 Writing and Editing for Magazines
  - CITU 200 Introduction to web Development and Design
  - CITU 221 Video Editing and Production I
  - CITU 320 Presentations in Multimedia
  - Three of the following:
    - CITU 205 Computer Graphics Design I
    - CITU 210 Computer Graphics with Photoshop
    - CITU 305 Advanced Web Design
    - CITU 215 Desktop Publishing
    - CITU 230 Information Systems for Organizations
    - CITU 201 Web Page Design: Programming in xHTML
    - CITU 325 Video Design and Production II
    - CITU 340 Information Management
  - **Recommended**
    - ARTSU 121 Drawing Techniques
    - OR
    - ARTSU 131 Painting
    - CMSCU 150 Technology for the Inquiring Mind
    - HISTU 275 Film and History

**MINOR IN COMMUNICATION AND TECHNOLOGY**

- Develops skills in speaking, writing, graphics, and video components of communication.

**Requirements – 18 credits, distributed as follows:**

- **Three of the following:**
  - COMU 110 Introduction to Communication
  - COMU 210 Interpersonal and Organizational Communication
  - COMU 251 Mass Media and Society
  - COMU 253 Public Speaking
  - COMU 254 Advertising
  - COMU 255 Public Relations

- **One of the following:**
  - COMU 252 Writing for the Media
  - COMU 258 Scriptwriting
  - COMU 265 Writing and Editing for Magazines
- Two of the following:
  - CITU 200 Introduction to web Development and Design
  - CITU 205 Computer Graphics Design I
  - CITU 210 Computer Graphics with Photoshop
  - CITU 215 Desktop Publishing and Graphics Design
  - CITU 221 Video Design and Production I
  - CITU 230 Information Systems for Organizations
  - CITU 320 Presentations in Multimedia
  - CITU 325 Video Design and Production II
  - CITU 340 Information Management

An internship is recommended and may be substituted for a required course only by permission of the advisor for the minor. Also recommended as *Ways of Knowing* courses are ARTSU 121 or 131, CMSCU 150, and HISTU 275.

**COMMUNICATION COURSE DESCRIPTIONS**

**COMU 110 Introduction to Communication (B) 3 credits**
An examination of the factors that enhance or inhibit effective communication in a variety of settings including interpersonal, intercultural, group, organizational and mass communication settings. *Offered every Fall.*

**COMU 210 Interpersonal and Organizational Communication (B) 3 credits**
A study of the ways in which people generate meaning in interpersonal transactions through the use of language, space, gesture, sexuality, and time. Analyzes dynamics of communication processes within the contexts of organizations including topics such as motivation, leadership, and decision-making.

**COMU 251 Mass Media and Society (B) 3 credits**
Investigates books, newspapers, magazines, radio, television and film as mass media. Critically analyzes mass media as a reflection of and an influence on society. Examination of social, political, economic, and technological aspects. *Offered every Spring.*

**COMU 252 Writing for the Media (W) 3 credits**
Practice in the basics of journalism, advertising, public relations, and writing techniques for radio and television. *Offered Spring 2008.* (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**COMU 253 Public Speaking 3 credits**

**COMU 254 Advertising (B) 3 credits**
Covers advertising objectives, research, creative execution, media selection, legal and ethical requirements and budgeting. Students design and present an advertising campaign. *Offered every Spring.*

**COMU 255 Public Relations 3 credits**
Study of principles and techniques used in communication between an organization and any individual or audience. Examines media and press releases, promotions and trade shows, community and customer relations. Students plan and present a public relations campaign. Offered every Fall.

**COMU 258 Scriptwriting (W) 3 credits**
This course focuses upon the essential elements of writing clear, concise, and dynamic short scripts for film and video productions. Through writing exercises, students will learn how to write realistic dialogue, visually compelling scenes, and precise technical instructions for crew. Both documentary and narrative formats will be explored. Offered every Fall. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**COMU 260 Public Relations Writing**
This course focuses on how public relations materials are created and used to communicate key themes to various audiences. Using journalistic techniques, students will write press releases and newspaper and/or magazine articles designed to generate media attention for an organization or product. By the end of the course, students will have created a diverse portfolio of their public relations writing which may also include a newsletter, brochure, speech, pitch letter, and additional collateral public relations materials, such as bio sheets and organization or product fact sheets. Offered every Spring.

**COMU 265 Writing and Editing for Magazines (W) 3 credits**
Workshop approach provides experience in the basics of magazine writing, editing and publishing: how to analyze a publication, translate an idea into a magazine article, put together a storyboard, and identify software programs appropriate for formal and informal publications. Emphasizes use of advertising in magazine industry. Examines strategies needed to enter the field where creating a network is as necessary as developing a portfolio. Offered Spring 2007. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**COMU 310 Theories and Research Methods 3 credits**
An examination of communication theories and problem solving research. Students learn how to interpret, analyze, and integrate significant data through literature review research. Offered Fall 2006.

**COMU 400 Honors 3 credits**
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

**COMU 401-402 Communication Internship 3 credits each**
Field work for the qualified student in the areas of broadcasting, print journalism, advertising or public relations at sites approved by the Department Chair or Program Coordinator. (See Academic Program/Internship)

**COMU 481-482 Special Topics 3 credits**
An investigation of a topic in communication chosen by the instructor as described in the course schedule for the semester.

**COMU 498 Seminar in Communication and Technology 3 credits**
Students integrate research, questionnaire development, a literature review and the writing of a comprehensive paper with state-of-the-art technologies for presentation. Offered every spring.

**COMPUTER APPLICATIONS COURSE DESCRIPTIONS**

**CITU 200 Introduction to web Development 3 credits**
Students examine current web design techniques and learn how to create effective web pages using a web-authoring suite, such as Macromedia Dreamweaver. Prerequisite: Completion of computer proficiency.
CITU 205 Computer Graphics Design I 3 credits
Through the use of computer graphics technology, students will learn how to use the powerful and creative tools in Adobe Illustrator to create original artwork, edit clipart, and generate unusual and stylized text. Emphasis will be placed on the use of vector/object-oriented software as a design tool in the fields of graphic and fine art. Also included will be discussion regarding the considerations necessary for final output including color models, resolution, inkjet and offset printing and preparation for the Web. Prerequisites: CITU 101 & 102 or equivalent. Offered every Fall.

CITU 210 Computer Graphics with Photoshop 3 credits
Students learn the essentials of image enhancement by developing the understanding and skills needed to edit raster/bitmapped graphics. Students will explore the basic concepts of color correction, photo retouching, compositing (photo montages), photographic manipulation, digital darkroom techniques and the preparation of images for use on the World Wide Web. Image resolution, color models and printing issues are also covered. Prerequisites: CITU 101 & 102 or equivalent. Offered every Spring.

CITU 215 Desktop Publishing and Graphics Design 3 credits
Students learn the theory and techniques of desktop publishing. The software program used for this course is QuarkXPress which is the leading layout and design software for publishers. Prerequisites: CITU 101, 102 & 142 or equivalent. Recommended: CITU 205 or 210.

CITU 221 Video Design and Production I 3 credits
A basic “hands on” introduction to video production, with emphasis on learning how to use the camera and related equipment, developing visual stories, writing a treatment and pre-production organizing and planning. Students will focus on understanding light, becoming familiar with production terms and equipment, improving shot design, planning for camera movement and placement, “shooting to edit”, and harnessing the power of sound. Various aesthetic as well as ethical concerns are covered.

CITU 230 Information Systems for Organizations 3 credits
This course provides an introduction to communication systems. Students consider local information exchanged through global networking including e-mail, bulletin boards, teleconferencing and interactive global dialogues. Additional topics incorporate the study of communication hardware and software and the ethical and moral issues emanating from the communication explosion. Prerequisites: CITU 101, 102, 142, and CMSCU 150

CITU 300 Web Design: Programming in xHTML and Javascript 3 credits
This course introduces the students to creating interactive web pages using xHTML and Javascript. Students will incorporate design techniques developed in CITU 200. Prerequisite: CITU 200

CITU 320 Presentations in Multimedia 3 credits
This goal is a multimedia production in which students combine text, graphics, audio and video in an original creation. Students acquire skill in the analysis and application of presentation software Macromedia Director. This course is for students who desire to develop modes of communication and presentation that utilize the potential of developing technologies. Prerequisites: CITU 205 OR CITU 210; Recommended UCIT 221

CITU 325 Video Design and Production II 3 credits
Students increase their mastery of planning and production, develop treatments, write a script, develop shot lists, write location reports, and learn to organize and create production books. Students shoot and edit to increase their use of sophisticated non-linear digital editing techniques. Prerequisite: CITU 221

CITU 340 Information Management (BADMU 280) 3 credits
This course introduces students to the fundamentals of information management using Oracle, from simple applications through database programming and Structured Query Language. This course includes an analysis and evaluation of social and ethical issues stemming from the proliferation of databases. Recommended for students planning a career in business and information sciences. Prerequisite: CITU 180
FOREIGN LANGUAGE AND LITERATURE

Mary Helen Kashuba, SSJ, D.M.L, Professor of French and Russian, Chair
Aída M. Beaupied, Ph.D., Associate Professor of Spanish
Cecelia J. Cavanaugh, SSJ, Ph.D., Dean of the School of Undergraduate Studies, Associate Professor of Spanish
Jean Faustman, SSJ, D.M.L., Associate Professor of French and Spanish
Margaret Mary Murphy, SSJ, M.A., Associate Professor of Classics
Carmen Villegas Rogers, Ph.D., Associate Professor of Spanish

Majors may be pursued in French and Spanish. Students completing a major in these languages should demonstrate oral and written proficiency at the level of advanced or above, according to the ACTFL Proficiency Guidelines. Language majors are also required to study a second language for at least two semesters and should be able to demonstrate knowledge of that language at the intermediate level or above, according to the ACTFL Proficiency guidelines. Exceptions to this may be made for students pursuing a double major.

Minors may be pursued in French, Spanish and Latin/Classical Civilization. The Department also offers courses in Classical Civilization (in English), Italian, German, Chinese and English as a Second Language (ESL). All courses except Classics are conducted in the target language and emphasize a communicative approach.

Teacher certification may be obtained in French, Latin, and Spanish. First language certification in French or Spanish requires a major or its equivalent in the language. Second language certification requires the candidate to pass the Praxis in the language. However, further study may be recommended, depending on the level of the candidate. Specifics for Latin are described elsewhere in this section. Students seeking certifications are expected to demonstrate oral (except Latin) and written proficiency in the language at the level of advanced or above, according to the ACTFL Proficiency guidelines. Students seeking certification are also required to take Foreign Language 317 or GRED 552: Special Methods in Foreign Language Teaching.

The Department provides opportunities for internships and studies abroad and strongly recommends an immersion experience (Stateside or abroad) in the major language. Chestnut Hill College offers a special opportunity for students who wish to study in Paris, France. Students with a GPA of 3.0 or higher in advanced French courses may enroll in the Cours de Civilisation Française de la Sorbonne. This program is designed especially for non-Francophone students with courses given in French. During the semester preceding their departure for Paris, students participate in an orientation program given by a member of the Foreign Language Department. Payment for study in Paris is made directly to Chestnut Hill College. The cost approximates current fees for tuition, room and board at Chestnut Hill College. Most financial aid is applicable. Similar programs exist in conjunction with the Universidad Internacional in Cuernavaca, Mexico and through the American Business School in Paris and CEFAM (Centre d’études franco-américaines de management) in Lyon, France.

AP Scores in Foreign Language

The Department accepts advanced placement scores of 3, 4, or 5. A score of 3 in AP Language or Literature is equivalent to the 103 course in the respective language, worth three credits. The student must then either pass the Proficiency exam or take 104 to satisfy the language requirement. A score of 4 or 5 in AP Language is equivalent to 221, Advanced Grammar and Composition, worth three credits. This satisfies the language requirement for non-majors. A score of 4 or 5 in AP Literature is equivalent to an introductory course in literature, assigned at the discretion of the Department, and worth three credits. This also satisfies the language requirement for non-majors.

FRENCH MAJOR

The major in French aims to provide students with knowledge and appreciation of the French language and French and Francophone culture and literature. Students learn to understand, speak, read and write the language and to acquire practical skills that will equip them for careers in business, government, communications, education and other areas in which language skills and cultural background are assets. Students learn to analyze through studying the structure of the language. They also develop an ability to interpret literature and thus bring a humanizing dimension to their own lives and to modern society.
Requirements – 36 credits above the intermediate level, distributed as follows:
- French Literature: 4-6 courses
- French Civilization: 2-3 courses
- French Language: 2-3 courses
- FREN 498 Seminar in French Literature

SPANISH MAJOR
The Spanish major offers opportunities to develop an appreciation and understanding of the literature and culture of Spain and Latin America, as well as to develop fluency in oral and written Spanish. Students learn to understand, speak, read and write the language and to acquire practical skills that will equip them for careers in business, government, communications, education and other areas in which language skills and cultural background are assets. Students learn to analyze through studying the structure of the language. They also develop an ability to interpret literature and thus bring a humanizing dimension to their own lives and to modern society.

Requirements - 36 credits above the intermediate level, including:
- Spanish Literature: 4-6 courses
- Spanish Civilization: 2-3 courses
- Spanish Language: 2-3 courses
- SPAN 498 Seminar in Hispanic Literature

FOREIGN LANGUAGE MINORS
GENERAL REQUIREMENTS:
- Students may choose a minor in French, Latin, or Spanish.
- Students wishing to minor in a foreign language must consult with the Chair of the Department or a designated faculty advisor.
- All courses for the minor must be in the same language.
- Students may request a combined foreign language minor only if they have 18 credits beyond 103-104 (intermediate level) in two languages.

Requirements for a Modern Language minor – 18 credits
- At least 12 credits must be beyond 103-104 (intermediate level)
- One course must be in Advanced Conversation. A course in Advanced Grammar is also required.
- 101-102 (introductory level) does not count for the minor, unless otherwise approved by the Department.

Exceptions may be made, when appropriate, after consultation with instructors and the Chair of the Department. Possible exceptions include:
- Native speakers who may not need Advanced Conversation or grammar
- Students beginning with 101-102 who may demonstrate appropriate proficiency after study abroad or other experiences
- Students applying Advanced Placement credits toward the minor

Requirements for a Latin/Classical Civilization minor – 18 credits
- Students may choose to focus the minor in the Language or in Classical Civilization
- Language focus requires 12 credits in the language and six in Classical Civilization
- Classical Civilization focus requires six (6) credits in the language and 12 credits in Classical Civilization
- Latin 101-102 is acceptable for the minor
- Students may apply Advanced Placement credits toward the minor

TEACHER CERTIFICATION IN LATIN

Requirements – 24 credits (8 courses)
- Six courses (seven, if the candidate begins with Latin 101) of the following:
  - LATU 101-102 Elementary Latin
  - LATU 103-104 Intermediate Latin
  - LATU 240 The Gift of Virgil
  - LATU 241 Early Christian and Medieval Latin
  - LATU 261-262 Survey of Latin Poetry and Prose
• **One to two** of the following:
  - CLCVU 151 Enter the Hero and the Heroine
  - CLCVU 153 Mythology as Living Tradition
  - CLCVU 260 Ancient Drama

• **The candidate for certification must demonstrate proficiency in written Latin.**
  * Indicates courses required for certification

Course descriptions that are designated with a (L or W) fulfill the Literary Ways of Knowing or Writing Intensive requirement of the Core Curriculum.

**CHINESE**

CHINU 101-102 **Elementary Chinese** 3 credits each
Beginning level courses designed for students who have no previous knowledge of spoken or written Chinese. The courses are an introduction to basic language skills in speaking, reading and writing of modern Chinese.

CHINU 103-104 **Intermediate Chinese** 3 credits each
Further development of skills in CHINU 101 and 102, including grammar, listening comprehension, and vocabulary usage in the context of useful daily conversation.

**CLASSICAL CIVILIZATION**

CLCVU 151 **Enter the Hero and the Heroine (L)** 3 credits
The Iliad, Odyssey, and Aeneid are read in English. Attention to epic poetry, the changing ideal of heroism, the influence of epic on Greek and Roman civilization and on European literature. *Offered Spring 2008 and alternate years.*

CLCVU 153 **Mythology as Living Tradition (L)** 3 credits
A study of the great myths of the ancient world in connection with the religious and literary tradition and the evidence of ancient art. Persistent mythological themes, such as that of Oedipus, seen in a modern context. *Offered Fall 2007 and alternate years.*

**ENGLISH AS A SECOND LANGUAGE**

International students whose high school was in a non-English speaking environment normally take ESLU 103-104 for their language requirement. Students who place beyond the intermediate level may take English literature or communication courses to fulfill the language requirement or may choose a language other than English.

ESLU 101-102 **Basic English Skills: Non-Native Speakers** 3 credits each
An integrated skills class with practice in writing academic essays, note taking, and independent editing skills. Appropriate readings; focus on speaking and listening. *Offered as needed.*

ESLU 103 **Intermediate English Skills for Non-Native Speakers** 3 credits
An integrated skills class focusing on readings about American cultures and issues. Emphasizes developing vocabulary and increasing ability to participate comfortably in class discussions. *Offered as needed.*

ESLU 104 **Introduction to American Culture** 3 credits
A course for non-native speakers designed to foster continued development of reading and speaking skills. Different aspects of American culture are examined. Survival study skills will also be practiced. *Offered as needed.*

**FOREIGN LANGUAGE**

FLU 317 (or GRED 552) **Special Methods in Foreign Language Teaching** 3 credits

*95*
Prepares teachers of foreign languages, levels K-12. Includes discussion of current methodology in foreign language teaching, linguistic principles and practical experience. Familiarizes students with the ACTFL guidelines and the National Standards for Modern Languages and demonstrates how to incorporate them into their teaching. Involves sample lessons, observation, and familiarity with current research in foreign language pedagogy and preparation of a portfolio.

FRENCH

**FRENU 101-102 Elementary French**
Introduction to the French language for students without previous experience. Focuses on the four skills of reading, writing, speaking, and understanding and the five National Standards for language learning. Includes audio-visual materials and use of computer and Internet resources.

**FRENU 103-104 Intermediate French**
A review of the basics of French for students with some experience in the language, along with the development of reading, writing, speaking and listening skills. Focuses on the National Standards for language learning. Includes audio-visual materials and use of computer and Internet resources.

**FRENU 221 Grammaire et composition avancée * (W)**
3 credits
Presents more advanced points in French grammar, stylistics, and the organization of paragraphs and essays. It will include practical exercises in elementary translation and the comparative study of English and French, highlighting cultural and linguistic differences, especially in contemporary written and spoken French. Includes frequent oral and written reports, translations, and explications de texte. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**FRENU 222 French for Oral Proficiency ***
3 credits
Uses a variety of materials, such as articles, short stories, plays, sample conversations, audio-visual and internet resources, and practice in French phonetics, to enable students to achieve a score of at least Intermediate High on the ACTFL Oral Proficiency Interview.

**FRENU 228 Le Français Commercial**
3 credits
A study of vocabulary, composition, letter writing and conversation aimed at developing communication skills in French, with emphasis on business and commercial terminology, the use of audio visual and Internet sources.

**FRENU 231-232 Introduction à la Culture Française**
3 credits each
Aims to develop proficiency in oral and written French and to intensify reading skills through a study of French and Francophone culture. Includes conversation, oral exposés, composition, and grammar as needed. Readings are drawn from French culture and literature and Internet sources. Special emphasis will be given to the diversity of cultures, traditions, and languages contributing to the richness of life in various regions of the Francophone world.

**FRENU 233 Expériences dans la Civilisation Française**
2 credits
A series of preliminary lectures, seminars and projects followed by a study session abroad. The student experiences the language and the people by total immersion in the culture of the country. Offered as needed.

**FRENU 234 Contemporary Culture of the French Regions**
3 credits
Comparative study of selected readings focusing on diversity of life in the various regions of France. Oral presentations, discussions, audio-visuals. For students with a good reading knowledge and comprehension of French.

**FRENU 341 Le Dix-septième Siècle (L)**
3 credits
Explores the theme of classicism through the Golden Age of French literature, with special emphasis on Corneille, Racine, Molière, Descartes, and Pascal. Addresses the culture of the period, focusing on the contributions of women in seventeenth-century France.

**FRENU 342 Le Siècle des Lumières (L)**
3 credits
Focuses on the eighteenth century with the contributions of the *philosophes* and their vision of progress and a new world order. Explores the causes, events, and consequences of the French Revolution.

**FRENU 353 Romantisme et Réalisme (L)**
3 credits
A study of emerging individual consciousness through authors such as Chateaubriand, Victor Hugo and Balzac. Reaction to romanticism in Flaubert and Zola; its consequences in the symbolist poets.
FRENU 354 Le Vingtième Siècle (L)  
A study of modern society as reflected in its literary evolution from Proust through the nouveau roman and the théâtre de l’absurde to writers at the end of the century. 

FRENU 355 Le classicisme éternel (L)  
Focuses on the classical sources that contributed to the formation of the French literary and artistic tradition in the seventeenth century, and which reappears especially in the twentieth century. Classical authors such as Corneille, Racine, and Molière will be considered, along with their modern counterparts, such as Giraudoux, Gide, Camus and Sartre.

FRENU 361 La Littérature Francophone (L)  
An exploration of literary texts, including poetry, theater, and novels, from Africa, the Antilles, and Canada, as well as those issues—linguistic, social, historical, and geographic—which add a deeper understanding of these areas.

FRENU 400 Honors  
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

FRENU 401-402 Language Internship-French  
An off-campus program to provide the qualified junior or senior major with an opportunity for relating skill in language to other fields. The Department determines which sites offer sufficient language use to warrant credit. (See Academic Program/Internship)

FRENU 481-482 Special Topics  
An intensive study of a specific period or topic in French literature. Open to all qualified students. May be repeated for credit.

FRENU 498 Seminar in French Literature  
Designed to integrate, enrich and deepen the student’s understanding and appreciation of French literature. Develops a theme basic to the development of literature, explored through group discussion, individual seminars and papers.

GERMAN

GERU 101-102 Elementary German  
Intended for students with no previous knowledge of German. Focuses on the four skills of reading, writing, speaking, and understanding and the five National Standards for language learning. Includes audio-visual materials and use of computer and Internet resources. (omit the rest of the description in the original) Offered alternate years.

GERU 103-104 Intermediate German  
Designed for the student some experience of German. First semester: grammar review and conversation; second semester (omit literature), reading and composition. Continued stress on the spoken and written language. Focuses on the National Standards and proficiency guidelines. Offered alternate years.

GERU 481 Special Topics  
An intensive study of a specific period or topic of German History, Culture, Civilization or Literature. Open to all qualified students. May be repeated for credit.

ITALIAN

ITALU 101-102 Elementary Italian  
Introduction to the Italian language for students without previous experience. Focuses on the four skills of reading, writing, speaking, and understanding and the five National Standards for language learning. Includes audio-visual materials and use of computer and Internet resources.
ITALU 103-104 Intermediate Italian 3 credits each
A review of the basics of Italian for students with some experience in the language, along with the development of more advanced reading, writing, speaking and listening skills. Focuses on the five National Standards for language learning. Includes audio-visual materials and use of computer and Internet resources.

LATIN

LATU 101-102 Elementary Latin 3 credits each
Designed to help master the fundamentals of the Latin language and to develop the ability to read and understand Latin.

LATU 103-104 Intermediate Latin 3 credits each
Review of forms and readings from Latin authors, adapted to the background of the students. Prerequisite: LATU 101-102 or equivalent.

LATU 240 The Gift of Virgil (L) 3 credits
Sections of the Aeneid, Books I-VI, read in the original. Emphasis on the unifying thread and motivation which makes this work as vital to the readers of today as to Virgil’s contemporaries.

LATU 241 Early Christian and Medieval Latin (L) 3 credits
Readings from the Fathers of the Church; religious and secular prose and poetry from the fifth to the thirteenth centuries. Study of the continuous contributions of Latin as a vehicle of thought. Attention to the changes in morphology and syntax; emphasis on the ability to read rapidly from selections of the available material.

LATU 261 Survey of Latin Poetry (L) 3 credits
Selections from the lyrics of Catullus, the Odes of Horace and the Metamorphoses of Ovid, including the characteristics and metrical forms of each type, the history of the genres and its Greek influence, the literary and social background of each poet.

LATU 262 Survey of Latin Prose (L) 3 credits
Selections from Cicero, Caesar, Sallust, and Pliny, including the types and styles of prose writing (oratory, letter-writing, history, philosophy), and the politics of the Late Republic.

LATU 321 Stylistics and Prose Literature (L) 3 credits
A restudy of the forms of Latin language and style in order to understand the thought patterns and verbal expression of the Romans.

LATU 481-482 Special Topics 3 credits
An intensive study of a specific period or topic in Latin literature arranged with a view to student interest.

SPANISH

SPANU 101-102 Elementary Spanish 3 credits each
Introduction to the Spanish language for students without previous experience. Essentials of pronunciation and grammar, leading to proficiency in reading, writing, speaking, and understanding. Focuses on the five National Standards for language learning. Includes audio-visual materials, computer and Internet resources.

SPANU 102 X – Elementary Spanish Intensive 4 credits
For students with some knowledge of basic Spanish. Intensive review of essential grammar and vocabulary from Spanish 101 and then an intensive study of the material from Spanish 102. Attention given to the essentials of pronunciation and grammar, leading to proficiency in reading, writing, speaking and understanding. Focuses on the five National Standards for language learning. Includes audio-visual materials, computer and Internet resources.

SPANU 103-104 Intermediate Spanish 3 credits each
For students with a basic knowledge of Spanish. Grammar review, pronunciation and introduction to Hispanic authors, with development of reading, writing, speaking and listening skills. Focuses on the five National Standards for language learning. Includes audio-visual materials, computer and Internet resources.

SPANU 105 Spanish for Heritage Speakers 3 credits
Intermediate level course for students whose first or family language is Spanish and wish to standardize their language proficiency before pursuing further study in Spanish language or literature. Grammar review, composition, vocabulary building, spelling and phonetics, with emphasis on the native linguistic and cultural background as well as the special challenges of heritage speakers. This course helps fulfill the foreign language requirement. Offered as needed.

**SPANU 221 Advanced Grammar and Composition**

- **W**
- 3 credits

Special attention to the structure of present day Spanish. Intensive review of grammar principles, vocabulary, and usage to increase the student’s command of written and spoken Spanish. Also includes practical exercises in elementary translation and the comparative study of English and Spanish, highlighting cultural and linguistic differences, especially in contemporary written and spoken Spanish. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**SPANU 222 Advanced Conversation (eliminate and composition)**

- 3 credits

Designed to develop conversational fluency in written and spoken Spanish, accuracy of pronunciation and intonation and maturation of style. Themes considered in class provide topics for research, writing and discussion.

**SPANU 228 Commercial Spanish**

- 3 credits

Designed to develop fluent communication, both oral and written, in contemporary business transactions. Special attention given to understanding the cultural context within which business is conducted in both Spain and Latin America via newspaper articles, audio and video materials and the Internet. Group projects, class discussions, oral and written work in Spanish.

**SPANU 231 Introduction to Hispanic Culture I – Spain**

- 3 credits

Examines all facets of Spanish Culture from the early migration of peoples to the Iberian Peninsula to the Conquest of the Americas to present day social, political and economic developments. Special emphasis given to the diversity of cultures, traditions, and languages contributing to the richness of life in various regions of Spain. Includes discussion, exams, oral and written reports. Readings drawn form historical and cultural sources, Spanish newspapers, magazines and the Internet.

**SPANU 232 Introduction to Hispanic Culture II – Latin America**

- 3 credits

Examines all facets of Latin American culture from Pre-Colombian civilizations to the Spanish Conquest to present day social, political and economic developments. Special emphasis given to the diversity of cultures, traditions and languages contributing to the richness of life in various regions of Latin America. Includes discussion, exams, oral and written reports in Spanish. Readings drawn from historical and cultural sources, Latin American newspapers, magazines and the Internet.

**SPANU 261 Masterpieces of Hispanic Literature I (L,W)**

- 3 credits

An introductory literature course intended to familiarize the student with the literature of Spain and to develop skills in literary analysis. Works from the Middle Ages to present are studied. Class discussion, readings, oral and written work in Spanish. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**SPANU 262 Masterpieces of Hispanic Literature II (L,W)**

- 3 credits

An introductory literature course intended to familiarize the student with the literature of Latin America and to develop skills in literary analysis. Works written before 1492 through the present are studied. Class discussion, readings, oral and written work in Spanish. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**SPANU 263 Masterpieces of Hispanic Literature III (L)**

- 3 credits

Complements SPANU 261 and 262. An in-depth study of one genre (announced at course offering) at the introductory level. Studies representative works from the Middle Ages to the modern period, major developments in Hispanic literature, the concept of genre, and the analysis appropriate to genre. Class discussion, readings, oral and written work in Spanish. May be taken once.

**SPANU 340 Colonial Latin American Literature (L)**

- 3 credits

A study of major writers, including poets, essayists, dramatists and correspondents, from the colonial period in Latin America. Special attention paid to some pre-encounter indigenous works as well as to the impact of colonizaton on the literature produced during the period. Authors may include, Netzacoahuatl, Columbus, Cortés, De las Casas, Ercilla, Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz, Fernández de Lizardi and Bello. Readings, reports and papers in Spanish.

**SPANU 341 The Spanish Golden Age (L)**

- 3 credits

Special focus on the 16th and 17th centuries, the “Golden Age” of Spanish art, politics and letters. Considers the culture of empire: its art, music and ideology as well as the poetry, theater and prose of the Renaissance and Baroque periods. Authors include Góngora, Sor Juana Inés de la Cruz, Quevedo, Lope de Vega, Calderón, San Juan de la Cruz and Cervantes.
SPANU 353 Nineteenth Century Spanish Literature (L) 3 credits
A study of major writers, including poets, essayists, novelists, short-story writers and dramatists of 19th century Spain. Special emphasis on Romanticism, Costumbrismo and Naturalism and their relationship to social, political and economic developments in Spain. Authors may include: Larra, Espronceda, Bécquer, Castro, Zorrilla, Galdós, Peredia, Bardo Bazán, Clarín and Casona. Readings, reports and papers in Spanish.

SPANU 354 Contemporary Spanish Literature (L) 3 credits
Reading and discussion of major poets, novelists and dramatists of the 20th century. Special emphasis on Modernism, the generation of 1927 and the impact of the Spanish Civil War on writers of post-war generations. Authors include Unamuno, Pío Baroja, Azorín, Valle-Inclán, Machado, García Lorca, Guillén, Aleixandre, Cela, Delibes, Buero Vallejo, Sastre and Arrabal. Readings, reports and papers in Spanish.

SPANU 355 Contemporary Latin American Literature (L) 3 credits
Reading and discussion of major poets, novelists, short-story writers and dramatists of the 20th century. Special attention paid to the development of a uniquely American voice in Hispanic letters with emphasis on Modernism, the question of identity, magic realism, the “boom”, political themes etc. Authors may include, Martí, Darío, Quiroga, Mistral, Neruda, Borges, Cortázar, García Márquez, Carballido, Dragún, Valenzuela and Allende. Readings, reports and papers in Spanish.

SPANU 361 Novels and the Movies They Inspired (L) 3 credits
Examines several novels and short stories and the movies based on them. Considers how choices of medium and of narrative technique effect both the manner in which a story is told and the way in which it is received. Authors and texts considered may include among other possibilities, Miguel Delibes’ Los santos inocentes, Benito Pérez Galdos’ El abuelo, Juan Ramón Jiménez’ Platero y yo, Juan Marse’s Ultimas tardes con Teresa, Adelaída García Morales’ El sur, and stories such as Julio Cortázar’s “Cartas de mamá”, Jorge Luis Borges’ “Emma Zunz.” Readings, movies, discussions and written work in Spanish.

SPANU 362 Hispanic Women Writers (L) 3 credits
An intensive study of women writers in Hispanic literature arranged for students’ interests. Authors may include, among other possibilities, Santa Teresa de Jesús, Sor Juana Inés de la Cruz, Emilia Pardo Bazán, Ana María Matute, Rosario Ferré, Isabel Allende and Carmen Martín Gaite. Readings, reports, and papers in Spanish.

SPANU 365 Literature of the Caribbean (L) 3 credits
An exploration of literary texts, including poetry, theater and novels from Spanish-speaking Caribbean areas, as well as those issues—linguistic, social, historical and geographic—which lead to a deeper understanding of the region, its literature and its people. Readings, reports and papers in Spanish.

SPANU 370 Literature in Translation. (L) 3 credits
Essentially a Special Topics course wherein a distinct aspect, topic or genre of Hispanic Literature is treated through literary works read in English translation. Intended to further develop student understanding of linguistic, social, historical and literary elements that make up a text. Readings, discussion, oral reports and papers. Course may be taken for Spanish credit provided that all texts are read in Spanish and any written work is done and/or presented in Spanish. (Cross Listed with the English Department. ENGU 370)

SPANU 400 Honors
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

SPANU 401-402 Language Internship-Spanish 3 credits
An off-campus program to provide the qualified junior or senior major with an opportunity for relating skill in language to other fields. The Department determines which sites offer sufficient language use to warrant credit. (See Academic Program/Internship)

SPANU 481-482 Special Topics 3 credits
An intensive study of a particular period on topic in Hispanic Literature open to all qualified students. May be repeated for credit.

SPANU 498 Senior Seminar in Hispanic Literature 3 credits
A weekly seminar designed to correlate the main literary trends in Hispanic literature.
Open to advanced students.
INTERNATIONAL STUDIES CERTIFICATE

Mary Helen Kashuba, SSJ, D.M.L., Director

The International Studies Certificate program enables students, in any major, to become more aware of the growing interdependence of nations. Courses with a multi-cultural dimension and an international focus, as well as the study of languages, broaden horizons and prepare participants to be agents in solving problems in a positive and peaceful way. An internship with an international dimension provides realistic experience and enhances career opportunities in the United States and abroad. This concentration will be noted on the student’s permanent transcript.

Requirements:

- **Five courses**, chosen by individual students in consultation with their international studies advisor, which focus on a specific topic. Examples of topics: Ecology and Environment in an International context; Multinational Corporations and International Business; Children and the Family in an International context; Multiculturalism in the Arts, etc. The choice of courses should be interdisciplinary in nature and may be used to fulfill Major and Ways of Knowing requirements. Although the course plan and focus should be finalized by the first semester of junior year, it is recommended that students begin their program in their first year.

- **Foreign Language Competency.** The student must reach a minimum of intermediate mid on the ACTFL oral proficiency scale. The ACTFL oral proficiency interview or an equivalent will assess the student’s level.

- **An internship** with an international dimension, related if possible to the focus and the language. Internships abroad are encouraged.

- **A Global Studies Course** (G1201) required of all students.

**INSTU 401 - 402 International Studies Internship** 3 credits

An off-campus program to provide junior and senior candidates for the certificate with a working situation with an international dimension. The internship may be local or abroad, with the approval of the Director. (See Academic Program/Internship)
HISTORY AND POLITICAL SCIENCE

Lorraine Coons, Ph.D., Professor of History, Chair
David R. Contosta, Ph.D., Professor of History
Philip McGovern, M.A., Adjunct Faculty, Political Science
Barbara Nolan, SSJ, Ph.D., Professor of Political Science
Jacqueline Reich, Ph.D., Assistant Professor, Political Science
Alexander Varias, Ph.D., Adjunct Faculty, History
William T. Walker, Ph.D., Vice President for Academic Affairs and Dean of the Faculty, Professor of History

HISTORY

The objective of the program is to give the history major or minor a deep awareness of the importance of the historical perspective through courses ranging from ancient times until the present. The student has the opportunity to learn about the self and to analyze historical consciousness. History students are prepared for a wide variety of careers: law, paralegal work, banking, public service, diplomatic service, communications, secondary school teaching, museums, archives, and graduate school.

Phi Alpha Theta, the national honor society in history, requires a GPA of 3.0 and a 3.1 average in History. Both majors and minors are eligible for nominations into the society upon completion of 12 semester hours of course work in history.

- **Requirements for a major – 36 credits including:**
  - HISTU 101 History of Western Civilization I
  - HISTU 102 History of Western Civilization II
  - OR
  - HISTU 104 Topics in Global History
  - HISTU 497 History and Historiography
  - HISTU 498 Senior Seminar

- **Requirements for a minor – 18 credits, including:**
  - HISTU 101-102 Western Civilization (6 credits)
  - Four electives selected in consultation with minor advisor.
  - An internship (3 credits) may be included in the four electives
  - Consultation with history program faculty about requirements and procedures
  - Courses taken to fulfill a minor in history may also be used to fulfill general education and *Ways of Knowing* requirements in the humanities.

- **Requirements for Citizenship Certification:**
  Students seeking secondary education certification in Citizenship must complete the required education courses (see Education section), and the following content courses:
  - ECONU 105 Microeconomic Principles
  - ECONU 106 Macroeconomic Principles
  - GEOGU 101 Introduction to Geography
  - HISTU 101 History of Western Civilization I
  - HISTU 102 History of Western Civilization II
  - OR
  - HISTU 104 Topics in Global History
  - HISTU 141 American Survey I
  - HISTU 142 American Survey II
  - HISTU 250 The Pennsylvania Experience

AND ANY TWO (2) OF THE FOLLOWING POLITICAL SCIENCE COURSES:

- PSCU 101 Introduction to Political Science
- PSCU 102 American State and Local Government
Requirements for Social Studies Certification:

Students seeking secondary education certification in Social Studies must complete the required education courses (see Education section), all “Citizenship” requirements listed above, and six credits each in psychology and sociology, including, but not limited to, the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 101</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSYU 103</td>
<td>Child Development</td>
</tr>
<tr>
<td>PSYU 104</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>PSYU 206</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>SOCU 101</td>
<td>Introductory Sociology</td>
</tr>
<tr>
<td>SOCU 103</td>
<td>Major Social Problems</td>
</tr>
<tr>
<td>SOCU 104</td>
<td>Major Global Problems</td>
</tr>
<tr>
<td>SOCU 127</td>
<td>Ethnicity</td>
</tr>
</tbody>
</table>

AP Credit:

AP credit for a history course is given to those students who have attained a test score of 3 or better. It may be counted as a general elective but not as one of the 12 courses required for graduation.

All History courses fulfill the “Historical” Ways of Knowing category. Course descriptions that are designated with a (B) or (A) fulfill the “Behavioral” or “Artistic” Ways of Knowing requirement of the Core Curriculum. Courses designated with a (W) indicate writing intensive and fulfill that requirement.

HISTU 101-102 (H) 3 credits each
Explores Greek and Roman culture and civilization, beginnings of Christianity, institutions and culture of the Middle Ages, geographical discoveries, European political order, Renaissance and religious revolution, Age of Reason, nineteenth and twentieth centuries.

HISTU 104 Topics in Global History (H) 3 credits
Analyzes selected topics in modern world history with an emphasis on European and American developments from the eighteenth century until the present time. Topics for study include: the Enlightenment, the French Revolution, Industrialization and the emergence of nation states, the United States and foreign affairs, the Middle East, and contemporary events in Europe and Asia. Primary attention will focus upon political, social, cultural, and intellectual trends.

HISTU 106 Survey of Women’s History (H) 3 credits
A general survey in the history of women from antiquity to the present. Special emphasis is given to women’s roles, their work, and their place in society. While the course will focus on Europe and America, women’s experiences globally will also be considered.

HISTU 141 American Survey I (H) 3 credits
An exploration of the major movements, events, persons, and ideas of American history from the colonial period to the aftermath of the Civil War. Includes the European background to American history, colonial life, the American Revolution and Constitution, the evolution of the Supreme Court, political developments, comparisons of the enlightenment and romanticism, territorial expansion, growth of technology and the economy, important aspects of American material, intellectual, and popular culture, the Civil War and its legacies. Highlights American history from colonial days to the present.

HISTU 142 American Survey II (H) 3 credits
An exploration of the major movements, events, persons, and ideas of American history from the end of the Civil War to the present day. Includes the industrial revolution and growth of cities, progressive reform, and the nation’s rise to world power. World War I, the roaring twenties, the Great Depression and the New Deal, World War II, the Cold War, the sixties
counterculture, civil rights and the gender revolution, the rise and decline of presidential power, the evolution of political parties, the role of the Supreme Court, the importance of science and technology, major ideas of the late nineteenth and twentieth centuries, material and popular culture.

**HISTU 201 Ancient Greece (H) 3 credits**
Surveys the cultural, social, economic and political development of ancient Greek history beginning with the earliest invasions and concluding with the Roman conquest. Topics include: the Minoans and Mycenaeans, Archaic and Classical Greece, the Peloponnesian Wars, and the Hellenistic Age.

**HISTU 202 Ancient Rome (H) 3 credits**
Surveys Rome from its earliest foundations to its emergence as an empire and its eventual decline. Topics include Etruscan background; Republican Rome; the Punic Wars; social and political problems of the Republic; collapse of the Republic; the Roman Empire; Roman culture; Christianity; and the fall of the empire.

**HISTU 204 Medieval Europe and the Surrounding World (H,A) 3 credits**
Explores the nature of European civilization from the fall of the Roman Empire to the beginnings of the Renaissance. Also studies the impact upon Medieval Europe of the Byzantine Empire and Islamic societies. Topics include: the Papacy, Byzantium, monasticism, feudalism, Romanesque and Gothic art and architecture, the Islamic challenge, the Crusades, medieval cities and commerce, the growth of monarchy, the Bubonic Plague. (This course also fulfills the Artistic Ways of Knowing requirement).

**HISTU 205 Renaissance, Reformation, 1450-1648 (H) 3 credits**
Studies the waning of the Middle Ages and forms of new culture and new institutions in Europe. Topics include: the Renaissance and the new humanism, the Protestant Reformation, Catholic reform and counter-reformation, the Thirty Years War.

**HISTU 210 Europe in the Twentieth Century (H) 3 credits**
A survey of Europe from the Belle Époque through the end of the Cold War. Topics include: the Great War, the Russian Revolution, the women’s movement, totalitarianism, World War II, post-war reconstruction, decolonization, European Economic Community, and the break-up of the Soviet Union.

**HISTU 212 Culture and Society in Modern Europe (H) 3 credits**
An introduction to the study of labor, the family, popular culture, the arts, class conflict, and social movements since the Industrial Revolution. Special emphasis is placed on developments in Great Britain, France, Germany, Italy, and Russia.

**HISTU 214 Twentieth Century Germany (H) 3 credits**
The History of Germany and the German speaking lands in the twentieth century. Topics discussed: the era of Kaiser Wilhelm II, the First World War, the Weimar Republic, the rise of Adolf Hitler and National Socialism, the Second World War, the Holocaust and anti-Semitism, West and East Germany in the age of the Cold War and the EEC, and the re-unified German nation.

**HISTU 218 French Revolution (H, W) 3 credits**
A detailed analysis of the European Revolutionary Era of 1789-1815 with particular emphasis on the old regime, the Enlightenment, popular culture, the course of the Revolution and the Reign of Terror. (This class also fulfills the Writing Intensive course requirement). (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**HISTU 219 France and the Modern World (H, W) 3 credits**
Focuses on France from the Bourbon Restoration of Louis XVIII to the Fifth Republic of Nicolas Sarkozy. Emphasis is placed on political, social, and cultural developments from 1815 to 1990s. Topics include: industrial revolution, French colonialism, women in French society, bohemian Paris, fascism and anti-Semitism, the student movement of the 1960s and the course of French socialism. (This course also fulfills the Writing Intensive Course requirement) (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.).

**HISTU 220 Rise and Fall of the Soviet Union (H) 3 credits**
The history of Russia from the first revolution in 1905 through the break-up of the Soviet Union. Topics include: Lenin and the Bolshevik seizure of power, the Civil War, Stalin and the Five Year Plans, Soviet society, the “new woman” the Gulag experience, de-Stalinization, the Gorbachev experiment, and the age of free market reform.

**HISTU 224 History of Great Britain: Tudors to the Present (H) 3 credits**
Highlights the cultural, social, political and economic development of modern Britain from the Tudors to the present. Special consideration is given to: Shakespearean England, the English Civil War, the growth of Parliament, Industrialization, Imperialism, women’s suffrage, the Irish question, the two World Wars, and contemporary British society.
HISTU 226 Europe in the Age of World War (H) 3 credits
This survey will consider the development of Europe in the first half of the 20th Century. Specifically, it will look at how this period was characterized by unprecedented violence, culminating in civil and global war, revolution, and genocide. The focus of the course will be on World War I and World War II, examining not only the political and military cost of global warfare, but also understanding the human and psychological cost of world conflict and its implications for the remainder of the century.

HISTU 228 Women in Modern European Society (H) 3 credits
Focuses on the economic, social, political and cultural position of women in Great Britain and Western Europe from mid-eighteenth century to the present. Examines industrial society’s impact on women in the workplace, within the family, and in the political sphere.

HISTU 231 History of American Foreign Relations (H) 3 credits
The development of American foreign policy and its relationship to social, economic, political, and cultural forces.

HISTU 233 America and the Two World Wars (H,B) 3 credits
Describes and analyzes the many ways in which World War I and World War II changed the United States, including the country’s role in world affairs, wartime mobilization, the expansion of government, the revolution in manners and morals, the great depression, the baby boom, the GI Bill, the expansion of higher education, civil rights, the role of women in American life, the cold war, scientific research, the nuclear age, and much more. (This course also fulfills the Behavioral Ways of Knowing requirement).

HISTU 236 Progressive America, 1900-1940 (H) 3 credits
Explores the similarities and differences between the two great reform movements of the first half of the twentieth century: the Progressive Era and the New Deal. Topics include the settlement house movement, women’s suffrage, prohibition, the social gospel, political reform, problems of the city, “normalcy” and the critics of progressivism, the progressive education movement, the influence of movies and the radio, the Great Depression, the rise of entitlements and the welfare state, the realignment of political parties, the emergence of the modern presidency and its critics, and the New York World’s Fair of 1939.

HISTU 245 The 1960s and its Legacies (H) 3 credits
Examines the great upheavals in American life during the 1960s and early 1970s and their on-going consequences. Topics include the baby boom, hippies, the counterculture, the new left, the sexual revolution, women’s liberation, changing family patterns, civil rights, the revival of ethnic consciousness, the Vietnam War, suburbanization, political correctness, multiculturalism, the renewal of conservatism, the moral majority, casual dress, the reassertion of Congressional authority, and fears of American decline.

HISTU 247 African Americans During the Age of Slavery (H) 3 credits
Examines the development and experiences of the African American community during the age of slavery. We will focus on the development of African American culture and an in-depth examination of the slave community, family, and religion. The course considers the growth of the free black community and the creation of black political, social, and economic ideologies and institutions. Particular topics include the struggle against slavery, slave insurrections, the abolitionist movement, and the Civil War.

HISTU 248 African Americans Since Emancipation (H) 3 credits
Examines the development of the African American community in the United States since emancipation. We will chronologically and thematically explore the process of reconstruction, segregation, disenfranchisement, migration, and urbanization and the rise of African American protest organizations, black nationalism, the Harlem Renaissance, and the modern day civil rights movement. Special attention will be given to the social, economic, political, religious, and cultural forces inside and outside of the African American community that have helped shape the course of African American history.

HISTU 250 The Pennsylvania Experience (H) 3 credits
As one of the original English settlements and then as one of the first states in the Union, Pennsylvania boasts a history that extends from the colonial period to the present. This course will look at Pennsylvania as a microcosm of American life and will examine such issues as Native American cultures, ethnic diversity and ethnic conflict, social stratification, geography, architecture, religious history, political development, revolution and civil war, agriculture, industrialization, urbanization, and suburbia.

HISTU 251 – 252 History Topics A & B 3 credits each

HISTU 270 History of Chestnut Hill (H) 3 credits
A history of the Chestnut Hill section of Philadelphia with an emphasis on its social development over the past century. Students will be introduced to basic techniques in researching and writing local history. The course will include field trips, slide lectures, and student presentations.

**HISTU 275 Film and History (H,A)**
3 credits
Examines the relationship between film and history. Emphasizes the historical and aesthetic concerns at work upon particular directors. The format consists of weekly film showings, lectures and discussion. Students read critical historical works. Among the directors to be studied are: Eisenstein, Chaplin, Capra, Welles, Renoir, Bergman, Truffaut, Hitchcock, Fellini, Kurosawa, Satyajit Ray, and Buñuel. (This course also fulfills the Artistic Ways of Knowing requirement).

**HISTU 322 Genocide in the Modern World (H, W)**
3 credits
This seminar will concentrate on the nature of genocide in the 20th century. Students will examine the definition and meaning of genocide in the modern world, focusing on five case studies: Armenia (1915-23), the Nazi Holocaust (1933-45), Cambodia (1975-79), Rwanda (1994), and Bosnia (1992-95). It will look at the historical forces and trends at work leading to each genocide and its long-range impact on the victim population. (This course fulfills the Historical Ways of Knowing requirement and the Writing Intensive course requirement). (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**HISTU 330 Revolution, War, and Peace: Women’s Activism in the Modern World (H, B, W)**
3 credits
This seminar focuses on the public role of women in terms of their activism in key events shaping their world from the French and American Revolutions to the present. The clash between society’s perceptions of women’s “proper sphere” and the reality of women’s experiences will be examined. Topics include: collective action and the revolutionary crowd, war and women’s work, women in totalitarian societies, resistance and retribution, the Nazi Holocaust, pacifism and the Women’s International League for Peace and Freedom. (This course fulfills the Behavioral Ways of Knowing requirement and the Writing Intensive course requirement). (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**HISTU 332 Cities and Suburbs (H)**
3 credits
A study of American cities and their suburbs from the colonial period to the present. Students examine growth patterns, immigration, social, ethnic, and racial contours, economic and technological factors, architecture, politics, reform movements, religion, urban planning, and the art and architecture spawned by cities and suburbs.

**HISTU 334 The American Presidency: A History (H)**
3 credits
Considers the evolving scope of the American presidency from the Constitutional Convention of 1787 to the present day. Stresses the growing power of the presidency, the shifting contours of presidential elections, and the lives of important presidents within the wider context of American and world history.

**HISTU 343 The Civil War and American Life (H)**
3 credits
Examines the great, tragic epic of American life, the Civil War of 1861-1865. Students examine the roots of the Civil War, the major issues of the conflict, life during the war (in the military as well as on the home front), the reason for northern victory and southern defeat, and the many important legacies of this seminal time in the nation’s History.

**HISTU 400 Honors**
Independent research projects by Honors candidates under the direction of the department faculty. *Note: By departmental invitation only.*

**HISTU 401-402 Field Work**
3 credits
Work with historical societies, archives, governmental agencies, newspapers, law firms, corporations, parks, etc., where students’ activities are related to historical topics and concerns. Involves directed readings and independent study. Students will receive a letter grade. Majors may take both HISTU 401 and 402. (See Academic Program/Internship)

**HISTU 497 History and Historiography**
3 credits
Introduction to Historiography and the development of the methods used by historians from the ancient world to the present.

**HISTU 498 The Senior Seminar**
3 credits
A weekly seminar in one of four major areas (ancient, medieval, modern European or American history) elected by history majors. Supervision of exercises in research and composition of senior papers.

**POLITICAL SCIENCE**
The primary aim of the curriculum in Political Science is to provide the student with a strong background in all the major areas of the discipline. Thus the Major’s program includes the normative area of political philosophy as well as the quantitative study of political behavior. Possible career opportunities include law, paralegal services, teaching, civil service, public administration, journalism, business, and international affairs. Such opportunities are made more tangible through the Major’s internship program.

**Requirements for a major – 36 credits including:**

- PSCU 101 Introduction to Political Science
- PSCU 311 Political Theories: Ancient and Medieval
- PSCU 312 Political Theories: 17th to 20th Century
- PSCU 498 Senior Seminar

- **At least one course in each area:**
  - American Politics
  - International Relations
  - Law
  - Comparative Politics

- Other courses at the election of the student to total at least 36 credits.

- *N.B. Credit for an Internship (PSCU 401) does not count toward the required 36 credits*

**Requirements for a minor – 18 credits including:**

- One course at or above the 200 level

- One course from each of the following areas
  - American Politics
  - Comparative Politics
  - International Relations

- Other courses at the election of the student to total at least 18 credits

**AP Credit:**

A student who has received a score of 4 or better on the AP American Government test or the AP Comparative Government test may count that AP course as satisfying the requirements for PSCU 103 American Political Process or PSCU 130 Introduction to Comparative Politics, respectively.

A course for which the student has earned a score of 3 may be counted as a general elective but not as one of the 12 courses required for graduation.

All Political Science courses fulfill the “Behavioral” Ways of Knowing category.

- **PSCU 101 Introduction to Political Science (B) 3 credits**
  General survey examines the nature of the discipline with respect to its Historical development and its major sub-divisions, including the American political system, political theories and ideologies, comparative governments, and international relations. *Offered yearly.*

- **PSCU 102 American State and Local Government (B) 3 credits**
  Organization and functions of state and local government, with special emphasis on the rights, privileges and duties of its citizens. *Offered as needed.*

- **PSCU 103 American Political Process (B) 3 credits**
  Topics for analysis include: the origins of the American Constitution, US political culture, political parties and interest groups, the structure and functioning of the Congress and the Executive, and impact of the Supreme Court on public policy. *Offered alternate years.*

- **PSCU 104 Citizenship and Democracy: A Global Perspective (B) 3 credits**
  This course is an introductory survey of American citizenship, democracy and government, examined and critiqued from a global perspective. Both normative and behavioral tools are used to analyze the evolution, functions, processes and institutions on both a national and international scale. The goal of the course is to make the student a more informed, tolerant and active citizen of the 21st century in America. *Offered as needed.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCU 107</td>
<td>Principles of Business Law (B)</td>
<td>3 credits</td>
<td>An introduction to the nature and functions of law and fundamental principles of business law: law of contracts, torts, insurance, consumer rights, wills and trusts, and sales. Offered yearly.</td>
</tr>
<tr>
<td>PSCU 114</td>
<td>American Political Parties (B)</td>
<td>3 credits</td>
<td>A study of political parties and pressure groups in their role as a legitimizing factor in American government with emphasis on recent statistical materials in the fields of party organization, voting behavior and public opinion. Offered alternate years.</td>
</tr>
<tr>
<td>PSCU 130</td>
<td>Introduction to Comparative Politics (B)</td>
<td>3 credits</td>
<td>A comparison of the political and economical systems of six nation states from Europe, Asia, Africa, and Latin America. Class lectures and discussions are geared around problems of political participation, economic development and social welfare of the six states. Offered alternate years.</td>
</tr>
<tr>
<td>PSCU 132</td>
<td>Comparative Democracy (B)</td>
<td>3 credits</td>
<td>An exploration of various types of “government by the people,” with emphasis on the issues and challenges of political participation, market capitalism, civil society, and homeland security in five mature democracies from North America, Europe, Asia and the Middle East. Offered alternate years.</td>
</tr>
<tr>
<td>PSCU 140</td>
<td>Introduction to World Politics (B)</td>
<td>3 credits</td>
<td>A basic survey course dealing with the actors and structure of the international system of states. Emphasis will be given to classic issues of power and national security as well as to current debates on the significance of processes of interdependence, international political economy and globalization. Offered as needed.</td>
</tr>
<tr>
<td>PSCU 141</td>
<td>American Foreign Policy (B)</td>
<td>3 credits</td>
<td>An exploration of the ideological bases of US foreign policy debates and actions throughout the 20th century and at the start of the new millennium. Topics include the foreign policy decision-making process, problems of national security, and strategies for trade and monetary policy in the international economy. Offered as needed.</td>
</tr>
<tr>
<td>PSCU 142</td>
<td>International Organization (B)</td>
<td>3 credits</td>
<td>An examination of the role of international organizations, regional organizations, and international regimes in promoting world order. Topics include conflict resolution, nuclear proliferation, world health, economic distributive justice, environmental issues, and the Law of the Sea. Offered as needed.</td>
</tr>
<tr>
<td>PSCU 185</td>
<td>Mass Media and Politics (B)</td>
<td>3 credits</td>
<td>Explores the various types of media, government regulation of the media, the gathering and distribution of political news and media use in election campaigns. Offered as needed.</td>
</tr>
<tr>
<td>PSCU 214</td>
<td>Constitutional Law: Civil Liberties (B)</td>
<td>3 credits</td>
<td>An examination of the Supreme Court’s role in determining the limits of the civil rights and liberties such as freedom of speech, freedom of press, freedom of religion and other protections of the Bill of Rights. Offered alternate years.</td>
</tr>
<tr>
<td>PSCU 215</td>
<td>Politics and Personality (B)</td>
<td>3 credits</td>
<td>Selected topics within the field of political behavior, the development of political attitudes of the average citizen as well as those of extremists and activists; the typical profile of public office-holders; personalities of famous and infamous politicians; presidential behavior. Offered as needed. Previous course in Political Science or Psychology recommended.</td>
</tr>
<tr>
<td>PSCU 216</td>
<td>Politics and the Legal Process (B)</td>
<td>3 credits</td>
<td>An examination of the crucial role of politics in shaping patterns of behavior within the legal process; politics of recruitment, appointment and elections of judges and attorneys; police behavior and values; Federal and State court systems; the juvenile justice system; the politics of incarceration. Offered alternate years.</td>
</tr>
<tr>
<td>PSCU 240</td>
<td>Theories of International Relations (B)</td>
<td>3 credits</td>
<td>A critical examination of the major analytical approaches to the study of international relations, focusing on both historical and current challenges in international security and international political economy. Classic concepts such as balance of power and the security dilemma are discussed, and insights from game theory, public goods theory, economic liberalism and neo-mercantilism are explored. Offered as needed.</td>
</tr>
</tbody>
</table>
PSCU 241 International Political Economy (B) 3 credits
Explores theories and issues in international political economy, focusing on the political consequences of international economic relations. Investigates both historical and current challenges in international political economy. Topics include international trade relations, international monetary management, strategies for economic development, the effects of multinational corporations, management of third world debt, the efficacy of foreign aid, oil and cartel power. Offered as needed. See required courses for International Business, Language and Culture Manor.

PSCU 250 Political Science Topics (B) 3 credits Offered as needed.

PSCU 311 Political Theories: Ancient and Medieval (B) 3 credits
A study of the works of the major political philosophers of early world History, focusing on such concepts as justice, freedom and equality, the nature and function of the state; consideration of the relevance of such issues to contemporary political institutions. Offered yearly. Note: Open to sophomores, junior, and seniors only.

PSCU 312 Political Theories: Seventeenth to Twentieth Century (B) 3 credits
Analysis of the writings of selected modern world political philosophers and the influence of their ideas on present political structures. Issues discussed include: the problem of political obligation, freedom vs. totalitarianism, the social contract, forms of government, and revolution. Offered yearly Note: Open to sophomores, junior, and seniors only.

PSCU 330 Government and Politics of the Middle East (B, W) 3 credits
A comparison of authoritarian, monarchical and democratic regime types found in the Middle East, focusing on the impacts of religion, colonialism, the Cold War, the Palestinian-Israeli conflict, and the blessings/curses of oil across the region. Offered as needed. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.) Note: Open to sophomores, juniors, and seniors only.

PSCU 400 Honors
Independent research projects by Honors candidates under the direction of the department faculty. Note: By departmental invitation only.

PSCU 401-402 Political Science Internship 3 credits
A program of study designed to provide direct and relevant experience in the field of government, law and politics for qualified senior majors. Students prepare a comprehensive paper related to fieldwork. Does not count toward 36 credit hours for the major in Political Science. (See Academic Program/Internship) Note: Open to sophomores, juniors, and seniors only.

PSCU 498 Senior Seminar 3 credits
A seminar designed to show the integrated relationship among the divisions of Political Science through readings, research and discussion. Seminar culminates in the submission of an abstract and oral presentation on a specific topic. Note: Open to students with senior status who have completed all major requirements and course work.
INTERDISCIPLINARY MINORS

GERONTOLOGY MINOR

The Gerontology Minor, open to any student, is designed to prepare individuals for positions in agencies and institutions that administer health and community based services for older persons, such as, nursing homes, hospitals, senior citizen centers, hospice care, recreation and counseling services. The program serves to enhance the knowledge base and skills of persons currently engaged in the provision of such services, or those who are preparing to work in these areas.

Students take three required courses, two electives, and an internship. An internship experience is developed for each student according to his/her specific interests and career goals. After all requirements are completed, the Minor in Gerontology is noted on the student’s permanent transcript.

GERONTOLOGY MINOR – 6 courses (18 credits)

- PSCU 107 Psychology of Adulthood and Aging
- SOCU 114 Social Gerontology
- GRONU 401/402 Gerontology Internship
- GRONU 498 Gerontology Seminar
- Two electives chosen with the approval of the Minor Director.

GRONU 401/402 Gerontology Internship 3 credits

Field placement in an agency or facility that provides services to older adults. Placement is related to the student’s interests. Supervision by a field supervisor employed by the agency or facility and a liaison from the College faculty. (See Academic Program/Internship)

GRONU 498 Gerontology Seminar 3 credits

Presentation of gerontology topics by experts, as well as field trips to provide exposure to programs, organizations and services for the aged. Topics include nutrition, housing, entitlement programs, finances, legal problems and health issues.

WOMEN’S STUDIES MINOR

Lorraine Coons, Ph.D., Minor Co-Director
Nancy Porter, Ph.D., Minor Co-Director

Chestnut Hill College offers a number of courses that focus on women in a variety of disciplines including Art, English, Foreign Language, History, Music, Psychology, Religious Studies and Sociology. Students interested in this interdisciplinary study can pursue a Women’s Studies Minor.

Course Requirements:

- WSU 101 Introduction to Women’s Studies

5 course electives (15 credits)
INTERDISCIPLINARY HONORS PROGRAM

Kelly E. Butler, Ph.D., Director

The Interdisciplinary Honors Program challenges highly qualified students to pursue a creatively different approach to the liberal arts. The program offers seminars which promote liberal education by stressing interconnections among different fields of study and by challenging students and faculty alike to learn and to teach. These seminars are reading- and writing-intensive and emphasize discussion, intellectual independence, and integration of knowledge. All Honors seminars are co-taught by faculty members from different disciplines and are conducted primarily by group discussion. To insure fresh and appealing choices for all students in the Program, seminars are rotated on a regular basis, and each Honors seminar is offered for a maximum of three years.

Interested students may apply for the Interdisciplinary Honors Program by contacting the Director of the Program – 215.242.7988.

The Interdisciplinary Honors Program consists of 21 credits: the three-credit Writing in the Disciplines (HONU 200), and three two-semester Honors seminars. Completion of the program fulfills the following elements of the core curriculum: all of the Ways of Knowing courses except the two in Scientific Perspectives, the core seminars ILA 101 and GS 201, and the writing course. For seminars which include a religious studies or scientific component, that seminar may be substituted for one of the two courses required in that area; in this case, an additional Ways of Knowing course is required. An advantage of this program is that a fewer number of credits than usual is required to fulfill the core requirements of the College.

Students not in the Honors Program who would like to take a specific seminar may contact the Director; however, preference is given to students pursuing the complete program.

HONU 200 Writing in the Disciplines 3 credits
Focuses on writing in various disciplines. It serves as an introduction to the structure, methodology, and skills of the Interdisciplinary Honors Program. Satisfies the writing course requirement. Offered every fall.

HONU 320-321 Exploring the Invisible: Art, Science, and the Spiritual (A, S) 3 credits
Science, spirituality, and art share a common source: the human desire to know, even what is invisible to the eye, and the creativity needed to explore. In this course, we will focus on the human effort to investigate the invisible world. By means of an historical approach, we will trace the methods used by artists, scientists, and mystics throughout the ages to engage the human quest for understanding. This includes questions such as where we have come from, who we are, what we are made of, and how we relate with our world. We will note how wrestling with these ultimate questions continually leads to a deeper probing of both our human experience and the material world and motivates not only the continual validation of the data in light of the conditions of our time but also the persistent exploration into the mystery of the cosmic becoming. Offered 2007-8

HONU 322-323 Childhood: Romance, Reality and Rights (A, B) 3 credits
This course is an exploration of the ever enlarging scholarship in the new interdisciplinary field of children's studies. It will provide the opportunity for students to engage in the burgeoning international discourse on childhood and children using classic, contemporary and controversial bodies of knowledge. Consideration of the history of childhood and the contemporary realities of childhood through research in sociology, human rights, cultural studies as well as the visual media (painting, prints, photography and film) will inform the student. Offered 2006-7, 2007-2008.

HONU 361-362 Literary Characters, Castles and Cathedrals of the Middle Ages (A, L) 3 credits
Exciting discoveries of characters who lived, loved, and fought in a time that resembles our own in so many ways, and has provided imperishable works of art which have inspired modern interpretations of art, literature, and architecture. Offered 2004-5, 2005-6, 2007-8.
INTERNATIONAL BUSINESS, LANGUAGE, AND CULTURE

John J. Gerace, Ph.D., P.E., Chair, Assistant Professor of Business
Mary Helen Kashuba, SSJ, D.M.L., Professor of French and Russian

The International Business, Language, and Culture Major is an interdisciplinary, globally oriented program that includes a strong language component. It will provide solid preparation for a career in international business, in profit and not-for-profit organizations, competence in French or Spanish language and culture, and a foundation for graduate study. Supporting courses in other departments complement the major requirements.

Ways of Knowing Recommended Courses

- **Historical** (2 courses)
  Recommended:
  - HISTU 210 Europe in the 20th Century
  - HISTU 212 Culture and Society in Modern Europe
  - HISTU 219 France and the Modern World
  - HISTU 228 Women in Modern European Society
  - HISTU 231 History of American Foreign Relations 6 credits

- **Artistic** (1 Course)
  Recommended:
  - ARTU 220 Art by Heart
  - MUSU 107 North American Music, Art, Culture
  - ARTU 101-102 The History of Western Art 3 credits

- **Scientific** (2 Courses with Lab)
  Recommended:
  - BIOU 106 Ecology and Environmental Issues
  - BIOU 125 Aquatic Plants and Animals
  - BIOU 145 Environmental Issues of Forests and Fields 7 credits

- **Problem Solving/Analytical**: MATH 225: Introduction to Statistics 3 credits

- **Behavioral** (2 courses)
  Recommended:
  - PSCU 130 International Law and World Order
  - PSCU 122 Selected Topics
  - SOCU 104 Major Global Problems
  - COMU 110 Introduction to Communications
  - COMU 210 Interpersonal and Organizational Communication
  - COMU/SOCU 251 Mass Media and Society 6 credits

INTERNATIONAL BUSINESS, LANGUAGE, AND CULTURE Major Courses

- **Foreign Language**
  - FREN 221 Advanced Grammar
  or
  - SPAN 221 Advanced Grammar 3 credits
  - FREN 222 French for Oral Proficiency 104
  or
  - SPAN 222 Advanced Conversation and Composition 3 credits
  - FREN 231-232 Introduction à la Culture Française
  or
  - SPAN 231-232 Introduction to Hispanic Culture 6 credits
FRENU 228 Le Français Commercial
or
SPANU 228 Commercial Spanish 3 credits
French/ Spanish Literature (any) 3 credits
French/ Spanish Elective 3 credits
Total: 21 credits

In addition, language practice will be a part of Culture in International Business Decision-Making, Senior Seminar, and the Internships.

Business Courses
• Required Business Core Courses
  BADMU 102 Business Ethics 3 credits
  BACCU 103-104 Financial and Managerial Accounting 6 credits
  ECONU 105-106 Microeconomic and Macroeconomic Principles 6 credits
  BMKTU 203 Marketing Principles 3 credits
  BFINU 201 Principles of Money and Banking 3 credits
  BFINU 304 Corporate Finance 3 credits
  Total 24 credits

• Required International Core Courses
  BADMU 101 International Business 3 credits
  ECONU 211 (level) Introduction to Global Economics 3 credits
  BMGTU 304 Culture in International Business Decision-Making 3 credits
  BMKTU 206 International Marketing 3 credits
  BFINU 352 International Financial Management 3 credits
  PSCU 241 International Political Economy 3 credits
  Total 18 credits

• Required Interdisciplinary Courses (Business and Foreign Language)
  BADMU 405-406 International Experience 3 credits
  (international internship, international work-study or study abroad program)
  BADMU 498 Senior Seminar 3 credits
  Total 6 credits

• Other Required Courses*
  MATHU 201-202 Mathematics for Management and the Social Sciences 6 credits
  Computer Applications courses CITU 103, 160 and 180 shown under the Business Administration section 3 credits
  Note that MATHU 225, Introduction to Statistics is also required to be taken and meets the Problem Solving/Analytical Ways of Knowing (WOK) requirement.
  Total 57 credits

105

INTERNATIONAL BUSINESS, LANGUAGE, AND CULTURE

Students majoring in International Business, Language and Culture (IBLC) should pay particular attention to the following International Experience requirement.

Students majoring in International Business, Language and Culture (IBLC) must satisfy an international experience requirement. This requirement may be met by one of the following three ways:

1. International Internship Experience. Completing an approved internship by working in an organization located outside of the U.S. The experience must receive prior approval of the Chair of the Business Department and the Chair of the Language Department.

The International Internship Experience must consist of meaningful work activities that will contribute to a student’s understanding of and provide practical experience in international business and provide an opportunity to expand the student’s cultural knowledge and use of the foreign language studied. If the internship occurs during the summer, it must be full-time for at least 6 weeks. If the internship takes place during the regular academic year and is a part-time position, it must last at least one full semester or approximately 12 weeks.

Prior to starting the internship, the student should provide internship details (organization, country, job description, duration of internship, name of supervisor, etc.) to the Chair of the Business Department and the Chair of the Department of Foreign Language and Literature to ensure that it will meet the IBLC program requirements.

Upon completion of the International Internship Experience it will be the student’s responsibility to complete and provide
all the necessary Experiential Education documentation to the Career Services Department for review prior to the granting of credit.

2. Study-Abroad Program. Enroll in a study-abroad program at an approved international college or university for credit. The student may choose to enroll in a minimum of one course; however, the course must have an international focus that will increase the student’s understanding of international business, language or culture. A full semester program is highly recommended, although a summer program is acceptable.

3. An international Work-Study Tour of 3 to 5 firms for a sufficient amount of time at each firm to conduct interviews, surveys of management practices, and followed by completion of a Report written in the language student has majored in. The student must receive approval from the Chair of the Business Department and the Chair of the Department of foreign Language and literature prior to the start of the Tour.

A second international experience is also recommended by working abroad or in an international division or department of a U.S. organization. If the organization is in the U.S. the student’s work must deal directly with the organization’s international operations and require some use of the foreign language the student has studied.
DIVISION OF NATURAL SCIENCES

Joseph Kulkosky, Ph.D., Chair, Biology Department, and Assistant Professor of Biology

BIOLOGY DEPARTMENT

Joseph Kulkosky, Ph.D., Assistant Professor of Biology, Chair
Lakshmi Atchison, Ph.D., Professor of Biology
Barbara Giuliano, Ed.D., Adjunct Faculty, Biology
Robert Meyer, Ph.D., Professor of Biology
Lisa McKernan, Ph.D., Assistant Professor of Biology
Florence Edward Sullivan SSJ, M.T.S., Assistant Professor of Biology

Biology, Molecular Biology and Environmental Sciences

The Biology Department supports the liberal arts tradition of Chestnut Hill College by providing fundamental knowledge in all areas of biology. The Biology major provides students with a sound and comprehensive understanding of information and issues in several sub-disciplines of the biological and biomedical sciences as well as a strong foundation in chemistry, mathematics, and physics. The curriculum develops communication skills, problem solving abilities, analytical reasoning, and critical thinking. The goal is to meet the specific needs of individual students and to prepare them to be competitive when moving on to post-graduate education, other professional specialization, or careers in the life sciences.

All students receive a core of courses that provides a common broad base of sound scientific knowledge to provide students with a well-rounded, solid education. Elective courses then complete the curriculum to further develop the student’s expertise in a sub-discipline of biology. Students exposed to such a multidisciplinary program should be better prepared to think in more global terms in their approach to the diversity of problems in the life sciences.

The curriculum leading to a major in Biology is designed to help the student understand the unifying concepts of the nature of life and to develop the laboratory skills needed for the study of organisms and the pursuit of sound scientific methodology. The major in Molecular Biology places a strong emphasis on the study of life processes at the molecular and biochemical level. The major in Environmental Sciences provides an in-depth foundation in environmental concepts as well as an appreciation of the interdisciplinary nature of the field. In addition to the three majors, the Biology Department offers minors in: Biology, Molecular Biology, and Environmental Sciences.

Our Internship Program provides Biology majors with the opportunity to integrate academic learning with practical experience. Our major students who meet academic qualifications are encouraged to participate in the Biology Honors program that provides greater levels of challenge. Students can perform independent study during their Junior and Senior years under the direction of a department member, established scientist, or a physician at a graduate school or major research center. Chestnut Hill College students participate in various intercollegiate scientific seminars and often earn distinction.

Special Events:
The Biology Department sponsors two annual seminar series:

• The Biomedical Seminar Series, initiated in 1994, sponsors prominent speakers in the biomedical field and in basic research.
• The Environmental Sciences Seminar Series, started in 2000, provides opportunity to learn about the unique activities in environmental research, issues and policies.

These seminars provide a forum for learning about recent advances in basic research, biomedicine and environmental science and expose students and faculty to prominent scientific and medical professionals. The meetings foster collaboration, interaction and career contacts for students pursuing careers in basic research, health, medicine, as well as environmental issues and policy.

MAJOR IN BIOLOGY

Requirements – (74-79 credits) distributed as follows:

• Biology (42-44 credits)
• The following required Biology courses:

  BIOU  101M-102M General Biology for Majors
  BIOU  201 Cell and Molecular Biology
  BIOU  217 Genetics
BIOU 498 Undergraduate Research Seminar

- At least one additional 200-level course, three 300-level courses and at least two 400-level courses chosen as electives, including one of the following courses in Environmental Sciences:
  BIOU 312 Watersheds & Stream Ecology
  BIOU 322 Forest, Field, & Canopy Ecology
  BIOU 325 Marine Biology
  BIOU 481 Special Topics (if applicable)
- Chemistry (15-16 credits)
  CHEMU 131-132 Principles of Chemistry
  CHEMU 215-216 Organic Chemistry
  OR
  CHEMU 215-250 Organic Chemistry/Intro. to Biochemistry
- Mathematics (9-11 credits)
  MATHU 201-202 Mathematics for Management/Sciences
  OR
  MATHU 203-204 Analytic Geometry and Calculus I, II
  OR
  MATHU 211-212 Calculus & Modern Analysis I, II
  MATHU 262 Probability and Statistics
- Physics (8 credits)
  PHYSU 121-122 Principles of Physics

MINOR IN BIOLOGY

The minor in Biology is designed for students interested in Biology in general or in preparing for health/medical areas. Because some courses have prerequisites and some are not given every year, a student interested in a Biology minor needs to be advised by the Biology Department. Molecular Biology and Environmental Sciences majors may not obtain a Biology minor.

- Requirements: Six Biology courses, including at least two above the 100 level.

MAJOR IN MOLECULAR BIOLOGY

- Requirements – (79-82 credits) distributed as follows:
  - Biology (42 credits)
  - The following required courses:
    BIOU 101M-102M General Biology for Majors
    BIOU 201 Cell and Molecular Biology
    BIOU 217 Genetics
    BIOU 351 Molecular Biology
    BIOU 498 Undergraduate Research Seminar
    BIOU 411 Developmental Biology (or Dept. approved alternative)

  - At least one 200-level course, two 300-level courses and at least one 400-level course chosen as electives.
  - Chemistry (19 credits)
    CHEMU 131-132 Principles of Chemistry
    CHEMU 215-216 Organic Chemistry
    CHEMU 307 Biochemistry
  - Mathematics (9-11 credits)
    MATHU 201-202 Mathematics for Management/Sciences
    OR
    MATHU 203-204 Analytic Geometry and Calculus I, II
    OR
MINOR IN MOLECULAR BIOLOGY

The minor in Molecular Biology is designed for science, math, or computer science majors who have an interest in molecular biology and bioinformatics. Biology majors may minor in Molecular Biology only if at least two of the courses for the minor do not count towards their requirements for the major.

**Requirements** – 22-23 credits including:

- BIOUM 101-102 General Biology for Majors
- BIOU 201 Cell Biology
- BIOU 217 Genetics
- BIOU 333 Evolution (or Dept. approved alternative)
- BIOU 351 Molecular Biology

- BIOU 201 and BIOU 217 should be taken prior to the 300-level courses

MAJOR IN ENVIRONMENTAL SCIENCES

**Requirements** – (74-79 credits) distributed as follows:

- **Biology** (37-38 credits)
  - The following required courses:
    - BIOU 101M-102M General Biology for Majors
    - BIOU 201 Cell and Molecular Biology
    - BIOU 206 General Zoology
    - BIOU 217 Genetics
    - BIOU 312 Watersheds & Stream Ecology
    - BIOU 322 Forest and Field Ecology
    - BIOU 333 Evolution
    - BIOU 498 Undergraduate Research Seminar

  - At least one 300-level or 400-level Biology course chosen as an elective.

- **Chemistry** (18-19 credits)
  - CHEMU 131-132 Principles of Chemistry
  - CHEMU 215-216 Organic Chemistry
  - OR
  - CHEMU 215-250 Organic Chemistry/Intro. to Biochemistry
  - CHEMU 242 Environmental Chemistry

- **Mathematics** (9-11 credits)
  - MATHU 201 - 202 Mathematics for Management/Sciences
  - OR
  - MATHU 203 - 204 Analytic Geometry and Calculus I, II
  - OR
  - MATHU 211 - 212 Calculus & Modern Analysis I, II
  - MATHU 262 Probability and Statistics

- **Physics** (8 credits)
  - PHYSU 121-122 Principles of Physics
MINOR IN ENVIRONMENTAL SCIENCES

The minor in Environmental Sciences is designed for the non-major who has an interest in the more scientific aspects of environmental sciences. Biology majors may minor in Environmental Sciences only if at least two of the Environmental courses for the minor do not count towards their requirements for the major.

Requirements for a minor in Environmental Sciences – (6 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOUM 101-102</td>
<td>General Biology for Majors</td>
<td>4</td>
</tr>
<tr>
<td>4 of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOU 106</td>
<td>Ecology and Environmental Issues</td>
<td>4</td>
</tr>
<tr>
<td>BIOU 125</td>
<td>Ponds and Streams</td>
<td>4</td>
</tr>
<tr>
<td>BIOU 145</td>
<td>Forests and Fields Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOU 206</td>
<td>General Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOU 325</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

AP POLICY

All students in the Biology Department (Biology, Molecular Biology, or Environmental Sciences majors) are required to pass the first semester of a sequence course with a “C-” or better before moving on to the second semester (part 2) of that course. Students that have taken Advanced Placement Biology courses (AP BIO) are not obliged to take BIOU 101M, General Biology for Majors, if they have attained a score of 3 in the AP BIO placement exam. A score of 4 or 5 on this exam also allows the student to opt from taking BIOU 102M, General Biology for Majors. A maximum of 4 Biology credits can be applied to the student’s transcript on the basis of having taken AP BIO with a qualified exam score. Students should consult their advisor with regard to a recommended mathematics sequence. Non-majors obtaining a score of 3 or better in the AP Biology exam earn 4 credits towards the 7-8 credit Scientific Ways of Knowing requirement.

Note: For those students interested in post-graduate study: Most graduate programs of the types listed below require:

- Two semesters of Biology
- Two semesters of general chemistry
- Two semesters of organic chemistry
- Two semesters of physics
- Two semesters of English composition
- Most medical schools require the MCAT exam. Non-science majors are advised to consider taking another year of Biology to be well prepared for the MCAT.
- Most veterinary schools require the GRE general exam, as well as one semester each of Biochemistry and Microbiology.
- Most graduate schools in Biological/Biomedical areas require the GRE general exam. Some require the writing test and/or one of two subject tests (Biochemistry, Cell and Molecular Biology, or Biology).

Graduate programs of all three types can vary in their requirements. Students should consult the catalogs of the schools of their choice early in their undergraduate years in order to plan an appropriate course of study. Course descriptions that are designated with a (S) fulfill the Scientific Ways of Knowing requirement of the Core Curriculum.

BIOU 101-102 General Biology (S) 4 credits each

A general course running the gamut from molecules to ecosystems, with emphasis on human life and the biological world. Topics include the unity among living things, human systems, development and heredity. Three hours lecture. Two hours laboratory. BIOU 101 with a minimum grade of C- is a prerequisite for 102. Students are expected to take both 101 and 102. Lab Fee; see fee schedule.

BIOU 101M-102M General Biology for Majors (S) 4 credits each

A foundation course of the Biological sciences. Introduces students to the process of science and addresses the major disciplines of Biology: cell and molecular biology, genetics, evolution, ecology, comparative anatomy and physiology, zoology, and botany. Three hours lecture and three hours laboratory. Lab Fee; see fee schedule.

BIOU 106 Ecology and Environmental Issues (S) 4 credits

Specifically designed for the non-science major. Emphasizes the interdisciplinary nature of environmental issues. Basic scientific concepts of ecological theory are related to economic, political, and philosophical factors that influence environmental problems and their solutions. Lab concentrates on the interconnectedness of biotic and abiotic influences on ecosystem health using basic
sampling and analytical techniques in local environments. Field trips are required. Three hours lecture. Three hours lab. Lab Fee; see fee schedule.

BIOU 125 Ponds and Streams (S) 4 credits
Specifically designed for the non-science major. Introduces students to freshwater habitats of the mid-Atlantic region. Focuses on familiarity with the ecology and inhabitants of the different habitats. Considers environmental problems and solutions for freshwater habitats. Field trips required. Three hours lecture, three hours lab. Lab Fee; see fee schedule.

BIOU 126 The Biology of Cancer (S) 3 credits
An overview and perspective of both the scientific and clinical aspects of cancer. Emphasizes cellular and molecular/genetic models of cancer development in humans. Topics include: cancer epidemiology, basic concepts of malignant process, TNM classification, modern advances in tumor biology and molecular biology including the effects of a variety of agents (chemical, radiation, viruses, oncogenes) that cause human cancer. Examines major types of cancer as well as present methods of cancer prevention and treatment. Three hours lecture. Three hours lab. Lab fee; see lab fee schedule. Open to majors and non-majors.

BIOU 131 Environmental Seminar Series (S) 1 credit
A series of environmental topics designed to provide science and non-science students with an introduction to different environmental concerns or techniques. Topic varies from year to year. One hour lecture or two hours laboratory.

BIOU 145 Forests and Fields (S) 3 credits
Specifically designed for the non-science major. Serves as a field introduction to the ecology of the natural terrestrial habitats of the Northeast. Features an interdisciplinary focus on environmental pressures on different forest types and “old fields”. Stressing familiarity with plants and animals from these habitats. Three hours lecture and three hours lab. Field trips required. Lab Fee; see fee schedule.

BIOU 201 Cell Biology (S) 4 credits
Examines cellular structure, function, and metabolism. Topics include biogenetics, protein structure and function, enzymes, cellular organelles and metabolism, nucleic acids, chromosomes, cellular communication and transport. Laboratory techniques include microscopic methods, electrophoresis of proteins and DNA, spectrophotometric assays and cell culture techniques. Three hours lecture. Three hours lab. Prerequisites: BIOU 101 & BIOU 102 OR Instructor’s permission. Lab Fee; see fee schedule.

BIOU 203 Human Anatomy and Physiology I 4 credits
Presents the organization of the human body to illustrate the interrelationships between form and function at the gross and microscopic levels of organization. The clinical significance of histology will be emphasized in both lecture and laboratory. Since anatomical structures are adapted to perform specific physiological functions, a precise understanding of structure and function is best achieved through an integrated study. BIOU 203 deals with cell physiology, membrane dynamics, followed by tissue, integumentary, skeletal, muscular and nervous systems, including sensory organs and sensory receptors. Clinical considerations and unifying themes such as homeostasis will be emphasized throughout. Three hours lecture, three hours lab. Prerequisite: BIOU 101M and BIOU 102M or equivalent. Lab Fee, see fee schedule.

BIOU 206 General Zoology (S) 4 credits
An introduction to the processes of life, the concepts of biological study, the relationships of the physical/chemical/biological world, and an overview of the anatomy and physiology of representatives of the zoological groups. Three hours lecture, three hours laboratory. Field trip may be required. Prerequisite: BIOU 101M Lab Fee; see fee schedule.

BIOU 217 Genetics (S) 4 credits
Introduces genetics at classical, molecular, and population levels. Topics include Mendelian genetics, linkage analysis, mutation, dominance relationships, quantitative genetics, the structure and properties of DNA, transcription, translation, recombination, DNA synthesis, and population genetics models. Laboratory exercises illustrate principles discussed in the lecture. Three hours lecture, two hours lab. Lab Fee; see fee schedule.

BIOU 300 Experimental Methods and Design (W) 4 credits
The course considers the philosophy and sociology of science, their interaction and impact on the methodology of experimental design, implementation, data analysis and ethical issues in Biological research. Student teams design and implement small experiments, statistically analyze their data, perform peer reviews, write a short research paper, give in-class presentations, keep lab notebooks, and prepare an end-of-semester research proposal. Prerequisites: MATHU 262. Three hours lecture, three hours laboratory. Lab Fee; see fee schedule.
BIOU 312 Watersheds and Stream Ecology  
Considers the interactive nature of watersheds as they affect chemical, physical, and Biological processes of the stream. A research approach is used with active participation on a stream research or monitoring project. Three hours lecture, three hours lab. Field trips required. **Prerequisites:** CHEMU 216, PHYSU 122. CHEMU 242 is helpful but not required. **Lab Fee; see fee schedule.**

BIOU 317 Special Methods  
Designed to integrate general principles of education and the process of teaching Biology on a secondary level. Special focus on preparing and conducting laboratory experiments. Offered as needed. Required of all who seek secondary certification in Biology.

BIOU 318 Human Anatomy and Physiology II  
The course covers the cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive and endocrine systems. In considering each system, structure and function are studied concurrently. It is essential that as study of the human body progresses, parts will be integrated into the whole. Clinical considerations and unifying themes, such as homeostasis will be emphasized throughout in both semesters. Three hours lecture. Three hours lab. **Prerequisite:** BIOU 203 with a C- or better. **Lab Fee; see fee schedule.**

BIOU 322 Forest and Field Ecology  
Considers the interactive nature of the terrestrial habitats, as they affect the chemical, physical and biological properties of the land. Scope includes urban and natural systems, and explores the open fields and their transition to forested land. A research approach is used with active participation on a forest or canopy research or monitoring project. **Prerequisite or concurrent:** BIOU 300. Field trips required. Three hours lecture, three hours laboratory each week. Majors only. **Lab Fee; see fee schedule.**

BIOU 324 Microbiology  
Stresses the fundamentals of the discipline in this laboratory-oriented course. Studies the structure and function of prokaryotic and eukaryotic microorganisms with respect to metabolism, growth and development, and genetics. Three hours lecture, two hours laboratory. **Prerequisite:** BIOU 206. **Lab Fee; see fee schedule.**

BIOU 325 Marine Biology  
Surveys different marine ecosystems with their biotic and abiotic factors. Concentrates on near-shore habitats. Emphasizes community interactions and current or projected environmental pressures. Field trip required. Three hours lecture and three hours lab. **Prerequisite:** BIOU 206. **Lab Fee; see fee schedule.**

BIOU 333 Evolution  
An introductory course on the theories and mechanisms of evolution – evolution of the universe, solar system, planets, geology of Earth, Biochemical and molecular evolution, and the evolutionary history of life on Earth. Examines the evolution of cells, differentiation, developmental processes, the evolutionary relationships among organisms, speciation and the diversity of life. Three hours lecture. **Prerequisite:** BIOU 201, BIOU 206, and BIOU 217 or instructor’s permission.

BIOU 351 Molecular Biology  
An introduction to Molecular Biology. Topics include DNA replication, transcription, translation, regulation of gene expression, molecular evolution and recombinant DNA technology. Interspersed laboratory sessions include isolation and characterization of DNA and RNA, cDNA cloning, gene expression and bioinformatics. Three hours including lecture and lab. **Prerequisites:** BIOU 201, BIOU 217, and CHEMU 216. **Lab Fee; see fee schedule.**

BIOU 400 Honors  
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only based upon academic record.

BIOU 401-402 Internship Program  
Provides the Biology major the opportunity to integrate academic learning with practical experience. Students should begin to explore their internship prospects by the end of their sophomore year. Internship credit can be obtained for any Department approved research experience, whether the experience results in a Undergraduate Research Seminar paper, Honors thesis, both or neither.

BIOU 403-404 Cooperative Education  

BIOU 405 Environmental Study Tour  
An extended field trip to experience and or study environmental issues. Course varies year to year. It may go to a special international location such as Costa Rica, the Amazon, Australia, or it may be a journey across a continent or through a specific environment. For example: North American Experience I is a 30-day van/camping trip from CHC to the California coast and back,
stopping at places like the Smokey Mountains, the Grand Canyon, Death Valley, Yosemite, Monterey, the Rocky Mountains, and Tall Grass Prairie National Parks to understand the structure, changes and beauty of the land, its people, and animals. A journal, evening campfires, and a presentation are required. Generally offered in summer or between semesters. Course may be taken more than once to different locations. *(Cost to be determined)*

**BIOU 410 Immunology**  
4 credits  
An introduction to immunology. Topics include humoral and cellular immunology, immunogenetics, immune regulation, hypersensitivity, autoimmunity and immune diseases Laboratory techniques include, cellular assays, immunodiffusion assays, ELISA, and antibody isolation. Three hours lecture. Three hours laboratory. *Lab Fee; see fee schedule. Prerequisites: BIOU 201.*

**BIOU 411 Developmental Biology**  
4 credits  
Classical embryology and biochemical, molecular biology and evolution of animal development. Topics include fertilization, cleavage, gastrulation, cell differentiation, induction, positional information, organ and pattern formation. Laboratory includes microscopic examination of animal development and biochemical analysis of molecular mechanisms of development. *Prerequisite: BIOU 201, BIOU 203, and 217. Lab Fee; see fee schedule.*

**BIOU 412 Endocrinology**  
3 credits  
Covers endocrine systems, a short chronology and historical aspects of endocrine research and endocrine glands, with emphasis on mammalian systems, particularly that of humans. The concept of homeostasis with special reference to the roles of chemical messengers in the control of homeostatic systems. Topics include endocrine function, hormone-receptor mechanisms, sites of hormone action, structure of endocrine glands, mechanisms of hormone secretion and transport, factors which control hormone action, and hormonal interaction as well as endocrine malfunctions leading to clinical disorders. Three hours lecture. *Prerequisites: BIOU 203, BIOU 318. Minimum of C obtained for both prerequisites.*

**BIOU 413 Conservation and Restoration Biology**  
3 credits  
Teaches the concept of conservation as applied to ecosystems such as forests, watersheds, and estuaries relative to all the wildlife as well as the threatened plants and animals. Introduces the ideas of sustained use, limited use, and protected use. Incorporates the emerging field of restoration. Teaches the ideals behind cleaning up spills, rebuilding eroded banks, and recreating an environment where the natural and native plants and animals can flourish again. *Prerequisites: BIOU 206. Field trips required. Two hours lecture, two hours lab per week. Majors only. Lab Fee; see fee schedule.*

**BIOU 481 Special Topics**  
1 to 4 credits  
An in-depth study of selected topic areas in biology. Topic varies from year to year. Past topics have included human disease, human nutrition, animal nutrition, and biochemistry of inherited diseases. May include a laboratory depending on the area covered. Requires permission of instructor as prerequisites may vary. *Lab Fee when required; see fee schedule.*

**BIOU 498 Undergraduate Research Seminar**  
3 credits  
Study and discussion of topics relating to an independent laboratory or field research project in the area of biomedical and/or biological sciences. Course includes oral and written presentation of student research projects as the major criteria. Students are expected to participate in a research project appropriate for their major. Emphasis is placed on participation in classroom discussions on various research projects Students with double majors, especially Biology and Chemistry, are required to conduct two independent, research projects, each appropriate for the major.
The mission of the Chemistry Department is to engage students in a critical examination of the concepts and practice of the discipline of chemistry; to involve them in problem solving based on the scientific method; to develop ability in experimental design and technique; and to prepare them for professional work in the scientific community. The Department offers majors or minors in Chemistry or Biochemistry, and a major in Forensic Sciences. This flexibility allows a student to choose courses that emphasize personal goals. Students in these majors can prepare for research, industry, government and law enforcement laboratories, or business; for graduate study; for professional programs in medical schools and other health professions; and for certification to teach science in secondary schools.

Department Policy on acceptance of AP exam grades for college credit in chemistry:

Chemistry
Grade = 5 3 or 4 credits *
This will be considered equivalent to completion of CHEMU 131-2.
Student may register for CHEMU 215.

Grade = 4 3 or 4 credits*
This will be considered equivalent to completion of CHEMU 131.
Student may register for CHEMU 132.

Grade = 3 3 or 4 credits towards meeting the natural science requirement*

*The final decision on awarding credits and waving the required course(s) rests with the department and is based on evaluation of laboratory experience. This evidence may consist of a detailed course description signed by the instructor or a detailed laboratory notebook.

Note to Students
In order to take any Chemistry course in the Department of Chemistry/Physics, students must have attained a minimum grade of “C-“ in all prerequisites.
*Students are admitted to the second semester of a continuation course only if they have attained a minimum grade of “C-“ in the first semester of the course.

CHEMISTRY

Requirements for a major – 60.5 credits, distributed as follows:
- Chemistry (44.5 credits)
  CHEMU 131-132 Principles of Chemistry
  CHEMU  201  Introduction to Chemical Information and Technical Communications
  CHEMU 215-216 Organic Chemistry
  CHEMU  301  Analytical Chemistry
  CHEMU 313-314 Physical Chemistry
  CHEMU  340  Inorganic Chemistry
  CHEMU  498  Research Seminar
Two additional upper level courses in Chemistry.

- **Mathematics** (8 credits)
  
  **MATHU 203-204** Analytic Geometry and Calculus
  OR
  **MATHU 211-212** Calculus and Modern Analysis

- **Physics** (8 credits)
  
  **PHYSU 121-122** Principles of Physics

- **Secondary Teacher Certification** will be awarded to students who complete **CHEM 317: Special Methods** and fulfill the Education requirements for Certification (See Education on Certification)

**Requirements for a minor:**

- Six courses including:
  
  **CHEMU 131-132** Principles of Chemistry
  **CHEMU 215-216** Organic Chemistry

- The remaining courses must be chosen in consultation with the Departmental advisor. Biochemistry majors cannot obtain a minor in Chemistry.

**BIOCHEMISTRY**

**Requirements for a major** – **63.5 credits, distributed as follows:**

- **Chemistry** (36.5 credits)
  
  **CHEMU 131-132** Principles of Chemistry
  **CHEMU 201** Introduction to Chemical Information and Technical Communications
  **CHEMU 215-216** Organic Chemistry
  **CHEMU 307-308** Biological Chemistry
  **CHEMU 313-314** Physical Chemistry
  **CHEMU 498** Research Seminar

- **Biology** (12 credits)
  
  **BIOU 101M** General Biology for Majors
  **BIOU 201** Cell and Molecular Biology
  **BIOU 217** Genetics

- **Mathematics** (11 credits)
  
  **MATHU 203-204** Analytic Geometry and Calculus
  OR
  **MATHU 211-212** Calculus and Modern Analysis
  **MATHU 262** Probability and Statistics

- **Physics** (8 credits)
  
  **PHYSU 121-122** Principles of Physics

**Requirements for a minor:**

- Six courses:
  
  **CHEMU 131-132** Principles of Chemistry
  **CHEMU 215-216** Organic Chemistry
  **CHEMU 307-308** Biochemistry
Chemistry or Molecular Biology majors cannot obtain a minor in Biochemistry.

FORENSIC SCIENCES

Requirements for a major – 85 credits, distributed as follows:

- Chemistry (35 credits)
  CHEMU 131-132 Principles of Chemistry
  CHEMU 215-216 Organic Chemistry
  CHEMU 301 Analytical Chemistry
  CHEMU 307-308 Biochemistry
  FSU 401-402 Internship

- Biology (4 credits)
  BIOU 101M General Biology for Majors

- Mathematics (11 credits)
  MATHU 203-204 Analytic Geometry and Calculus
  OR
  MATHU 211-212 Calculus and Modern Analysis
  MATHU 262 Probability and Statistics

- Physics (8 credits)
  PHYSU 121-122 Principles of Physics

- Sociology (6 credits)
  CJU 223 Criminal law (B)
  CJU 224 Criminal Investigations

- Additional Courses (Controlled Substances/Toxicology Focus) (21 credits)
  CHEMU 214 Toxicology
  CHEMU 303 Instrumental Analysis
  CHEMU 314 Physical Chemistry
  CHEMU 340 Inorganic Chemistry
  One additional upper-level course chosen in consultation with adviser

- Additional Courses (DNA Focus) (21 credits)
  BIOU 201 Cell and Molecular Biology
  BIOU 217 Genetics
  BIOU 351 Molecular Biology
  BIOU 410 Immunology
  One additional upper-level course chosen in consultation with adviser

Course descriptions that are designated with a (S) fulfill the Scientific Ways of Knowing requirement of the Core Curriculum.

CHEMU 103 Chemistry and Public Policy (S)  4 credits
An introductory course for non-science majors who have little or no background in chemistry and minimal mathematical background. The chemical basis of environmental issues, nutrition, and genetic engineering will be discussed in their socioeconomic and political context. Laboratory exercises are designed to give students knowledge of scientific measurements and the reasoning required for interpreting experimental data. Emphasis will be on applying knowledge of chemistry to current public policy issues. Three hours lecture/discussion, two hours laboratory. Offered every Fall.

CHEMU 106 Introduction to Forensic Science (S)  4 credits
An introductory course for non-science majors who have little or no background in chemistry and minimal mathematical background. The lecture portion of the course introduces basic chemical principles and their application to the collection,
preservation and analysis of physical evidence. Laboratory activities will focus on techniques of analysis of evidence and on critical thinking. Three hours lecture, two hours laboratory. Offered alternate Springs.

CHEMU 113 The Chemistry of Art (S)  3 credits / 4 hours
In this course, color and form will provide the focus for students to investigate, through a variety of lecture, and laboratory activities, the scientific basis of such topics as paints, clays and glazes, dyes and fabrics, polymeric materials, art preservation and restoration and chemical hazards in art. Two hours lecture, two hours laboratory. Offered alternate Springs.

*CHEMU 131-132 Principles of Chemistry (S)  4 credits each
Examines the principles and concepts underlying chemical behavior. Topics covered include the periodic table of the elements, the gas laws, chemical reactions, molecular structure, acids and bases, kinetics, and thermodynamics. Lab work includes qualitative and quantitative analysis and validation of lecture principles through inquiry-based activities. Problem solving skills are emphasized throughout. Three hours lecture, three hours lab. Offered every year.

CHEMU 201 Introduction to Chemical Information and Technical Communication  1.5 credits
Uses of electronic and hardbound chemical literature. Elements of research and writing in the chemical field. Ethical considerations in research. Students will be evaluated on written, oral, and poster presentation of library-based research. Prerequisites: CHEMU 132 or equivalent.

*CHEMU 215-216 Organic Chemistry (S)  4 credits each
A two-semester introduction to the principles of organic chemistry. Focuses on the structure of organic compounds and how that structure determines reactivity. Laboratory work involves both preparative and mechanistic experiments as well as computer-based molecular modeling. Analytical methods include gas chromatography/mass spectrometry, and infrared, ultraviolet/visible and nuclear magnetic resonance spectroscopy. Four hours lecture, three hours lab. Prerequisites: A “C-” or better in CHEMU 132. Offered every year.

CHEMU 218 Medicinal Chemistry  3 credits
A study of medicinal compounds such as pharmacodynamic and chemotherapeutic agents, vitamins and hormones. Considers the relationship of physio-chemical properties of drugs to their biological activity. Prerequisite: CHEMU 215 or equivalent, or permission of instructor. Offered alternate years.

CHEMU 241 Toxicology  4 credits
A survey of the scope and modern aspects of toxicology. Emphasizes clinical manifestations (symptoms and treatment) of acute, sub acute, and chronic intoxication, and current analytical methodology. Each type of poisoning studied is supported by actual case histories and analytical data. Prerequisite: CHEMU 215 or equivalent, or permission of instructor.

CHEMU 242 Environmental Chemistry  3 credits
Examines sources and reactions of undesirable chemicals that have gotten into the atmosphere, water, and land through the activities of modern civilization. Investigates why these compounds are harmful to animal and plant life. Discusses technological responses (waste management, source reduction, and remediation) as well as societal and political responses. Prerequisite: CHEMU 215

CHEMU 250 Introduction to Biochemistry  3 credits
A one semester course covering the principles of biochemistry. Topics include: protein structure, function and regulation; enzyme kinetics and mechanisms; intermediary metabolism; and molecular biology. Three hours lecture. Prerequisite: CHEMU 215. This course does NOT meet the biochemistry requirement for majors in biochemistry or Forensic Science.

CHEMU 301 Analytical Chemistry  5 credits
An introduction to the field of analytical chemistry. Topics to be included are experimental design, sample preparation, statistics, calibration strategies, standardization, and optimization. Methods covered include several titrimetric applications, gravimetric analysis, and electro-chemical methods of analysis. Three hours lecture, four hours laboratory Prerequisites: CHEMU 215-216. Offered alternate years.

CHEMU 303 Instrumental Analysis  5 credits
An introduction to the use of spectroscopic and chromatographic methods of analysis. Topics to be included are basic principles of each type of instrumental analysis and the advantages and limitations of each method. Methods covered include HPLC, GC, GC-MS, as well as NMR, AA, IR, UV, VIS, and Fluorescence Spectroscopy. Three hours lecture, four hours laboratory. 

*CHEMU 307-308 Biochemistry  
4 credits each  
An introduction to biochemistry. Topics include protein structure, enzyme kinetics and mechanisms, allosteric regulation of proteins, intermediary metabolism, DNA replication, transcription, translation, gene structure, expression, and evolution. Three hours lecture. Prerequisites: CHEMU 215-216, CHEMU 301. Offered alternate years.

CHEMU 313-314 Physical Chemistry  
4 credits each  
Introduction to theoretical chemistry. Topics include: kinetics, laws of thermodynamics, chemical and phase equilibrium, electrochemistry, principles of quantum chemistry. Three hours lecture. Prerequisites: CHEMU 131-132, PHYSU 121-122.

CHEMU 317 Special Methods  
3 credits  
Integrates general principles of education and the teaching process into the teaching of chemistry on a secondary level. Special focus on preparing and conducting laboratory experiments. Required of all who seek secondary certification in chemistry. Offered as needed.

CHEMU 340 Inorganic Chemistry  
5 credits  
Coverage includes periodicity and descriptive chemistry of the elements; symmetry, structure and bonding, solid-state chemistry and catalysis; reaction mechanisms of transition metal complexes; and spectroscopy. Prepares the student to understand current research in organic, organometallic and bioinorganic chemistry. Laboratory activities include synthesis and analysis of classical and organometallic complexes and solid-state compounds. Microscale, high temperature, light-activated and oxygen-free synthesis techniques will be employed. Analysis methods will include infrared, atomic absorption, visible, nuclear magnetic resonance, mass spectrometry, Three hours lecture, four hours laboratory. Prerequisite: CHEMU 215, or permission of the instructor.

CHEMU 400 Honors  
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

CHEMU 401-402 Chemistry Internship  
3 credits each  
An off-campus experience to help the student to relate theories and skills to the practical aspects of a clinical or industrial laboratory. Requires on-site supervision by a faculty member, discussion with the laboratory director, and a written laboratory report. (See Academic Program/Internship)

FSU 401-402 Forensic Sciences Internship  
3 credits each  
An off-campus experience to help the student to relate theories and skills to the practical aspects of a forensic laboratory. Requires on-site supervision by a faculty member, discussion with the laboratory director, and a written laboratory report. The laboratory report for the second semester of internship will be equivalent to the Research Seminar Paper required of Chemistry and Biochemistry majors. An oral presentation will also be required. (See Academic Program/Internship)

CHEMU 403-404 Cooperative Education (See Cooperative Education)

CHEMU 405 Advanced Organic Chemistry  
3 credits  
An introduction to the field of physical organic chemistry with emphasis on qualitative molecular orbital theory, stereochemistry, and conformational analysis. Part of the course will focus on a topic in the current literature. Three hours lecture. Prerequisites: CHEMU 215-216. Offered alternate years.

CHEMU 410 Advanced Instrumental Analysis  
2 credits  
Project-based lab experiences that will build on and expand analytical techniques developed in organic and analytical chemistry courses. Four hours lab. Prerequisites: CHEMU 215-216, CHEMU 301.

CHEMU 413 Advanced Physical Chemistry  
3 credits
Topics include: atomic and molecular structure, theoretical spectroscopy, statistical thermodynamics. Prerequisites: CHEMU 313-314.

**CHEMU 481-482 Special Topics** 3 or 4 credits
An in-depth study of selected topic areas in chemistry. Topics vary from year to year. May include a laboratory depending on the topic chosen. Requires permission of instructor since Prerequisites vary.

**CHEMU 498 Research Seminar** 3 credits
The major focus of this course is the preparation and presentation of a research paper. Research is undertaken on or off campus, during summer internships or during the school year, in any area of chemistry or biochemistry. Lecture topics include how to write the various sections of a scientific paper, how to access and document sources properly, and how to assemble a research poster. Other topics include how to approach a research question, reading the literature critically, ethics in research, interviewing for graduate school and industry, and public speaking.

**PHYSICS**
The Physics curriculum aims to provide students with a theoretical and practical understanding of the matter and energy that constitute the Universe. Courses emphasize problem solving techniques as well as careful observation, experimental ability and laboratory technique. Subject matter deals with phenomena as large-scale as galaxy formation and as small-scale as nuclear fusion. Through the study of physics, students come to a better understanding of the Universe and their relationship to it, as well as the profound effect that science and technology have on human society. The Physics curriculum provides a variety of experiences for the student. Several courses support the science and mathematics curricula, while others are designed for the non-science major. Course descriptions that are designated with a (S) fulfill the Scientific Ways of Knowing requirement of the Core Curriculum.

**Department Policy on acceptance of AP exam grades for college credit in physics:**

**Physics**

**Physics B** 3 or 4 credits*
Grade of 3 or higher A score of 3 or above on the Physics B exam does not take the place of PHYSU 121-122.
3 or 4 credits towards meeting the natural science requirement will be awarded

**Physics C** 3 or 4 credits*
Grade of 4 or higher in Mechanics
This will be considered equivalent to PHYSU 121.
Grade of 4 or higher in Electricity and Magnetism
This will be considered equivalent to PHYSU 122.

*The final decision on number of credits rests with department and is based on evaluation of evidence of laboratory experience. This evidence may consist of a detailed course description signed by the instructor or a detailed laboratory notebook.

**PHYSU 103 Earth Sciences (S)** 4 credits
An introductory course investigating topics in geology (rocks, minerals, earth structures), oceanography (topography of the ocean floor, water circulation, coastal zones) and meteorology (air movement, climate changes, weather patterns.) Offered as needed.

**PHYSU 104 Astronomy (S)** 3 credits
An introduction to the sky, the solar system, stellar evolution, deep space objects and cosmology as well as the tools used by astronomers to study the universe. Laboratory activities as well as the use of a 14” Celestron telescope and a planetarium instrument enhance the course material. Offered as needed.

**PHYSU 107 The Science of Music (S)** 3 credits
An introduction to the science of musical sound. Topics include the production, reproduction, and transmission of sound, the structure of the human voice and ear, the acoustical foundations of musical scales and instrument tuning, the design of listening rooms and musical instruments. Laboratory activities enhance the course material. Offered as needed.
PHYSU 121-122 Principles of Physics (S) 4 credits each
A calculus-based introduction to the ideas of classical physics in which activities inform the lectures. Topics include mechanics, thermodynamics, wave motion and sound, electricity and magnetism, and light. Six hours of activity-based learning. 
Prerequisites: MATH 203-204 or MATH 211-212. PHYS 121. Offered every Fall; PHYS 122 Offered every Spring.
MATHEMATICAL SCIENCES

Coordinator: TBA

Dolores Malecka, SSJ, M.A., Associate Professor of Mathematics
Merilyn Ryan, SSJ, Ph.D., Professor of Mathematics
Judith Sullivan, M.Ed., Associate Professor of Mathematics,

The Mathematical Sciences curriculum focuses on the analytic skills required for an understanding and efficient use of mathematics. The study of mathematics develops the ability to reason logically, to analyze and solve problems, to think abstractly and to express thoughts clearly and precisely, valuable skills for meeting the demands of today’s world. Through their coursework, students acquire an appreciation for the power and beauty of mathematics that is revealed in its structure and methods. Computers and graphing calculators are integrated into courses as tools to support learning.

There are two choices for a major field:

1) Mathematics
2) Mathematical and Computer Sciences

Both programs provide students with a thorough grounding in theoretical and applied mathematics, while providing enough flexibility for the student to decide on the amount of emphasis to be given to computer science. By selecting appropriate electives, students in both majors may prepare for graduate study in mathematics and related disciplines, as well as for positions in business, industry, and education. See “Education” for Secondary Education requirements.

The Department also offers:
- A minor in Mathematics
- Courses designed to equip students in other majors with the mathematical knowledge necessary for their chosen fields of study
- Courses for liberal arts students who wish to develop their understanding and appreciation of mathematics
- A developmental program for students who have not attained mathematical proficiency

MATHEMATICS

Requirements for a major – 14 courses (41 – 42 credits) distributed as follows:

* Mathematics: 34 credits beyond MATHU 211-212 or MATHU 203-204:

All of the following courses (19 credits)

- MATHU 251           Calculus and Linear Algebra
- MATHU 252           Calculus and Modern Analysis III
- MATHU 262           Probability and Statistics
- MATHU 305-306       Abstract Algebra I,II
- MATHU 498-499       Modern Mathematical Theory – Seminar I,II

Five of the following courses (15 credits)

- MATHU 261           Discrete Methods in Mathematics
- MATHU 307           Differential Equations
- MATHU 321           Advanced Calculus
- MATHU 331           Mathematical Modeling
- MATHU 341           Introduction to Operations Research
- MATHU 342           Fundamentals of Geometry
- MATHU 481(F), 482(S) Special Topics

* Two courses in Computer Science (7 – 8 credits)
Students with previous programming experience take CMSCU 251 Data Structures in Java instead of CMSCU 190.

* Strongly recommended:
  PHYSU 121-122 Principles of Physics

Students seeking secondary certification in mathematics choose courses that will satisfy State requirements.

MATHEMATICAL AND COMPUTER SCIENCES

Requirements for a major – 14 courses (42 credits) distributed as follows:

- Mathematics: 22 credits beyond MATHU 211-212 or MATHU 203-204, including:
  
  All of the following courses (19 credits)
  MATHU 251 Calculus and Linear Algebra
  MATHU 252 Calculus and Modern Analysis III
  MATHU 261 Discrete Methods in Mathematics
  MATHU 262 Probability and Statistics
  MATHU 305 Abstract Algebra I
  MATHU 498-499 Modern Mathematical Theory - Seminar I and II

  Plus at least one additional upper level mathematics course, approved by the Department

- Computer Science: Six courses (20 credits)
  CMSCU 190 Introduction to Programming Logic*
  CMSCU 210 Programming in Java
  CMSCU 251 Data Structures in Java
  CMSCU 350 Computer Architecture and Logic Design

  Two additional upper level Computer Sciences courses

*Mathematical and Computer Science majors with previous programming experience do not take CMSCU 190. They take CMSCU 210, 251, 350 and three additional upper level Computer Science courses.

Students seeking secondary certification in mathematics choose courses that will satisfy State requirements.

MINOR IN MATHEMATICS WITH A MAJOR IN NATURAL SCIENCES, HUMANITIES OR SOCIAL SCIENCES:

Requirements: 6 courses including:

MATHU 203 or 211 Calculus I
MATHU 204 or 212 Calculus II

Four of the following courses:

MATHU 251 Calculus and Linear Algebra
MATHU 252 Calculus and Modern Analysis III
MATHU 261 Discrete Methods in Mathematics
MATHU 262 Probability and Statistics
MATHU 305 Abstract Algebra I
MATHU 307 Differential Equations
MATHU 331 Mathematical Modeling
MATHU 341 Introduction to Operations Research
MATHU 342 Fundamentals of Geometry
MATHU 481(F), 482(S) Special Topics
• Substitutions of recommended upper level courses taken to fulfill the minor may be made only with permission of the Department Coordinator.

MINOR IN MATHEMATICS WITH A MAJOR IN BUSINESS

Requirements–6 courses including:

- MATHU 201-202 Mathematics for Management and the Social Sciences I,II
- MATHU 225-226 Introduction to Statistics I,II
- Two of the following:
  - MATHU 251 Calculus and Linear Algebra
  - MATHU 261 Discrete Methods in Mathematics
  - MATHU 305 Abstract Algebra I
  - MATHU 331 Mathematical Modeling
  - MATHU 341 Introduction to Operations Research
  - MATHU 481(F), 482(S) Special Topics

• Substitutions of recommended upper level courses taken to fulfill the minor may be made only with permission of the Department Coordinator.

MINOR IN MATHEMATICS WITH A MAJOR IN ELEMENTARY EDUCATION

Requirements–6 courses including:

- MATHU 231-232 Basic Mathematical Theory and Applications I,II
- MATHU 203-204 Analytic Geometry and Calculus I,II
- Two of the following:
  - MATHU 251 Calculus and Linear Algebra
  - MATHU 252 Calculus and Modern Analysis III
  - MATHU 261 Discrete Methods in Mathematics
  - MATHU 305 Abstract Algebra I
  - MATHU 342 Fundamentals of Geometry

• Substitutions of recommended upper level courses taken to fulfill the minor may be made only with permission of the Department Coordinator.

AP Scores in Calculus and Statistics

Students who earn a score of 3 in Calculus AB will receive 4 credits for MATHU 203: Analytic Geometry and Calculus I. Students who earn a score of 4 or 5 in Calculus AB or a score of 3 in Calculus BC will receive 4 credits for MATHU 204: Analytic Geometry and Calculus II. Students who earn a score of 4 or 5 in Calculus BC will receive 4 credits for MATHU 212: Calculus and Modern Analysis II.

Students who earn a 3 in Statistics will receive 3 credits for MATHU 225: Introduction to Statistics I. Students who earn a score of 4 or 5 in Statistics will receive 3 credits for MATHU 262: Probability and Statistics.

Mathematical Proficiency Requirement:

Every student must demonstrate the attainment of reasonable proficiency in mathematics. Incoming students will take a proficiency exam, and the results will help determine whether the student has attained the required level or will enter a developmental program. Fulfillment of the mathematics proficiency requirement is necessary for graduation.

For each course beyond MATHU 100, the required proficiency level is listed in the course description. Students may not enroll in any mathematics course for which they are not qualified.

Course descriptions that are designated with a (P) fulfill the Problem Solving Ways of Knowing requirement of the Core Curriculum.

MATHU 100 Developmental Mathematics: Basic Skills and Principles  
3 credits*

A fundamental course in basic mathematical skills, designed for students who are, for any reason, inadequately prepared for college level mathematics. Includes a study of the real number system and basic concepts of algebra. The course may be required for some students as a result of the Mathematics Proficiency Examination. *Credits from this course are not applicable toward a degree. Offered every semester.
MATHU 115  Understanding Our Quantitative World (P)  3 credits
An approach to quantitative literacy in the 21st century. Intended to help students realize that mathematics is a useful tool for interpreting information; see mathematics as a way of viewing the world rather than memorizing formulas; and become comfortable using and interpreting mathematics outside the classroom. Topics drawn from function theory and statistics, both from the perspective of mathematical modeling. In addition to the traditional presentation of content, this course will include regular group exploratory activities as ways to access and understand mathematical concepts. **Prerequisite: Math Proficiency level 3.** Offered every semester. Students who earn a grade of C or better fulfill the mathematics proficiency requirement (at level 2B) for graduation. Not intended for students whose major requires additional mathematics, since it does not fulfill the prerequisite for MATHU 201, 203, 211, 225, or 231.

MATHU 121-122 Precalculus I and II (P)  3 credits each
A review and development of topics needed for the further study of mathematics including calculus and mathematics for management. Includes: algebraic operations, equations and inequalities, algebraic and transcendental functions, analytic geometry and graphing. **Prerequisite for MATHU 121: MATHU 100 or Math Proficiency level 2 or 3. Prerequisite for MATHU 122: Successful completion of MATHU 121 or permission of Department.** MATHU 121 Offered every Fall. MATHU 122 Offered every Spring. Not open to students who have successfully completed a mathematics course beyond the 100 level or whose mathematics proficiency level is level 1. Students who earn a grade of C or better in MATHU 121 or MATHU 122 fulfill the mathematics proficiency requirement (at level 2A) for graduation. Students who successfully complete MATHU 121 and who are planning a major in business or science are strongly advised to take MATHU 122 before enrolling in mathematics courses required for their major.

MATHU 201 Mathematics for Management and the Social Sciences I (P)  3 credits
A study of functions and linear models, polynomial and rational functions, exponential and logarithmic functions, modeling, mathematics of finance, linear systems and matrices, linear programming. Emphasis on applications to business, management, and the life sciences. **Prerequisite: MATHU 121 or Math Proficiency level 1 or 2A.** Offered every Fall.

MATHU 202  Mathematics for Management and the Social Sciences II (P)  3 credits
Differential and integral calculus with applications to business, management, and the life sciences. **Prerequisite: MATHU 201 or Math Proficiency level 1 or 2A and permission of the Department.** Offered every Spring.

MATHU 203 Analytic Geometry and Calculus I (P)  4 credits
Elements of analytic geometry, functions, limits, differentiation, applications of the derivative. **Prerequisite: MATHU 122 or Math Proficiency level 1 or 2A.** Offered every Fall.

MATHU 204 Analytic Geometry and Calculus II (P)  4 credits
Studies and problems of integration, applications of the integral, integration of exponential, logarithmic, trigonometric and inverse trigonometric functions, methods of integration. **Prerequisite: MATHU 211 or 203.** Offered every Spring.

MATHU 211 Calculus and Modern Analysis I (P)  4 credits
Functions, differentiation, applications of the derivative, Fundamental Theorem of the Calculus, integration. Includes computer laboratory experiences to reinforce many of the basic concepts of calculus and related mathematical procedures. **Prerequisite: Math Proficiency level 1 or permission of the Department.** Offered every Fall.

MATHU 212 Calculus and Modern Analysis II (P)  4 credits
Applications of the integral, integration of transcendental functions, methods of integration, improper integrals, indeterminate forms, Taylor’s Formula. Includes computer lab experiences for exploratory and directed activities in calculus. **Prerequisite: MATHU 211 or permission of the Department.** Offered every Spring.

MATHU 215 Mathematics for Liberal Arts (P)  3 credits
An enrichment course designed to emphasize the interrelationships between mathematics and other fields of human endeavor. Topics selected from a broad spectrum are covered in sufficient depth to convey to the non-specialist an appreciation of the power of mathematics and its contribution to the history of civilization. **Prerequisite: Math Proficiency level 1 or 2A or 2B.**

MATHU 225 Introduction to Statistics I (P)  3 credits
Summarizing data graphically and descriptively, elements of probability, discrete and continuous distributions, sampling, construction of confidence intervals. **Prerequisite: Math Proficiency level 1 or 2A.** Offered every Fall.

MATHU 226 Introduction to Statistics II (P)  3 credits
Sampling procedures; inferences about means, standard deviations, and proportions; regression and correlation; analysis of variance; nonparametric methods. Prerequisite: MATHU 225. Offered every Spring.

**MATHU 231-232 Basic Mathematical Theory and Applications (P)** 3 credits each  
A development of basic mathematical concepts and skills needed by students in education and related fields. Emphasis on mathematical reasoning, problem solving, and connecting mathematics, its ideas, and its applications. Topics include: real number system; sets and logic; patterns, relations and functions; elementary number theory; geometry; measurement; probability and statistics. Prerequisite for MATHU 231: Math Proficiency level 1 or 2A. Prerequisite for MATHU 232: Successful completion of MATHU 231 or math proficiency level 1 or 2A and permission of the Department. MATHU 231 Offered every Fall. MATHU 232 Offered every Spring.

**MATHU 251 Calculus and Linear Algebra (P)** 3 credits  
Systems of linear equations, matrices and determinants, vectors in 2-space and 3-space, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MATHU 212 or 204 or permission of the Department.

**MATHU 252 Calculus and Modern Analysis III (P)** 3 credits  
Infinite series, plane curves, parametric equations, vectors and the geometry of space, differential calculus of functions of several variables and applications thereof, multiple integration with applications. Prerequisite: MATHU 212, 204, or 202 or permission of the Department.

**MATHU 261 Discrete Methods in Mathematics (P)** 3 credits  
Introduction to basic techniques and modes of reasoning of combinatorial problem solving. Topics chosen from graph theory and combinatorics: graphs as models, trees, graph coloring, Eulerian and Hamiltonian circuits, elementary counting principles, permutations and combinations, inclusion/exclusion principle, recurrence relations. Required for Secondary Certification. Prerequisite: MATHU 212, 204, or 202 or permission of the Department.

**MATHU 262 Probability and Statistics (P)** 3 credits  
Organizing and describing data, general probability theory, standard distributions, significance tests, confidence intervals, regression and correlation. Prerequisite: MATHU 211 or 203 or permission of the Department.

**MATHU 305 Abstract Algebra I** 3 credits  
Introduction to an axiomatic treatment of mathematics, including proofs, and to algebraic structures. Topics include sets and mappings; binary operations; congruence classes and equivalence relations. Group Theory topics include permutation groups; normal subgroups; quotient groups; homomorphisms. Ring Theory is introduced. Prerequisite: MATHU 251 or permission of the Department.

**MATHU 306 Abstract Algebra II** 3 credits  
A continuation of the study of algebraic structures. Ring Theory topics include: ideals, homomorphisms, integral domains, polynomial rings; fields, vector spaces, linear transformations, and selected applications. Prerequisite: MATHU 305.

**MATHU 307 Differential Equations** 3 credits  
Theory and methods of solving first order, first degree differential equations, linear differential equations, equations of higher degree; selection from Laplace transformations, systems of equations, series solutions. Applications of differential equations. Prerequisite: MATHU 212 or 204.

**MATHU 317 Special Methods in Mathematics** 3 credits  
Covers topics considered essential for successful teaching of mathematics at the secondary level, including careful analysis of the standards and goals established by the National Council of Teachers of Mathematics. Students observe classes and meet for discussion on content, methods, lesson planning, test construction, and other items related to secondary teaching.

**MATHU 321 Advanced Calculus** 3 credits  
Sets and functions, topological terminology, sequences, continuity and its implications, differentiation, integration, series and uniform convergence, selected topics. Prerequisite: MATHU 252.

**MATHU 331 Mathematical Modeling** 3 credits  
Major techniques in developing basic models. Creative and empirical model construction, model analysis, and model research. These are studied by examples as well as by experiential projects incorporating the modeling process. Prerequisite: MATHU 212, 204, or 202.

**MATHU 341 Introduction to Operations Research** 3 credits
Basics of operations research: applied linear programming, the simplex method, the dual problem and postoptimality analysis, the transportation and assignment problems. *Prerequisite: MATHU 251.*

**MATHU 342 Fundamentals of Geometry**
3 credits
The study of axiomatic systems, Euclidean, non-Euclidean and transformation geometries. Required for Secondary Certification. Offered when needed. *Prerequisite: MATHU 251 or permission of the Department.*

**MATHU 400 Honors**
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. *By Departmental invitation only.*

**MATHU 401(1st), 402(2nd) Internship**
3 credits
A program to provide the mathematical sciences major with the opportunity to integrate academic discipline with practical experience in related fields. Open to qualified juniors. Requirement includes seminar and comprehensive paper related to the field experience.
(See Academic Program/Internship – Page xxx)

**MATHU 481(F),482(S) Special Topics**
3 credits
An in-depth investigation of a particular area of mathematics. Requires permission of the instructor, since the topic and its prerequisites may vary from year to year.

**MATHU 498-499 Modern Mathematical Theory: Seminar I and II**
4 credits
Seminars in selected topics such as cardinal numbers and ordering of infinite sets, characteristics of axiomatic systems, symbolic logic, Boolean algebras, number theory, history of mathematics, others according to interests of students. Mathematics majors complete and present a research project in mathematics. Mathematical and computer science majors complete and present a research project that incorporates mathematics and computer science.
The Psychology Department offers courses that encompass the broad range of factors that shape human behavior. The influences related to biology, particularly the workings of the brain, from individual psychological processes such as cognitions and emotions, and the effects of sociocultural surroundings are all considered as students are exposed to the great breadth of the field. In addition, rigorous training in research methods prepares the students well for individual investigation and graduate study. Students also receive course credit for supervised field experiences through internships in their junior and senior years. The Psychology Department offers both a Major and a Minor in Psychology, and a five-year combined B.A./M.S. Degree in Counseling Psychology.

The Psychology Department sponsors Psi Chi, the Psychology Honors Society and the Psychology Club. Members of both organizations jointly sponsor and partake in activities such as guest speakers, demonstrations, and entertaining events.

**MAJOR IN PSYCHOLOGY**

- **Requirements for a Major** – 36 credits including:
  - **Each of the following Psychology Courses:**
    - PSYU 101 General Psychology
    - PSYU 216 Quantitative Methods in Psychology
    - PSYU 313 Research Design in Psychology
    - PSYU 320 Psychological Measurement
    - PSYU 498 Senior Seminar in Psychology
  - **One or more courses from each of the following Content Areas:**
    - **Content Area 1: Applied Psychology**
      - PSYU 109 Psychology of Women
      - PSYU 111 Industrial/Organizational Psychology
      - PSYU 202 Educational Psychology
      - PSYU 212 Social Psychology
      - PSYU 225 Psychology and the Law
      - PSYU 314 Undergraduate Research
      - PSYU 481 Special Topics in Psychology
    - **Content Area 2: Clinical Psychology**
      - PSYU 206 Theories of Personality
      - PSYU 217 Abnormal Psychology
      - PSYU 223 Theory and Practice of Psychological Counseling
      - PSYU 301 Group Process and Leadership
    - **Content Area 3: Developmental Psychology**
      - PSYU 103 Psychology of Child Development
      - PSYU 104 Psychology of Adolescent Development
      - PSYU 107 Psychology of Adulthood and Aging
    - **Content Area 4: Experimental Psychology**
      - PSYU 207 Introduction to Cognitive Psychology
      - PSYU 210 Physiology of Behavior
      - PSYU 211 Sensation and Perception
      - PSYU 230 Drugs and Behavior
      - PSYU 240 Psychology of Health, Stress and Coping
      - PSYU 250 Motivation and Emotion
MINOR IN PSYCHOLOGY

The minor in Psychology is designed for students interested in becoming aware of issues in Psychology or in preparing for careers in human services or other mental health-related fields while pursuing another major. There is considerable flexibility in designing a minor that fits the student’s needs and desires. Because some courses have prerequisites, are open to majors only, or are not offered every year, a student interested in a Psychology minor needs to be advised by the Psychology Department.

Requirements for a minor – 18 credits including:

- PSYU 101 General Psychology
- One or more courses from each of the following content areas:
  - Content areas are described in “Major in Psychology” section above
  - One or more courses from Content Area 1: Applied Psychology
  - One or more courses from Content Area 2: Clinical Psychology
  - One or more courses from Content Area 3: Developmental Psychology
  - One or more courses from Content Area 4: Experimental Psychology

COMBINED B.A./M.S. DEGREE PROGRAM IN COUNSELING PSYCHOLOGY

The B.A./M.S. Program in Counseling Psychology provides the opportunity for exceptionally qualified students to earn both a bachelor’s degree and a master’s degree in five years. Unlike other “three-two” programs which require students to complete undergraduate work before starting graduate work, this program allows study at undergraduate and graduate levels in a parallel format, creating a rewarding and challenging program to focused, qualified students.

Admission to the B.A./M.S. Program

The B.A./M.S. program is a professionally oriented program that is appropriate for applicants who are committed to a career in counseling Psychology. Due to the rigorous curriculum of this program, a high school GPA of 3.00 and combined SAT scores of 1100 is the recommended standard for admission. There is a formal application process to the B.A./M.S. program which follows admission to the College and involves a written application to the admissions committee and an interview with members of the undergraduate and the graduate Psychology faculty. This process is an effort to assess the applicant’s readiness to pursue study in undergraduate Psychology and a parallel graduate program focused specifically on the field of counseling Psychology.

To obtain more information about admission to the combined B.A./M.S. Program in Counseling Psychology, please contact: Lynn Brandsma, Ph.D., B.A./M.S. Coordinator, 215.248.7049.

Course descriptions that are designated with a (B) fulfill the Behavioral Ways of Knowing requirement of the Core Curriculum. Course descriptions that are designated with an (P) fulfill the Problem Solving Ways of Knowing requirement of the Core Curriculum.

PSYU 101 General Psychology (B) 3 credits
An introduction to the nature, scope, and methods of Psychology. Includes a survey of the processes of learning, memory, human development, social Psychology, and symptoms, diagnoses and treatment of Psychological disorders. Discusses the role of methodologies used to investigate the social and biological bases underlying human behavior. Required of Psychology majors. Open to non-majors. Offered every semester.

PSYU 103 Psychology of Child Development (B) 3 credits
Explores the Psychological theories of emotional, social, cognitive, and physical development from the prenatal period through childhood. Contains an experiential component through personal research on cognitive transitions that occur during middle childhood. Offered every semester. Open to majors and non-majors. Prerequisite: PSYU 101.

PSYU 104 Psychology of Adolescent Development (B) 3 credits
Examines the cognitive, emotional, physiological, and social developments that occur during adolescence. Emphasizes the Psychosocial and environmental factors that increase adolescents’ risk of abuse, addiction, alienation, delinquency, mental illness, and violence. Open to majors and non-majors. Prerequisite: PSYU 101. Offered every year.

PSYU 107 Psychology of Adulthood and Aging (B) 3 credits
Includes the Psychological transition from adolescence into adulthood. Explores social, emotional, cognitive and maturational changes during adulthood. Special emphasis on the effects of gender, race, socioeconomic status, health and disability as they relate to the experience of adulthood and aging. Open to majors and non-majors. Prerequisite: PSYU 101. Offered as needed.
PSYU 109 Psychology of Women (B) 3 credits
Considers interpersonal and familial relationships, family, education, career choice, and historical change as they relate to the lives of women in the US and globally. Emphasizes issues that affect growth and development such as social identity, self-esteem, and gender-typing. Feminist research and theory, current political trends, and personal experience are united in an effort to better understand the universal effects of gender on personal and psychological outcomes for women. Open to majors and non-majors. Prerequisite: PSYU 101. Offered Yearly.

PSYU 111 Industrial/Organizational Psychology (B) 3 credits
Considers employee motivation, job satisfaction, leadership styles, power and influence; work related stressors; job involvement and organizational commitment; and recruitment, selection, training. Emphasizes issues of fairness at work including compliance with equal employment guidelines; gender discrimination; enforcement of sexual harassment policies; comparable worth and pay equity. Open to majors and non-majors. Prerequisite: PSYU 101. Offered yearly.

PSYU 202 Educational Psychology (See Education 202) (B) 3 credits
Involves the application of Psychological principles concerned with the processes of growth and development, thinking, learning and motivation to the problems of education. Principles of social Psychology and mental hygiene are applied to educational problems in the home, school and community. Open to majors and non-majors. Prerequisite: PSYU 101. Offered every semester.

PSYU 206 Theories of Personality (B) 3 credits
Involves a study of the major Psychodynamic, behavioral, social learning, trait and humanistic theories of personality. Application is incorporated through various classroom techniques and assignments. Open to majors and non-majors. Prerequisite: PSYU 101. Offered yearly.

PSYU 210 Physiology of Behavior (B) 3 credits
Provides a basic understanding of the biology of behavior. Exposure to a variety of aspects of neuroscience including the structure, function and communication of the nervous system as well as their role in emotions, eating, learning and other behaviors. Includes principles of pharmacology and discussion of the Psychobiology of Psychological disorders. Open to majors and non-majors. Prerequisite: PSYU 101. Offered yearly.

PSYU 217 Abnormal Psychology (B) 3 credits
Focuses on the study of abnormal behavior, classification of Psychological disorders as well as possible causes, treatment options, prevention and prognosis. Examines the major theoretical perspectives in abnormal behavior. Open to majors and non-majors. Prerequisite: PSYU 101. Offered yearly.

PSYU 223 Theory and Practice of Psychological Counseling (B) 3 credits
Reviews different theories of personality and their accompanying schools of counseling, including demonstrations by experienced counselors. Experiential exercises will help students to further develop basic listening and communications skills. Open to majors and non-majors. **Prerequisite: PSYU 101. Offered yearly.**

**PSYU 225 Psychology and the Law**
3 credits
Examines Psychological principles in the practice of law, including forensic assessment of competence and insanity; mental disorders and criminal responsibility; eyewitness and expert testimony; tests of eyewitnesses’ accuracy; ethical considerations of Psychologists as expert witnesses; Psychology of evidence; Psychology of jury selection, dynamics, and deliberations; Psychology of victims. Open to majors and non-majors. **Prerequisite: PSYU 101. Offered as needed.**

**PSYU 230 Drugs and Behavior**
3 credits
This course covers theories and experimental evidence regarding the mechanisms of action and effects of drugs on the brain and behavior. In addition it covers the impact of drugs on society and the implications of drug usage on clinical practice. Students engage in debates about topics relevant to drug usage and legalization.

**PSYU 240 Psychology of Health, Stress, and Coping (B)**
3 credits
Examines various determinants of health outcomes. Includes the nature and causes of Psychological stress; relationships between stress and susceptibility to disease; impact of beliefs on perceptions of health and recovery; management of stress through coping styles and strategies; lifestyle-related disease due to health compromising behaviors. Open to majors and non-majors. **Prerequisite: PSYU 101. Offered as needed.**

**PSYU 250 Motivation and Emotion**
3 credits
Examines the mechanisms involved in activating and directing behavior and in forming emotions. Analysis includes evaluation of the role of physiological, environmental, and cognitive variables in mediating the behavioral processes of thirst, hunger, sex, arousal, reward, stress, choice, consistency and achievement. Open to majors and non-majors. **Prerequisite: PSYU 101. Offered as needed.**

**PSYU 301 Group Process and Leadership**
3 credits
Interaction in a group setting focusing on theories and techniques of group counseling, group facilitation, and group development. Facilitating and participating in a group experience will be a part of the course.

**PSYU 313 Research Methods (W)**
3 credits
Provides comprehensive coverage of the major methods used in Psychological research. Students receive extensive practice in designing, conducting, analyzing, and interpreting the results of research studies and writing reports in APA style. Open to non-majors with approval of instructor. Required of Psychology majors. **Prerequisite: PSYU 216. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.) Offered yearly.**

**PSYU 314 Undergraduate Research Experience**
3 credits
Open to all Psychology majors interested in continuing research in Psychology, and highly recommended if continuing with graduate study in Psychology at the Master’s and/or Doctoral level. Provides the opportunity for students to design, conduct, analyze, and report research findings in their own area(s) of interest. Research topics may be derived from any approved area in the field of Psychology, such as clinical, cognitive, developmental, experimental, organizational, and social Psychology. Open to non-majors with approval of instructor. **Prerequisite: Junior or Senior status PSYU 313. Offered as needed.**

**PSYU 320 Psychological Measurement**
3 credits
Includes fundamentals of test development and construction, evaluation, scoring, and interpretation, and survey methodology. Presents concepts of reliability and validity, and ethical considerations of Psychological measurement. Examines tests used for the assessment of intelligence, personality, and abilities. Open to non-majors who have completed a course in statistics and obtain permission of the instructor. Required of Psychology majors. **Prerequisite: PSYU 216. Offered yearly.**

**PSYU 400 Honors**
Independent study during Junior and Senior years culminating in an honors thesis determined by the interests of the student. By Departmental invitation only.

**PSYU 401-402 Psychology Internship**
3 credits each
For Psychology majors with Junior or Senior status. Provides practical and relevant experience in the field of Psychology by working at an approved site. Selection of the site depends on student interest and approval of the department. (See Academic Program/Internship)
PSYU 405 Teaching of Psychology 1 credit
Presents information essential for teaching Psychology in high school or at the undergraduate level. Students have an opportunity to assist in a course. Prerequisites: Junior or Senior status, a minimum GPA of 3.00 in Psychology, and Departmental approval. Offered as needed.

PSYU 481 Special Topics 3 credits
Topics vary, and include specialized topics touching on all of the areas of study in Psychology. Recent topics include Ethics in Psychology, Counseling the Diverse Family, Drugs and Human Behavior, Group Processes, and Movies and Mental Illness. Open to majors and non-majors. Prerequisites may vary. Offered as needed.

PSYU 498 Senior Seminar in Psychology 3 credits
Focuses on current theories and research in the field of Psychology. Attempts to integrate students’ knowledge about Psychology and provides an opportunity for a careful examination of critical, contemporary issues in Psychology. Each senior presents a research report and an oral report on a contemporary topic. Required and open to Psychology majors only. Prerequisite: PSYU 313 and senior status. Offered yearly.
PHYSICAL EDUCATION

Janice Rensimer Kuklick, M.Ed., Associate Professor of Physical Education, Chair

The Physical Education Department offers a program of activities that gives the student an opportunity to develop skills in various aspects of physical education as well as improving their health and quality of life with physical activity. In order to graduate, all students must take two semesters of physical education, (usually in the first year) and pass a swimming test in the college pool. Participation in a varsity sport can be used to meet the physical education requirement, provided the student completes the season. Kirby students are required to take two semesters of physical education and pass a swimming test in the College pool.

Activities: Vary from semester to semester

Yoga  Karate
Fitness Swimming  Fitness Training
Life Guard Training*  Tennis/Pickle Ball
Badminton/Pickle Ball  Beginning Swim
Water Aerobics  Body Sculpt
Water Safety Instructor*  Pilates/On the Ball
Hip Hop  Weight Training

*Additional fee.

Lifeguard Training requires a pre-test. This test consists of treading water for two minutes, swimming 500 yards continuously using the following strokes: crawl, breaststroke and sidestroke. Students must be 15 years or older. Fee charged. Needs a 10 student minimum to run the course.

Water Safety Instructor Course (WSI) must pass a pre-test of swimming and diving skills. Students must be 17 years old by the last scheduled day of the course. Fee charged. Needs a 10 student minimum to run the course.

Participation in a varsity sport may be substituted for regular class activity during any season, provided the student completes the season. Students should register for the varsity sport. Intercollegiate competition is scheduled as follows:

- **Fall:** Men’s Soccer, Women’s Soccer, Women’s Tennis, Women’s Volleyball, Men and Women’s Cross Country, Men’s Basketball, Women’s Basketball
- **Spring:** Men’s Basketball, Women’s Basketball, Women’s Lacrosse, Women’s Softball, Men’s Tennis, Men and Women’s Golf

![Additional varsity sports may be added](image)

Swim Test: All undergraduates are required to pass the college swim test. The test consists of a head first entry into the pool, swimming 2 lengths, 3 minutes of floating and 2 minutes of treading water. The test is strictly a survival swimming test and not a stroke proficiency test. If students cannot swim, they should take a beginner swim class for Physical Education credit where they will learn the skills necessary to survive in the water.

Personal Training Certification Preparation Program*

A four course program to prepare interested students in National Council of Strength and Fitness Certification in Personal Training. The first three courses will satisfy the Scientific Ways of Knowing component of CHC’s core curriculum and will consist of three hours of classroom and three hours of lab.

1. **Functional Body Works** (three hours of classroom, three hours of lab). This course covers the basic scientific foundation for understanding the structures and functions of the human body and the biomechanics of boney joints and muscles.

2. **Science of Exercise** (three hours of classroom, three hours of lab). This course covers the basic concepts of energy and muscle function and the physiological responses to physical activity.

3. **Personal Training Concepts** (three hours of classroom, three hours of lab). This course applies the basic scientific concepts learned in the first two courses to personal training. It includes the energy costs of physical activity and body composition.

4. **Internship**

* This program does not satisfy the physical education requirement, but does satisfy Scientific Ways of Knowing. It is listed as SCIU in course offerings.
PE COURSE DESCRIPTIONS All 1 Credit

All Dance
An introduction to the basic techniques of ballet, jazz, and modern dance. These techniques will give the students an awareness of body placement and aid in developing movement coordination. No previous experience necessary.

Beginner Swim
The beginner swim class introduces students to techniques which will enable them to survive in the water. Floating, modified elementary backstroke, crawl stroke, breathing techniques, diving and treading are introduced. Classes are structured to increase cardiovascular endurance and strength as well.

Body Sculpt
The body sculpt class utilizes weights, fitness ball, and conditioning exercises to tone and strengthen the body. Core upper body and lower body are emphasized. Exercises are performed to music.

Fitness Swim
This course is a swimming fitness class building strength and cardiovascular endurance in water. Students swim laps keeping track of number of laps completed each session. Students record and try to improve on number of laps as they become stronger. Goals are set.

Fitness Training
The fitness Training course is structured to improve muscular strength, cardiovascular fitness and flexibility. All three aspects of fitness will be stressed each class period. Each student will start and progress at their individual pace. Classes are set on Music. Hand weights, jump ropes, steppers, fitness balls and other equipment will be utilized throughout the semester.

Hip Hop
This course is designed for students who wish to develop their physical health by using their skills in dancing to the trend of today’s music style. This course is designed for students with little or no hip hop dance experience. Students will work together choreographing a routine.

Karate
This course will consist of Tae Kwon Do form Karate and will include techniques in self-defense. All sessions will start with a warm-up followed by skills.

Pilates/Fitness Ball
This course is based on the series of core exercises created by Joseph Pilates, strengthening exercises utilizing the fitness ball and flexibility and strength of yoga. Sessions are set to music and begin with a warm-up and end with a cool down. Students use mats, fitness ball, and hand weights.
Power Walk to Jog

Power Walk to Jog is a course emphasizing the cardio aspect of fitness through power walking and jogging. Students will learn to walk at rates which challenge the heart and lungs and eventually build stamina to jog.

Tennis/Pickle Ball

This course will introduce the fundamentals of the game of tennis and pickle ball with an emphasis on cardiovascular development. Each class will consist of a warm-up, agility and footwork drills, and skills, which will progress to a game. Each student will complete the course with the knowledge to play a game of tennis or pickle ball. The course will spend more time on tennis than pickle ball.

Water Aerobics

The water Aerobics course is structured to improve muscular strength, cardiovascular endurance and flexibility in the deep and shallow water of the CHC pool. Students utilize belts, buoy, weights and noodles. Each session consist of a warm-up, work out session, and cool down.
RELGIOUS STUDIES AND PHILOSOPHY

Marie A. Conn, Ph.D., Professor of Religious Studies
Carolynne Ervin, M.A., Instructor of Religious Studies
Mary Kay Flannery, SSJ, D.Min., Associate Professor of Religious Studies
Catherine T. Nerney, SSJ, PhD, Associate Professor of Religious Studies

RELGIOUS STUDIES

Religious Studies courses provide an opportunity for students to examine the nature of religious experience and belief. This exploration occurs within a theological framework designed to enable students to understand and articulate the central elements of the Christian faith tradition. At the same time, department members promote serious and critical conversation with students between this faith tradition and the questions and concerns arising from their lived experience and the needs of the world today. Students are also encouraged to investigate other religious traditions that provide a spiritual depth to the reality of the human experience.

The School of Undergraduate Studies offers a Religious Studies Minor and a Certificate in Religious Studies. (The certificate is for teachers and religious educators in parishes or schools in the Archdiocese of Philadelphia.)

Students who choose to pursue either the Religious Studies Minor or the Certificate in Religious Studies must complete an application form and confer with a faculty advisor. These forms may be obtained from the Chair of the Religious Studies Department.

GENERAL REQUIREMENTS

A student fulfills the Religious Studies requirement of the College by successfully completing two courses. The first of these two courses must be the 100-level CORE course in Religion and Culture. The second course must be at the 200-level. Most courses are designed for students who embrace the Christian faith tradition and belief system, while others are intended for those students who align themselves with no particular tradition, but who are invited to explore the nature of belief and religious experience as operative forces in human history and spirituality.

SPECIFIC REQUIREMENTS FOR A MINOR OR A CERTIFICATE IN RELIGIOUS STUDIES

The Minor in Religious Studies provides students majoring in other disciplines a cross-section of theological topics intended to deepen their theological literacy and scholarship. These subject areas are: Religious Traditions, Scripture Studies, Morality And Justice, Doctrine, Liturgy and Spirituality, and Interdisciplinary Studies. Students who minor in Religious Studies work under the guidance of a member of the department. Those who successfully fulfill the requirements for the Religious Studies Minor are also eligible to receive a Religious Studies Certificate. Both will be so noted on the student’s official transcript.

Requirements for a minor – 18 credits distributed as follows:

- The 100-level course in Religion and Culture.
- Five 200-level courses, with one from each of the subject areas.

Preparation and presentation of research paper under guidance of faculty advisor.

The Religious Studies Certificate is available to students who wish to teach religious education in Catholic elementary schools and/or in parish education programs in the Archdiocese of Philadelphia. Students completing a Certificate in Religious Studies work under the guidance of a Religious Studies faculty advisor. Satisfactory completion of the Certificate will be noted on the student’s Official College Transcript.

Requirements for a Certificate

The Religious Studies Certificate is earned by successfully completing eighteen (18) credits or six (6) courses in Religious Studies, one of which must be at 100-level. The remaining five (5) courses may be taken in any of the subject areas offered to the Religious Studies minor. Students preparing for the Certificate, however, may take more than one course in any of these areas, rather than one course only in each of these areas.
### Core 100 Level Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLSTU 104</td>
<td>Religion and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

### Religious Traditions

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLSTU 206</td>
<td>World Religions</td>
<td></td>
</tr>
<tr>
<td>RLSTU 207</td>
<td>Contemporary Christian Living</td>
<td></td>
</tr>
<tr>
<td>RLSTU 208</td>
<td>What Catholics Believe</td>
<td></td>
</tr>
</tbody>
</table>

### Scripture Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLSTU 209</td>
<td>Old Testament Studies</td>
<td></td>
</tr>
<tr>
<td>RLSTU 210</td>
<td>New Testament Studies</td>
<td></td>
</tr>
<tr>
<td>RLSTU 211</td>
<td>Women in the Bible</td>
<td></td>
</tr>
</tbody>
</table>

### Morality and Justice

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLSTU 216</td>
<td>Fundamental Moral Theology</td>
<td></td>
</tr>
<tr>
<td>RLSTU 217</td>
<td>Contemporary Moral Issues</td>
<td></td>
</tr>
<tr>
<td>RLSTU 218</td>
<td>Biomedical Moral Issues</td>
<td></td>
</tr>
<tr>
<td>RLSTU 240</td>
<td>Introduction to Social Justice</td>
<td></td>
</tr>
<tr>
<td>RLSTU 242</td>
<td>Women in Society and Religion</td>
<td></td>
</tr>
</tbody>
</table>

### Doctrine and History

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLSTU 219</td>
<td>Theology of God</td>
<td></td>
</tr>
<tr>
<td>RLSTU 220</td>
<td>Forgiveness and Reconciliation</td>
<td></td>
</tr>
<tr>
<td>RLSTU 225</td>
<td>Catechesis and Religious Development</td>
<td></td>
</tr>
<tr>
<td>RLSTU 241</td>
<td>Models and Mentors in Christian Tradition</td>
<td></td>
</tr>
<tr>
<td>RLSTU 242</td>
<td>Global Theology and the Cry for Justice</td>
<td></td>
</tr>
</tbody>
</table>

### Liturgy and Spirituality

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLSTU 222</td>
<td>Marriage and Family</td>
<td></td>
</tr>
<tr>
<td>RLSTU 226</td>
<td>The Meaning of Death and Dying</td>
<td></td>
</tr>
<tr>
<td>RLSTU 234</td>
<td>Sacraments and Spirituality</td>
<td></td>
</tr>
<tr>
<td>RLSTU 235</td>
<td>Spirituality: A Life Journey</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLSTU 250</td>
<td>Heart of the City</td>
<td></td>
</tr>
</tbody>
</table>

### RELIGIOUS TRADITIONS

**RLSTU 104 Religion and Culture 3 credits**
This introductory course is designed to invite students to reflect upon and examine the dynamic relationship between religious experience and culture. Emphasis is placed on the historical, theological, and sociological dimensions of the many cultures and religions of North America. Faith stories from people representing a multicultural cross-section of the major world religions are studied empathically and critically.

**RLSTU 207 Contemporary Christian Living 3 credits**
Probes the possibilities of “meeting Jesus again for the first time” by examining his life as compassionate prophet and wisdom teacher from an historical–critical perspective. The course will raise new questions not only about the meaning of Christ but also about our own lives in light of contemporary issues and concerns.

**RLSTU 208 What Catholics Believe 3 credits**
An overview of both the contemporary Catholic milieu and the factors that have contributed to the current state of the Church. Covers the major components of Catholicism: Revelation, Theology of God, Christology, Ecclesiology, Sacramentology, and Morality. Topics are investigated from the position of traditional belief and of modern scholarship.

### SCRIPTURE STUDIES

**RLSTU 209 Old Testament Studies 3 credits**
Explores the Old Testament in the light of modern biblical scholarship. Areas of concentration include creation material; covenant and roots of Israelite worship; the prophets; Wisdom literature; and apocalyptic literature.

**RLSTU 210 New Testament Studies 3 credits**
Examines the New Testament in light of modern biblical scholarship. Attention is given to the literary forms of the gospels and letters; Jesus’ public ministry and message; the role of Paul; and the apocalyptic mindset.

**RLSTU 211 Women in the Bible 3 credits**
Focuses on the biblical narratives in which women play a pivotal role. Using skills of modern biblical scholarship, retrieves stories of individual women and examines their roles in the texts. Considers the ancient cultures that form the backdrop to biblical texts.

**MORALITY AND JUSTICE**

**RLSTU 216 Fundamental Moral Theology 3 credits**
Examines the moral decision-making process in light of biblical and Christian principles. Areas of study include the human act; conscience; moral development; and various ethical systems. Uses selected contemporary issues for discussion.

**RLSTU 217 Contemporary Moral Issues 3 credits**
In-depth examination of current moral issues, such as homosexuality, nuclear war, hunger, poverty, sexism, racism, etc. Attention is given to media presentation of these issues with a goal to critical evaluation of underlying principles.

**RLSTU 218 Biomedical Moral Issues 3 credits**
Examines questions related to human life and death, including artificial insemination, genetic manipulation, surrogacy, abortion, euthanasia, and removal of life support systems. **Note: Open to Juniors and Seniors only**

**RLSTU 240 Introduction to Social Justice 3 credits**
Seminar type course that explores issues of social justice in light of principles of biblical ethics and Christian social teaching. Extensive discussion of topics such as the feminization of poverty; the impact of defense spending on social programs; and the relationship between First and Second World consumerism and the Third and Fourth World destitution. Required readings include pertinent Church statements and current newspaper and magazine articles.

**RLSTU 242 Women in Society and Religion 3 credits**
Examines the changing roles of women in society and in various religious traditions. Explores biblical foundations for an understanding of the basic dignity of women.

**DOCTRINE AND HISTORY**

**RLSTU 206 World Religions 3 credits**
Examines humanity’s evolving relationship with the supernatural. Studies primitive, archaic, and historic periods in the development of religion as background to modern religious systems and traditions. Explores several of the world’s religions, including their belief statements; sacred writings; moral codes; relationship to other religions.

**RLSTU 219 Theology of God 3 credits**
Examines the Christian understanding of God in light of contemporary post-modern consciousness and emerging global concerns. It posits the claim that an authentic theology of God needs to offer an adequate response to the pressing questions that confront each new generation.

**RLSTU 220 Forgiveness and Reconciliation 3 credits**
Designed to ponder the stories, pursue the questions and perceive the gifts that lie at the heart of the human journey to forgive and reconcile. The course engages several disciplines: theology and psychology, literature and cultural anthropology. The goal is to move from sharing stories and learning theories to making choices and acquiring skills that embrace forgiveness as a graced way of life in a wounded world.

**RLSTU 225 Catechesis and Religious Development 3 credits**
A study of Christian faith formation as expressed in the primordial gift, profession, and practice of a living faith-God’s gift and our response. Attention is given to the gospel call intended for all Christians to proclaim the life, mission, and vision of Jesus to people of every age and nation. Examines contemporary models and theories of cognitive, moral, faith, and religious development.

**RLSTU 241 Models and Mentors in Christian Tradition 3 credits**
A timely exploration of the lives and writings of great women and men throughout the centuries who have helped shape the Christian story. Considers feminist and other critical historical methods for retrieving and actualizing their message for today.

**RLSTU 244 Global Theology and the Cry for Justice 3 credits**
Explores core aspects of the Christian theological tradition in light of emerging global concerns. By means of case studies, the voices of marginalized peoples of the world are highlighted for the ethical challenges in their urgent cries for justice, peacemaking, and reconciliation. Provides opportunities to reflect on the radical nature of the call to Christian discipleship.

**LITURGY AND SPIRITUALITY**

**RLSTU 222 Marriage and Family**
3 credits
Examines the nature and evolution of the marriage covenant through scripture and history. Explores issues such as human development, interpersonal relationships, communication, and lifestyle choices. Discusses contemporary challenges to marriage, such as career choices, finances, child care, and gender roles. **Note: Open to Juniors and Seniors only**

**RLSTU 226 The Meaning of Death and Dying**
3 credits
Examines approaches to caring for the sick and dying. Explores the physical, psychological, sociological and theological aspects of the dying process. Discusses the role of religious ideals and values in enabling people to deal with dying and death. Considers rituals of death and the grieving process.

**RLSTU 234 Sacraments and Spirituality**
3 credits
Explores the relationship between the sacramental/liturgical life of the Church and Christian spirituality. Attention is given to the reciprocal relationship between intimacy with God (prayer) and intimate life events (sacraments), as sacred moments when we encounter God with particular intimacy: birth, adolescence, conversion and reconciliation, friendship and marriage, common and ministerial priesthood, sickness and death, and Eucharistic-centered living.

**RLSTU 235 Spirituality: A Life Journey**
3 credits
Through critical reflection, the student is drawn into an examination of faith as an anchor and guide in discovering life’s meaning and value. The course examines central themes of spirituality, such as images of God; church; the self-in-relationship; it underscores the need for stories and symbols; for solitude and community; for contemplation and action in the context of the faith maturation process. **Note: Open to Juniors and Seniors only**

**INTERDISCIPLINARY**

**RLSTU 250 Heart of the City**
6 credits
*(A collaborative six-credit course – three credits in SOC 250 and three credits in RLSTU 250)*
Examines the human person and the human condition from the academic disciplines of religion and sociology. Provides opportunities for first-hand experiences to enable the student to reflect more deeply on the human struggle for meaning, existence, and even survival. Through volunteer service, the student is given a unique vantage point for observing and sharing in the journey of life through the eyes, ears, and hearts of those who find themselves on the fringe of life in the heart of the city.

**PHILOSOPHY**

*Patricia O'Donnell, Ph.D., Associate Professor of Philosophy*

The study of philosophy invites students to an intensely personal adventure: the pursuit of “the examined life.” By seeking acquaintance with great minds expressed in disciplined argument and in great literature, the philosophy curriculum stimulates creativity and encourages the student to develop a responsible, thoughtful worldview and a personal value system that can meet the challenges of life in the twenty-first century.

Students are encouraged to consult the philosophy faculty to correlate their choice of philosophy courses with their major field of study.

Course descriptions designated (P) fulfill the Problem Solving Way of Knowing requirement. Those designated (W) are Writing Intensive courses.

**PHILU 110 Introduction to Philosophy: World Views (P, W)**
3 credits
A study of various ways in which philosophers structure their views of the experienced world. Emphasizes historical context, critical analysis, the nature of philosophical thinking, and the relation between philosophy and other aspects of culture. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**PHILU 112 Introduction to Philosophy: Ethics (P, W)**
3 credits
A study of major western ethical theories and their application to perennial and contemporary ethical issues. Emphasizes critical analysis, the relation between ethics and culture, and the significance of virtue-based ethical analysis. Credit hours may not be earned in both Philosophy 112 and 114. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**PHILU 114 Introduction to Ethics and the Environment (P, W)**  
3 credits  
A study of major western ethical theories and their application to perennial and contemporary ethical issues, with special focus on environmental concerns in both discussion and writing assignments. Emphasizes critical analysis, the relation between ethics and culture, the significance of virtue-based ethical analysis, and connections between environmental ethics and other ethical issues. Credit hours may not be earned in both Philosophy 112 and 114. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**PHILU 128 Introduction to Symbolic Logic (P)**  
3 credits  
An introduction to modern logical symbolism, the relation between modern and traditional formal logic, a brief history of logic, its relation to everyday language, methods of deduction in propositional, predicate, and relational logic. Offered as needed.
The Sociology, Criminal Justice and Human Services Department offer a dynamic and flexible program with majors and/or minors in Sociology, Criminal Justice and Human Services. These programs are designed to prepare students to meet the challenges of an increasingly diverse, technological, and global society. The curriculum prepares the student for graduate and professional education and employment in the fields of human services, law, criminal justice, business, and government.

All Departmental courses fulfill Behavioral Ways of Knowing with noted exceptions.

**SOCILOGY**

**Requirements for a Major in Sociology** – 30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOCU 201</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>SOCU 300</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>SOCU 302</td>
<td>Social Science Research Methods</td>
</tr>
<tr>
<td>SOCU 498</td>
<td>Senior Seminar in Sociology</td>
</tr>
</tbody>
</table>

Plus Five Additional Electives. (Criminal Justice and Human Services courses can also satisfy this requirement.)

Internships and Practica may not be used to fulfill the required 30 credits in Sociology

**Requirements for a Minor in Sociology** – 18 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOCU 201</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>SOCU 302</td>
<td>Social Science Research Methods</td>
</tr>
</tbody>
</table>

Plus Three Additional Electives. (Criminal Justice and Human Services courses can also satisfy this requirement.)

**CRIMINAL JUSTICE**

**Requirements for a Major in Criminal Justice** – 42 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SOCU 103</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOCU 201</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>CJU 222</td>
<td>Administration of Criminal Justice</td>
</tr>
<tr>
<td>CJU 223</td>
<td>Criminal Law</td>
</tr>
<tr>
<td>CJU 225</td>
<td>Criminal Procedure</td>
</tr>
<tr>
<td>CJU 321</td>
<td>Criminology</td>
</tr>
<tr>
<td>SOCU 302</td>
<td>Social Science Research Methods</td>
</tr>
<tr>
<td>CJU 401</td>
<td>Practicum in Criminal Justice</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CJU 498</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

Plus five Criminal Justice electives. (Sociology and Human Services courses can also satisfy this requirement.)

**Recommended**

CHEM 106 Introduction to Forensic Science
### Requirements for a Minor in Criminal Justice – 18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SOCU 201</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>CJU 222</td>
<td>Administration of Criminal Justice</td>
</tr>
<tr>
<td>CJU 223</td>
<td>Criminal Law</td>
</tr>
<tr>
<td>CJU 225</td>
<td>Criminal Procedure</td>
</tr>
<tr>
<td>CJU 321</td>
<td>Criminology</td>
</tr>
<tr>
<td>CJU 401 or 402</td>
<td>Practicum in Criminal Justice</td>
</tr>
</tbody>
</table>

### HUMAN SERVICES

#### Requirements for a Major in Human Services – 45 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCU 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SOCU 103</td>
<td>Social Problems</td>
</tr>
<tr>
<td>HSU 105</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>SOCU 201</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>HSU 356</td>
<td>Social Welfare Policy</td>
</tr>
<tr>
<td>HSU 257</td>
<td>Human Behavior and the Social Environment</td>
</tr>
<tr>
<td>HSU 308</td>
<td>Theory and Practice of Counseling</td>
</tr>
<tr>
<td>HSU 301 or 302</td>
<td>Human Services Fieldwork with Seminar</td>
</tr>
<tr>
<td>SOCU 302</td>
<td>Social Science Research Methods</td>
</tr>
<tr>
<td>HSU 358</td>
<td>Human Service Methods</td>
</tr>
<tr>
<td>HSU 399</td>
<td>Administration of Human Services</td>
</tr>
<tr>
<td>HSU 401 or 402</td>
<td>Human Services Fieldwork with Seminar</td>
</tr>
<tr>
<td>HSU 498</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

#### Other Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYU 101</td>
<td>Introduction to Psychology</td>
</tr>
</tbody>
</table>

Plus two Human Service Electives. (Sociology and Criminal Justice courses can also satisfy this requirement.)

#### Requirements for a Minor in Human Services – 18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSU 105</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HSU 257</td>
<td>Human Behavior and the Social Environment</td>
</tr>
<tr>
<td>HSU 356</td>
<td>Social Welfare Policy</td>
</tr>
<tr>
<td>HSU 358</td>
<td>Human Service Methods</td>
</tr>
<tr>
<td>HSU 308</td>
<td>Theory and Practice of Counseling</td>
</tr>
<tr>
<td>HSU 401 or 402</td>
<td>Fieldwork with Seminar</td>
</tr>
</tbody>
</table>

Course descriptions that are designated with a (B) fulfill the Behavioral Ways of Knowing requirement of the Core Curriculum.

### Combined B.S. Human Services/M.S. Administration of Human Services Program

The combined B.S./M.S. program provides an excellent opportunity for qualified Human Services majors in the School of Undergraduate Studies to complete a M.S. degree in Administration of Human Services in the School of Graduate Studies.

Students majoring in Human Services in the School of Undergraduate Studies are eligible to apply to the program once they have achieved senior status (completion of 90 credits). Transfer students must take a minimum of 15 credits at Chestnut Hill College and earn an overall 3.0 GPA in these courses. Each student will be expected to complete the admissions requirements of the School of Graduate Studies and be provisionally accepted into the program before registering for any graduate courses. (Formal acceptance will be granted upon receipt of a transcript verifying successful completion of the undergraduate degree program.)

For more information, please contact Elaine R. Green, Ed.D., Program Coordinator, 215.248.7172 green@chc.edu
**Criminal Justice**

**CJU 210/Soc 210 Gender and the Law (B) 3 credits**
A historical-sociological treatment of the gender issues in the American legal system. Explores the successful and sometimes failed challenges mounted by advocates in the areas of political and civil rights, domestic and reproductive issues, employment opportunities, criminal justice and education.

**CJU 220 Juvenile Justice (B) 3 credits**
A study of the American juvenile justice system from historical, legal and policy perspectives. Topics will include juvenile court, United States Supreme Court cases, juvenile probation, restorative justice, and rehabilitation and prevention programs.

**CJU 222 Administration of Criminal Justice (B) 3 credits**
An examination of law enforcement, the administration of justice and the correctional system in the United States. Includes some international comparison.

**CJU 223 Criminal Law (B) 3 credits**
An exploration of the basic concepts and issues in substantive criminal law. Appellate case analysis will include definitions of crime, defenses to crime and contemporary controversial issues.

**CJU 224 Criminal Investigation 3 credits**
Principles and practices for getting the maximum amount of information to solve a crime. Proper procedure in the handling of witnesses, informants, suspects and surveillants. Methods for discovering, interpreting and preserving the physical evidence left at the crime scene. Does not satisfy the *Ways of Knowing* requirement in the Behavioral Sciences.

**CJU 225 Criminal Procedure (B) 3 credits**
An exploration of the constitutional areas of the criminal procedure. Appellate case analysis will explore such issues as search and seizure, arrest, confessions, right to counsel and recent Supreme Court decisions.

**CJU 226 Deviance and Social Control (B) 3 credits**
A sociological examination of deviant behavior and society’s response to it. Focuses of the meanings of deviance within particular social contexts: deviant subcultures, political uses of deviance, moral crusades and social change.

**CJU 227 Corrections (B) 3 credits**
Examines prisons and punishment. Topics to be covered include: philosophies of corrections, the development of prisons, institutional issues, penal reform and alternatives to incarceration.

**CJU 230 Juvenile Delinquency (B) 3 credits**
An historical and contemporary study of youth crime. Topics will include: theoretical analysis, programs and policy, and current problems such as youth violence, drugs and gangs.

**CJU 245 Inside-Out 3 credits**
The Inside-Out Prison Exchange is a unique experiential education class where students learn about the criminal justice system through dialogue. The class will meet inside a prison. Half of the students will be CHC students; half will be men incarcerated at the prison. Students will read, discuss, and solve problems together. Weekly and cumulative writings are required. Prerequisites: Permission of the instructor and a willingness to attend **ALL** of the class sessions.

**CJU 321 Criminology) 3 credits**
A study of the biological, psychological and sociological theories of crime. Classical theories, contemporary research and policy applications will be considered.

**CJU 400 Honors**
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. *By departmental invitation only.*

**CJU 401/402 Practicum in Criminal Justice 3 credits**
Field placement in law enforcement, juvenile or adult courts, and community programs related to the student’s interest. Supervision by a field supervisor employed by the agency and a liaison from the College faculty. (See Academic Program/Internship)
CJU 481 Special Topics in Criminal Justice 3 credits
An in-depth investigation of a topic chosen by the instructor.

CJU 498 Criminal Justice Senior Seminar 3 credits
An in-depth exploration and social analysis of an approved issue in contemporary criminal justice. Each student will engage in independent research, write a scholarly paper, and give a professional presentation to the department and the college community. Open to criminal justice majors only. Offered every Fall.

HUMAN SERVICES

HSU 105 Introduction to Human Services (B) 3 credits
This course is designed to introduce students to the role of the human service professional. Students will examine the development of social welfare institutions, philosophies, practices and policies in diverse human service settings. A systems approach and generalist practice perspective will assist students in the development of core competencies necessary for problem solving and planned social change and advocacy efforts.

HSU 219 Child Welfare 3 credits
This course is intended to develop an understanding of the child welfare system, with special attention to its history in the United States, its policies, current societal problems and their impact on children and their families. The course prepares students to work in the child welfare and criminal justice fields of service with special attention given to foster care, adoption, residential care and the court system. Ethical issues will be addressed.

HSU/SOCU 250 Heart of the City (B) 3 credits
(A collaborative six-credit course – 3 credits in HSU/SOCU 205 and 3 credits in RLSTU 250)
Examines the human person and the human condition from the academic disciplines of sociology, human services and religion. Provides opportunities for first hand experiences to enable the student to reflect more deeply on the human struggle for meaning, existence and even survival. Through service learning, the student is given a unique point for observing and sharing in the journey of life through the eyes, ears and hearts of those who find themselves on the fringe of life in the heart of the city.

HSU 257 Human Behavior and the Social Environment (B) 3 credits
This course will explore human behavior in the social environment through the lens of a systems theory framework and practice. Students will assess and evaluate how individuals function within families, groups, organizations, institutions and communities during the key stages of the human lifespan. Developmental milestones and environmental issues will be explored. Particular attention will be given to human diversity and populations at risk through the use of vignettes and case examples.

HSU 301/302 Human Services Fieldwork with Seminar 3 credits
Field placement for human services students at social welfare agencies, public interest groups, community health centers, programs for older adults and governmental organizations. Supervision by a field supervisor employed by the agency and a liaison from the College faculty. Prerequisite: Junior Status.

HSU 308 Theory and Practice of Counseling (B) 3 credits
This course presents an introduction and overview to the practice and profession of counseling. It will emphasis the counseling process, professional preparation, ethical and legal issues, assessment and diagnosis, counseling from a multicultural perspective, research and evaluation, major theorists, as well as counseling with families, children and adolescents and groups. Approaches with families, married couples, and those working directly with the mentally ill are explored.

HSU 356 Social Welfare Policy 3 credits
Analyzes social welfare in the United States and the role played by public and private agencies in the delivery of services. Special attention is given to welfare policy as it relates to the problems that confront urban America.

HSU 358 Human Service Methods 3 credits
Analyzes methods, processes and practices used in human services. Skills needed for competent practice are studied. Interviewing, assessment, support systems, goal planning, empathy, brokering, professional ethics and advocacy are considered. **Prerequisite:** HSU 105.

**HSU 399 Administration of Human Services** 3 credits

The functions/roles of human service organization management including: organization theory and structure, program planning and evaluation, human resource management, fiscal accountability and legal issues will be the focus of this overview course.

**HSU 400 Honors**

Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. **By departmental invitation only.**

**HSU 401/402 Human Services Fieldwork with Seminar** 3 credits

Field placement for human services students at social welfare agencies, public interest groups, community health centers, programs for older adults and governmental organizations. Supervision by a field supervisor employed by the agency and a liaison from the College faculty. **Prerequisite: Senior Status.** (See Academic Program/Internship).

**HSU 481 Special Topics in Human Services** 3 credits

An in-depth investigation of a topic chosen by the instructor.

**HSU 498 Human Services Senior Seminar** 3 credits

Each student will engage in independent research, and write a scholarly paper, and give a professional presentation to the department and college community. Topics are approved by the instructor and provide an opportunity to carefully exam a current issue in Human Services. Offered every Spring.

**SOCIOLGY**

**SOCU 101 Introduction to Sociology (B)** 3 credits

An invitation to the study of sociology. An analysis of the nature of human society and groups, cultural factors and social institutions. Areas covered include: stratification, socialization, family, gender, deviance, work and social change.

**SOCU 102 Sociology Through Film (B)** 3 credits

Examines key sociological concepts through viewing current and classic films and relating classic and contemporary readings in sociology. Prerequisite: SOC 101.

**SOCU 103 Social Problems (B) (Writing Intensive)** 3 credits

Examines and explores the various social problems in American society and how they affect and are affected by societal attitudes. Theoretical perspectives will be applied to such problems as poverty, substance abuse, violence, sexism, racism, ageism, environmental problems and terrorism. Service learning may be incorporated. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

**SOCU 104 Major Global Problems (B)** 3 credits

A study of several selected problems facing the world community today including the inequality of individuals, groups and nations, world hunger, population growth, environmental issues and war and peace.

**SOCU 114 Social Gerontology (B)** 3 credits

An introduction to the physical, cognitive and psychosocial aspects of aging. Students will be introduced to aging issues by examining the demographic characteristics of this group. The course will focus on how these characteristics impact attitudes about older persons and aging, the provision of services to older adults as well as the development of aging policy issues.

**SOCU 125 The Family (B)** 3 credits

A cross-cultural and historical treatment of the institution of marriage and the family including a sociological analysis of the modern family, patterns of dating and courtship, and the changing definitions concerning the contemporary family.

**SOCU 126 Gender and Society (B)** 3 credits
The dynamics of sex and gender in society. The social sources of human sexual identity, gender formation, sex-role stereotyping and correlated behaviors. A cross-cultural survey of institutional sex roles followed by an examination of sex roles in contemporary society.

SOCU 127 Ethnicity (B) 3 credits
Explores the current rise in the interest of ethnic roots within the context of the variety and experiences of America’s numerous minority groups. Examines lifestyles, adaptations and problems of identity as well as assimilation, prejudice, discrimination and immigration issues. Includes global issues of ethnicity.

SOCU 128 Rights, Responsibilities and Reform (B) 3 credits
Classical and contemporary theories of social change critically examined in historical context. The relationship of social change to human communities, world ecology and world government is studied. Planning for change with attendant questions about global values and social policy will be considered.

SOCU 200 World Justice and Care for Children (B) 3 credits
A global study of human rights for children including an examination of historical and contemporary conditions, international development programs, and current social and moral issues.

SOCU 201 Social Inequality (Writing Intensive) (B) 3 credits
An examination of structured social inequality. Among the major forms discussed will be class-based, racial and ethnic, and gender inequalities. Course emphasizes basic tools available to social scientists for exploring the social world. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

SOCU 210/CJU 210 Gender and the Law (B) 3 credits
A historical-sociological treatment of the gender issues in the American legal system. Explores the successful and sometimes failed challenges mounted by advocates in the areas of political and civil rights, domestic and reproductive issues, employment opportunities, criminal justice and education.

SOCU 211 Environmental Law (B) 3 credits
Introduces students to the evolving field of environmental law with a special focus on national and international issues. Studies specific cases regarding environmental degradation, protection and regulatory enforcement.

SOCU 215 Sociology of Death (B) 3 credits
A global study of life, death and dying from historical and contemporary perspectives. Topics include the social meaning of death, grief and mourning practices, hospice programs, suicide, euthanasia and mega death.

SOCU 216 Sociology of Health and Medicine (B) 3 credits
An analysis of health, illness and the health professions from a sociological and a socio-psychological perspective. Topics include health attitudes and behavior, the socialization of health professionals, the organizations of health care and patient-professional relationships.

SOCU 250/HSU 250 Heart of the City (B) 3 credits
(See HSU 250) This is a six-credit course. Three credits in Sociology or Human Services and three in Religious Studies

SOCU 300 Sociological Theory (Writing Intensive) 3 credits
Examines major ideas of classical and contemporary sociologists within their social context. Emphasizes the practical application of theoretical concepts, critical thinking about social topics and communicating ideas through writing. (If taken as Writing Intensive, prerequisites are ENGU 101/105 and ILA.)

SOCU 302 Social Science Research Methods 3 credits
This methodology research course will focus on the methods of scientific inquiry. Students are expected to build a capacity to: (1) interpret research and apply research findings to practical situations in their field of study, (2) critically review other research, (3) formulate and design an original scholarly research proposal, (4) analyze and interpret data from research studies and (5) understand the role of professional ethics in social research.
SOCU 303 Advanced Social Science Research Methods 3 credits
The implementation of a research proposal. Offered as needed. Prerequisite: SOCU 302 and approval of instructor.

SOCU 400 Honors
Independent study during junior and senior years culminating in an honors thesis determined by the interests of the student. By departmental invitation only.

SOCU 481 Special Topics in Sociology 3 credits
An in-depth investigation of a topic chosen by the instructor.

SOCU 401 and 402 Internship in Sociology 3 credits
Fieldwork placement in a work environment related to the student’s career interests.

SOCU 498 Senior Seminar in Sociology 3 credits
Each student will engage in independent research, and write a scholarly paper, and give a professional presentation on an approved topic. Offered every Spring.
CHESTNUT HILL COLLEGE

OFFICE OF THE PRESIDENT

PRESIDENT
Executive Assistant to the President
Carol Jean Vale, SSJ, Ph.D.
Assistant to the President for Administration and Special Projects
Regina Bernhardt, A.S.
Assistant to the President for Mission and Ministry
Kathryn Miller, SSJ, Ph.D.
Director of Campus Ministry
Mary Darrah, SSJ, M.A.
Chaplain
Mindy Welding, IHM, M.A.
Rev. Raymond Tribuiani, M.Div.

OFFICE OF THE SENIOR VICE PRESIDENT

SENIOR VICE PRESIDENT FOR CHESTNUT HILL COLLEGE
VICE PRESIDENT FOR ACADEMIC AFFAIRS and
DEAN OF THE FACULTY
Executive Assistant to the Senior Vice President/Vice President
William T. Walker, Ph.D.
for Academic Affairs and Dean of the Faculty
Donna T. Smith, A.S.
Dean for College Enrollment
Jodie King, M.S.
Director of Technology for College Enrollment
Brian O’Neill, B.S.
and Financial Aid
Dean of the School of Undergraduate Studies
Cecelia J. Cavanaugh, SSJ, Ph.D.
Director of Academic Advising
Jackie deMarteleire, M.B.A.
Director, Action for Advancement Program
Nicole Henderson, M.A.
Director of Music
Kathleen McCloskey, SSJ, M.Ed.
Director of Writing Center
Barbara Bradley, SSJ, M.S.
Director of Student Learning Services
Robert L. Spratt IV, M.Ed.
Director of Mathematics Resource Center
Joan Mickey, SSJ, M.A.
Director of Foreign Language Resource Center
Ruth O’Neil, SSJ, M.A.
Dean of the School of Graduate Studies
Joyce Huth Munro, Ph.D.
Dean of the School of Continuing and Professional Studies
Elaine R. Green, Ed.D.
Director of ACCELERATED Programs
Walter C. Childs, M.B.A.
Dean for Library Information Resources and
Mary Josephine Larkin, SSJ, M.S.
Academic Computing
Registrar
William Wadlinger, M.A.
Director of Academic Computing
Julia Aggreh, M.M.Ed.
Registrar
Ann McAdams SSJ, M.Ed.
Associate Registrar, School of Graduate Studies
Michael Reig, J.D.
Assistant Registrar, School of Undergraduate Studies
Marie Scheetz
Assistant to the Registrar, School of Continuing Studies
Susanne Harkins
Administrative Assistant to the Registrar
Patricia O’Donnell, SSJ, Ph.D.
Director of Institutional Research

FINANCIAL AFFAIRS

VICE PRESIDENT FOR FINANCIAL AFFAIRS
Assistant to the Vice President for Financial Affairs
Lauri Strimkovsky, M.B.A.
Kathleen Bonawitz, SSJ, M.A.
Controller                                                                                                         Michael Gavanus, M.B.A.
Staff Accountant                                                                                                      Allison Pollack, B.A.
Human Resources Manager                                                                      Michele Mocarsky, B.A., PHR
Accounts Payable Coordinator                                                                                               Mary Ciotti
Director of Financial Aid                                                                                               Nicholas Flocco, M.B.A.
Associate Director of Financial Aid                                                        Kristina Wilhelm-Nelson, M.S.
Assistant Director of Financial Aid                                                                           Melissa Dunn, M.S.
Manager of Student Accounts                                                                                           Bernadette Smith
Manager of Administrative Software                                                                                      Darlene O. Brown

OFFICE OF INSTITUTIONAL ADVANCEMENT
VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT                                               Kenneth M. Hicks, M.B.A.
Executive Assistant to the Vice President for Institutional Advancement                               Barbara Reiter, M.S.
Director of Advancement Services                                                                                         TBD
Data Manager                                                                                                                TBD
Research and Prospect Manager                                                                                             TBD
Director of Alumnae & Alumni Relations                                                        Patricia M. Canning, M.A.
Director of Development                                                                                                  Catherine E. Quinn, M.A.
Associate Director of Development Operations                                                   Denise E. Costello, M.Ed.
Events and Projects Manager                                                                                               Jennifer P. Johnson, B.S.
Gift Entry & Donor Records Assistant                                                        Danielle Griesbach, B.A.
Director of Planned Giving                                                                                               Mary Theresa Shevland, SSJ, M.A.
Director of Public Relations                                                                                              Kathleen M. Spigelmyer, B.S.
Media Relations Manager                                                                                                  Lisa A. Mixon, B.S.
Public Relations Manager                                                                                                 Anne V. Stewart, M.S.
Web site Manager                                                                                                          John A. Keller, B.A.

ADMINISTRATION OF INSTITUTIONAL SERVICES AND EVENTS
VICE PRESIDENT FOR THE ADMINISTRATION OF INSTITUTIONAL SERVICES AND EVENTS Rosemary Scheirer, SSJ, Ed.D.
Director of Safety and Security                                                                                      Robert Ross
Director of Dining Services                                                                                           Denise Olot, A.A.
Director of Campus Store                                                                                               Edward Gaittins, B.A.
Director of Physical Plant                                                                                             Edward Orner, M.B.A.
Director of Housekeeping                                                                                                 Linda Miller
Coordinator of Facilities Rentals                                                                                       Ursula Lavin

STUDENT LIFE
VICE PRESIDENT FOR STUDENT LIFE                                               Lynn Ortale, Ph.D.
Director of Community Engagement                                                                                          Krista Bailey, M.A.
Director of Residence Life                                                                                               Jennifer Thorpe, M.S.
Assistant Director of Residence Life                                                                                      Katie Quinn, B.A.
Resident Coordinator                                                                                                     Sara English, B.A.
Resident Coordinator                                                                                                      TBD
Resident Coordinator	TBD
Director of Student Activities	John Costa, M.Ed.
    Assistant Director of Student Activities	TBD
Director of Career Services	Nancy Dachille, M.Ed.
    Manager of Experiential and Service Learning	Ryan P. Murphy, B.S., M.S.
    Manager of Employer Relations	Eileen Webb, B.A.
Director of Health Services	Shannon Roberts, R.N., B.S.
Director of Counseling Center	Sheila Kennedy, SSJ, Ph.D.
    Counselor	Lisa Johnson, Ph.D.
    Counselor	Sandra Bumgardner, Ph.D.
Director of Admissions, School of Undergraduate Studies	TBD
    Assistant Director of Admissions	TBD
    Assistant Director of Admissions	William Fritz, B.A.
Director of Admissions, School of Continuing and Professional Studies	Mary Esther Lee, SSJ, M.A.
    Off-Site and Transfer Coordinator	April Fowlkes, B.S.
Director of Admissions, School of Graduate Studies	Jayne Mashett, B.A.
    Admissions Counselor	Alissa Freeman, M.Ed.
Director of Admissions, Doctor of Clinical Psychology Program	Mary Steinmetz, M.A.
    Director of International Student Services	Anita Louise Bruno, SSJ, M.M.

FACULTY

David Arena, J.D., Psy.D., Assistant Professor of Psychology
B.S. Ursinus College; M.Ed., Rutgers University; M.B.A., California Pacific College; M.A., J.D. and Psy.D., Widener University

Stephen Berk, Ph.D., Assistant Professor of Psychology
B.A., Muhlenberg, M.A., Temple University, Ph.D., Temple University

Richard Black, Ed.D Assistant Professor of Education
Ed.D., Temple University; M.Ed., Temple University; B.S., Pennsylvania State University

David Borsos, Ph.D., Associate Professor of Psychology
A.A., Bucks County Community College; B.A., Pennsylvania State University; M.Ed., Antioch University; Ph.D., Temple University

Scott W. Browning, Ph.D., Professor of Psychology
B.A., Washington College; M.Ed., Boston University; Ph.D., California School of Professional Psychology, Berkeley

Theresa L. Carfagno, Ed.D., Assistant Professor of Education
B.A., Saint Joseph’s University; Ed.D., University of Pennsylvania

Ana M. Caro, Psy.D. Assistant Professor of Psychology
B.A., Gwynedd Mercy College; M.S., Chestnut Hill College; Psy.D., Chestnut Hill College
Dominic Cotugno, Ed.D., Associate Professor of Education
B.A., LaSalle University; M.Ed., Ed.D., Temple University

Margery Covello, Ed.D., Assistant Professor of Education
B.S., Villanova University; M.Ed., Penn State University; Ed.D., Immaculata University

Carolynne Ervin, M.A., Coordinator of Spiritual Direction Program
B.A. Chestnut Hill College; M.A. Creighton University

Katherine Kampe Dahlsgaard, Ph.D. Assistant Professor of Psychology
B.A., Bryn Mawr College; M.A., University of Pennsylvania; Ph.D., University of Pennsylvania

Nancy DeCesare, IHM, Ph.D. Assistant Professor of Sociology
B.S.W., Marywood University, M.S.W., Marywood University, Ph.D., M.P.A., New York University

Mary Kay Flannery, SSJ, D.Min., Associate Professor of Religious Studies
B.A., Millersville University; M.A., University of the Incarnate Word & Mexican American Cultural Center; M.Th., Maryknoll School of Theology; D.Min., Catholic Theological Union

Melanie Goodman, Ph.D. Assistant Professor of Education
B.S., M.Ed., Ph.D., Temple University

Barbara Hogan, Ph.D., Assistant Professor of Religious Studies
B.A. Chestnut Hill College; M.A., LaSalle University; M.S.W., University of Pennsylvania; Ph.D., Temple University

Jessica Kahn, Ph.D., Professor of Education
A.B., Barnard College; M.Ed., Temple University; Ph.D., University of Pennsylvania

Sara E. Kitchen, J.D., Associate Professor of Sociology
B.A., Trinity College, J.D. Villanova University School of Law

Thomas E. Klee, Ph.D., Associate Professor of Psychology
B.A., Muhlenberg College; M.A., Goddard College; Ph.D., Temple University

Mary Lindsay, SSJ, Ph.D. Assistant Professor of Psychology
A.B., Chestnut Hill College, M.A., Loyola College; Ph.D., Temple University

Catherine Looker Assistant Professor of Religious Studies
B.A., Chestnut Hill College, M.A., Villanova University, D.Min. Lutheran Theological Seminary

Susan McGroarty, Ph.D., Assistant Professor of Psychology
B.A., M.A., Ph.D., University of Pennsylvania

Joseph A. Micucci, Ph.D., ABPP, Professor of Psychology
A.B., Cornell University; Ph.D., University of Minnesota

Catherine Nerney, SSJ, Ph.D., Associate Professor of Religious Studies
B.A., Chestnut Hill College; M.A., St. Michael’s College; Ph.D., The Catholic University of America
Carol M. Pate, Ed.D., Assistant Professor of Education
B.A., University of Arizona; M.A. Eastern New Mexico University; Ed.D., Indiana University

Cheryll Rothery-Jackson, Psy.D., Associate Professor of Psychology
B.A., Mount Holyoke College; Psy.D., Rutgers, The State University

Ralph E. Swan, Ph.D., Assistant Professor of Instructional Technology
B.S., Edinboro University; M.Ed., Lehigh University; Ph.D., University of Pennsylvania

Margaret H. Vogelson, Ph.D., Professor of Education
B.A., Wilkes College; M.Ed., Ph.D., Temple University