CHESTNUT HILL COLLEGE

School of Undergraduate Studies Catalog

2026-2027 Academic Year

School of Undergraduate Studies Catalog for the 2026-2027 Academic Year

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, 2026. As growth and changes are inevitable, Chestnut Hill College reserves the right to alter any program, requirements for a program or degree, facility or fees described in this publication at any time 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.

Table of Contents

Alphabetical List of Majors, Minors, Concentrations, and Certificates 10
Mission 12
Core Values 12
Academic Integrity Policy 13
Cheating and Plagiarism 13
Accountability Procedures 14
Appeals 14
Academic Policy on Artificial Intelligence Technology 15
Accreditation and Memberships 19
Contact Information 20
Academic Calendar 21
Admissions 24
- Application 24
- Transfer Articulation Agreements 26
- Transfer of Mathematics Courses 26

Returning to the College 26
- After an Approved Leave of Absence 26
- After an Unapproved Absence or After More than One Year 27
- Military Students 27
- Academic Amnesty Policy 27

Financial Information 29
- Full-Time Tuition 29
- Part-Time Tuition 29
- Fees 29
- Residential Living 30
- Costs 30
- Refund Policy 31

Student Financial Services 32
- Payment Schedule and Mailing Address 32
- Payment Plans 32
- Business Office Hold 32

Financial Aid 33
- Lending Code of Conduct 33
- Applying for Aid/Federal School Code 33
- Types of Available Aid 34
- Sources 34
- Standard Academic Year 34
- Verification 34
- Adjustments to Financial Aid 35
- Statute of Limitations/Payment Period 35
- Satisfactory Academic Progress 35
- Failure to Maintain Satisfactory Academic Progress 36
- Appealing the Financial Aid Measure of Academic Progress 36
- SAP Appeal Determination: 37
- SAP 'Probation' (Appeal Approved): 37
- SAP 'Suspension' (Appeal Denied): 37
- Financial Aid Refund Policy 38
- Return of Title IV Funds Policy 38
- Return of Funds 38
- Post-Withdrawal Disbursements 38
- Determination of Withdraw Date 39
- Return of Funds Due to Non-Attendance & Administrative Withdrawal 39

Students Who Receive All Failing Grades at the End of a Term (Semester) 39
Return of Title IV Funds — Modular Programs 39
Overview 39
Regulatory Requirements: 40
PA State Grant 40
Safety and Campus Security 40
Visitors 40
Student Life and Resources 41
Office of Mission and Ministry 42
Ministry Team 42
Emergency Cancellation of Classes (Weather) 42
Campus Bookstore 43
Academic Computer Resources 43
Hours 43
Counseling Center 44
Teaching and Learning Centers 44
Center for Accessibility and Learning Services (CALS) 44
World Languages Resource Center 45
Mathematics Resource Center 45
Writing Center 45
Student Learning Services Center 45
Dining Services 45
Health Services 45
International Student Services 46
Career Development Office 46
Programs 46
Student Activities Office 46
Library Services 47
Online Learning 47
Lost and Found 47
Office of the Registrar 47
Grade Reports 48
Transcripts and Diplomas 48
Enrollment/GPA Verification 48
Mailing Address 48
Academic Programs, Policies, and Procedures 48
Minor Studies 48
Experiential Education 48
Core Curriculum 48
Public Speaking and Technology Requirements 53
Degrees 53
Graduation Requirements 53
Major Studies 53
Double Major 54
Individualized Major Program 54
Minor Studies and Certificate Programs 54
Minor Studies 55
Certificates 55
Interdisciplinary Honors Program 55
Special Degree Programs 55
Combined Programs 55
Repeated Courses 56
To Earn a Better Grade 56

Accumulated Credit ... 56
Withdrawing From a Course ... 56
From the College Completely ... 56
Administrative Withdrawal Based on Attendance for the School of Undergraduate Studies ... 57
Leave of Absence Policy ... 57
Short -Term Leave of Absence ... 58
Personal Leave of Absence ... 58
Medical Leave of Absence ... 58
Involuntary Leave of Absence ... 59
Compassionate Leave of Absence ... 59
Returning From a Leave of Absence ... 59
Military Students ... 60
Grades and Grading ... 60
Grading System ... 60
Pass/Fail Grading Option ... 61
Auditing ... 61
Incomplete Grades ... 61
Mid-Term Grades ... 62
Final Grades ... 62
Grading Issues ... 62
Appeal Process ... 62
Good Academic Standing ... 63
Satisfactory Academic Progress for Graduation ... 63
Semester Grade Point Average Benchmarks ... 63
Career Grade Point Average Benchmarks ... 63
Warning ... 63
Probation ... 64
Dismissal ... 64
Reinstatement Following Appeal ... 64
Credit Load/Overload ... 64
Class Level (First Year/Sophomore/Junior/Senior) ... 64
Course Agreements with Other Institutions ... 65
Permission to Take Courses at Another Institution ... 66
Restrictions ... 66
Alternative Assessments ... 66
Challenge Examinations ... 66
College Level Examination Placement (CLEP) ... 66
Portfolio Assessment ... 67
Conferral, Graduation, and Diplomas ... 67
Honors, Distinctions and Societies ... 67
Dean's List ... 67
Departmental Honors ... 67
Latin Honors ... 67
Honor Societies ... 67
Additional Awards and Honors ... 70
Special Programs and Services ... 70
Office of Student Success ... 70
The Tichenor-Greer Scholars Program ... 70
Global Education Office ... 70
Study Abroad Partnerships/Affiliation Agreements ... 71
Internships ... 71
Cooperative Education ... 71
Class Attendance Policy ... 72

First-Year Students ... 72
Athletes ... 72
Athletic Participation Policy ... 72
Final Exam Policy ... 73
Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence ... 73
Supportive Measures ... 79
Emergency Removal ... 79
NON-CONSENSUAL SEXUAL CONTACT ... 85
NON-CONSENSUAL SEXUAL INTERCOURSE ... 86
Chestnut Hill College Photography and Videography Policy ... 95
Cancellation of Scheduled Classes/Notification Process ... 97
Policies Outlined in the Chestnut Hill College Student Handbook ... 97
Notification of Rights under FERPA ... 97
FERPA Waiver Request ... 97
Financial Aid ... 98
Release of Information via Telephone ... 98
Interdisciplinary Honors Program ... 99
CENTER FOR BUSINESS ... 101
Accounting ... 103
Major in Accounting ... 103
Major in Accounting with a Concentration in Finance ... 104
Major in Accounting with Concentration in Supply Chain Management ... 105
Minor in Accounting ... 105
Business Administration and Management ... 105
Major in Business Administration and Management ... 105
Major in Business Administration and Management with a Concentration in Finance ... 107
Major in Business Administration with Concentration in Supply Chain Management ... 108
Minor in Business Administration and Management ... 109
International Business, Language, and Culture ... 110
Major in International Business, Language and Culture with a Concentration in French ... 110
Major in International Business, Language and Culture with Concentration in German ... 112
Major in International Business, Language and Culture with Concentration in Spanish ... 113
Minor in International Business, Language and Culture ... 114
Marketing ... 115
Major in Marketing ... 115
Major in Marketing with a Concentration in Finance ... 116
Major in Marketing with a Concentration in Supply Chain Management ... 117
Minor in Marketing ... 117
Concentrations and Minors Applicable to Multiple Majors ... 118
Concentration in Business of Music ... 118
Concentration in Finance ... 119
Minor in Sports Management ... 118
Concentration in Supply Chain Management ... 120
CENTER FOR DATA AND SOCIETY ... 121
Aviation Science ... 122
Major in Aviation Science – Professional Pilot Concentration ... 122
Major in Aviation Science – Aviation Business Management Concentration ... 122
Business Analytics ... 123
Major in Business Analytics ... 123
Minor in Business Analytics ... 124
Computer Sciences ... 125
Major in Computer and Information Sciences ... 125
Major in Computer and Information Science with a Concentration in Application Development ... 125

Major in Computer and Information Science with a Concentration in Artificial Intelligence and Machine Learning126
Major in Computer and Information Science with a Concentration in Interactive Design....126
Major in Computer and Information Science with a Concentration in Management....126
Major in Computer and Information Science with a Concentration in Programming....127
Major in Computer and Information Science with a Concentration in Technology....127
Minor in Application Development....130
Minor in Artificial Intelligence and Machine Learning....130
Minor in Computer Management....131
Minor in Computer Science Programming....131
Minor in Information Management....131
Minor in Interactive Design....132
Minor in Technology....132
Cybersecurity....133
Major in Cybersecurity....133
Concentration in Governance, Risk, & Compliance....133
Concentration in Technical Forensics....134
Concentration in Threat & Risk Assessment....134
Minor in Cybersecurity Governance, Risk, & Compliance....136
Minor in Cybersecurity Studies....136
Minor in Cybersecurity Threat & Risk Assessment....137
Minor in Technical Forensics....137
Data Science....137
Major in Data Science....137
Minor in Data Science....138
Digital Forensics....138
Major in Digital Forensics....139
Minor in Digital Forensics....139
International Affairs....141
Major in International Affairs....141
Minor in International Affairs – 18 credits....144
Mathematical Sciences....146
Major in Mathematical and Computer Sciences....146
Major in Mathematics....148
Major in Mathematics with Co-Major in Secondary Education and Minor in Special Education....149
Minor in Mathematics....150
Minor in Mathematics for Business Program Majors....151
Minor in Mathematics for Education Program Majors....151
Political Science....152
Major in Political Science....152
Minor in Political Science....154
Concentrations and Minors Applicable to Multiple Majors....156
Multidisciplinary Minor in Data Studies for Social Good....156
Minor in European Union/European Studies....157
Minor in Legal Studies....158
CENTER FOR EDUCATION, ADVOCACY, AND SOCIAL JUSTICE....160
Criminal Justice....161
Major in Criminal Justice (4 year program)....161
Major in Criminal Justice (3 year program)....162
Minor in Criminal Justice....163
Education....164
Major in Early Education Dual (Pre-K to Grade 4) and Special Education (Pre-K to Grade 12)....164
Major in Early Education (PreK-4) with a Minor in Special Education....165
Minor in Education....167

Montessori Education Certificate Program....167
Co-Major in Secondary Education....167
Major in Special Education (PreK-12)....167
Minor in Special Education....169
Human Services Leadership and Policy Studies....170
Major in Human Services Leadership & Policy Studies....170
Minor in Human Services....171
Combined Program: BS Human Services Leadership & Policy Studies/MS Human Services Management....172
Paralegal Skills Certificate (PSC) Program....172
Pre-law and Legal Studies....173
Major in Pre-law & Legal Studies with a Concentration in Civil Law, Government, and International Law....173
Major in Pre-law & Legal Studies with a Concentration in Criminal Law....173
Major in Pre-law & Legal Studies with a Concentration in E-discovery & Digital Forensics....174
Social Work....175
Major in Social Work....175
Minors Applicable to Multiple Majors....176
Minor in Restorative Justice....176
Minor in Sociology....177
CENTER FOR INTERGRATED HUMANITIES....178
Degrees and Certificates in The Center for Integrated Humanities....179
Art History and Art Studio....179
Minor in Creative Writing....179
English and Writing....180
Major in English Literature....180
Major in English Literature with Secondary Education Co-Major and Special Education Minor....182
Minor in English Literature....184
Major in English Literature and Writing....185
French....187
History....188
Major in History....188
Major in History with Secondary Education Co-Major and Minor in Special Education....189
Minor in History....191
Media and Communication....193
Major in Media & Communication....193
Specialization in Digital Journalism:....193
Specialization in Media Production:....194
Specialization in Public Relations:....194
Individualized Specializations:....194
Minor in Film Production & Studies....195
Minor in Media & Communication....195
Music and Music Performance....196
Minor in Music....196
Music Lessons for Non-Majors....197
Performance Opportunities....197
Religious Studies and Philosophy....197
Minor in Philosophy....197
Certificate in Religious Education (Non-matriculated students)....197
Minor in Religious Studies/Certificate in Religious Education....198
Minor in Religious Studies and Philosophy....198
Spanish....199
World Languages and Literature....199
Minor in French....199
Minor in Spanish....200

Combined World Language Minor 201
Concentrations and Minors Applicable to Multiple Majors 201
Minor in Classical Civilization 201
Multidisciplinary Minor in Environmental Studies 202
Minor in European Union/European Studies 202
Multidisciplinary Minor in Health Humanities 203
Certificate in Intercultural Foundations 203
Minor in International Studies 204
Certificate in Liberal Studies 204
Multidisciplinary Minor in Peace and Justice Studies 204
Multidisciplinary Minor in Women's Studies 205
CENTER FOR NATURAL AND BEHAVIORAL SCIENCES 206
Associate of Science Degree with a Concentration in Life Sciences 210
Biochemistry 210
Major in Biochemistry 210
Minor in Biochemistry 211
Biology 212
Bachelor of Arts (B.A.) in Biology 212
Bachelor of Science (B.S.) in Biology 213
Major in Biology with Concentration in Sports Medicine 214
Major in Biology with Secondary Education Co-Major and Minor in Special Education 216
Minor in Biology 218
Chemistry 218
Major in Chemistry 218
Major in Chemistry with Co-Major in Secondary Education and Minor in Special Education 219
Minor in Chemistry 221
Environmental Science 221
Major in Environmental Science 221
Minor in Environmental Science 222
Exercise Science 223
Major in Exercise Science 223
Minor in Exercise Science 224
Forensic Biology 224
Major in Forensic Biology 224
Forensic Chemistry 226
Major in Forensic Chemistry 226
Health Sciences 227
Major in Health Sciences 227
Minor in Health Sciences 228
Molecular Biology 229
Major in Molecular Biology 229
Minor in Molecular Biology 230
Psychology 230
Major in Psychology 230
Minor in Psychology 231
Combined Program in Clinical and Counseling Psychology 232
Combined Program in School Counseling 232
CENTER FOR NURSING 233
Bachelor of Science in Nursing (B.S.N.) -- Traditional Undergraduate Program 234
Bachelor of Science in Nursing (B.S.N.) -- Accelerated Second Degree (ABSN) 236
Course Descriptions 238
Frequently Asked Questions 297
College Song 299

College Seal 300
Commencement Ceremony Dates 301

ALPHABETICAL LIST OF MAJORS, MINORS, CONCENTRATIONS, & CERTIFICATES

Accounting Major 102
Accounting Major with Concentration in Finance 103
Accounting Major with Concentration in Supply Chain Management 104
Accounting Minor 104
Application Development Minor 129
Artificial Intelligence and Machine Learning Minor 129
Associate of Science Degree with a Concentration in Life Sciences 209
Aviation Science Major with a Concentration in Aviation Business Management 121
Aviation Science Major with a Professional Pilot Concentration 121
Biochemistry Major 209
Biochemistry Minor 210
Biology Major BA 211
Biology Major BS 212
Biology Major with a Concentration in Sports Medicine 213
Biology Major with Secondary Education Co-Major and Special Education Minor 215
Biology Minor 217
Business Administration and Management Major 104
Business Administration and Management Major with Concentration in Finance 107
Business Administration and Management Major with Concentration in Supply Chain Management 107
Business Administration and Management Minor 108
Business Analytics Major 122
Business Analytics Minor 123
Business of Music Concentration 117
Chemistry Major 217
Chemistry Major with Secondary Education Co-Major and Special Education Minor 218
Chemistry Minor 220
Classical Civilization Minor 200
Computer and Information Sciences Major 124
Computer and Information Sciences Major with a Concentration in Application Development 124
Computer and Information Sciences Major with a Concentration in Artificial Intelligence and Machine Learning 125
Computer and Information Sciences Major with a Concentration in Interactive Design 125
Computer and Information Sciences Major with a Concentration in Management 125
Computer and Information Sciences Major with a Concentration in Programming 126
Computer and Information Sciences Major with a Concentration in Technology 126
Computer Management Minor 130
Computer Science Programming Minor 130
Creative Writing Minor 178
Criminal Justice Major (4-year program) 159
Criminal Justice Major (3-year program) 161
Criminal Justice Minor 162
Cybersecurity Major 131
Cybersecurity Major with a Concentration in Governance, Risk, & Compliance 132
Cybersecurity Major with a Concentration in Technical Forensics 132
Cybersecurity Major with a Concentration in Threat & Risk Assessment 132
Cybersecurity Minor in Governance, Risk & Compliance 134
Cybersecurity Minor in Threat & Risk Assessment 135
Cybersecurity Studies Minor 135
Data Science Major 136
Data Science Minor 137
Data Studies for Social Good Multidisciplinary Minor 154
Digital Forensics Major 137
Digital Forensics Minor 138
Early Education (PK to Gr 4) & Special Education (PK to Gr 12) Dual Major 162
Early Education (PK to Gr 4) Major with a Minor in Special Education 164
Education Minor 165
English Literature and Writing Major 184
English Literature Major 179

English Literature Major with Secondary Education Co-Major and Special Education Minor 181
English Literature Minor 183
Environmental Science Major 220
Environmental Science Minor 221
Environmental Studies Multidisciplinary Minor 201
European Union/European Studies Minor 156
Exercise Science Major 222
Exercise Science Minor 223
Film Production and Studies Minor 194
Finance Concentration 118
Forensic Biology Major 223
Forensic Chemistry Major 225
French Minor 198
Health Humanities Multidisciplinary Minor 202
Health Sciences Major 226
Health Sciences Minor 227
History Major 187
History Major with Secondary Education Co-Major and Special Education Minor 188
History Minor 190
Human Services Combined BS/MS 170
Human Services Leadersip & Policy Studies Major 169
Human Services Minor 170
Information Management Minor 130
Interactive Design Minor 130
Intercultural Foundations Certificate 202
International Affairs Major 139
International Affairs Minor 143
International Business, Language and Culture Major with a Concentration in French 109
International Business, Language and Culture Major with a Concentration in German 111
International Business, Language and Culture Major with a Concentration in Spanish 112
International Business, Language, and Culture Minor 113
International Studies Minor 203
Legal Studies Minor 157
Liberal Studies Certificate 203
Marketing Major 114
Marketing Major with Concentration in Finance 115
Marketing Major with Concentration in Supply Chain Management 116
Marketing Minor 116
Mathematical and Computer Sciences Major 145
Mathematics for Business Majors Minor 149
Mathematics for Education Majors Minor 149
Mathematics Major 146
Mathematics Major with Co-Major in Secondary Education and Minor in Special Education 147
Mathematics Minor 149
Media and Communication Major 192
Media and Communication Major with Individualized Specialization 193
Media and Communication Major with Specialization in Digital Journalism 192
Media and Communication Major with Specialization in Media Production 193
Media and Communication Major with Specialization in Public Relations 193
Media and Communication Minor 194
Molecular Biology Major 228
Molecular Biology Minor 229
Montessori Education Certificate Program 166
Music Minor 195
Nursing Major - Accelerated Second Degree Program 235
Nursing Major - Traditional Undergraduate Program 233
Paralegal Skills Certificate 171
Peace and Justice Studies Multidisciplinary Minor 203
Philosophy Minor 196
Political Science Major 151
Political Science Minor 153
Pre-law and Legal Studies Major with a Concentration in Civil Law, Government, and International Law 171
Pre-law and Legal Studies Major with a Concentration in Criminal Law 172

Pre-law and Legal Studies Major with a Concentration in E-discovery & Digital Forensics	173
Psychology Combined Major BA/MS Clinical and Counseling Psychology	231
Psychology Combined Major BA/MS School Counseling	231
Psychology Major	229
Psychology Minor	230
Religious Education Certificate (non-matriculated students)	196
Religious Studies and Philosophy Minor	197
Religious Studies Minor with Certificate in Religious Education	197
Restorative Justice Minor	175
Secondary Education Co-Major	166
Social Work Major	174
Sociology Minor	176
Spanish Minor	199
Special Education (PK to Gr 12) Major	166
Special Education Minor	168
Sports Management Minor	118
Supply Chain Management Concentration	119
Technical Forensics Minor	135
Technology Minor	131
Women's Studies Multidisciplinary Minor	204
World Languages Combined Minor	200

Mission

Chestnut Hill College, an inclusive Catholic community rooted in and animated by the Mission of the Sisters of Saint Joseph, is committed to transformative holistic education, just relationships, innovative thinking and responsible action toward a more unified global society and sustainable Earth.

Grounded in our strong liberal arts tradition and attentive to the need for informed professional education, Chestnut Hill College, founded in 1924, offers academic degree programs of excellence in undergraduate, graduate, and continuing studies. Faithful to our Catholic heritage and intellectual tradition, Chestnut Hill College espouses the beliefs and values inherent in the Abrahamic faith traditions, and welcomes and respects the contributions made by other faiths in the development of the whole person. We nurture integrity, spirituality, and dedication to justice in and for all. We value and commit to engage in the work of diversity, equity, and inclusion.

Approved by the Chestnut Hill College Board of Directors March 15, 2021.

Core Values

TRANSFORMATIVE HOLISTIC EDUCATION
We Live This Value By:
Pursuing academic excellence through interdisciplinary learning
Offering challenging academic programs with a global emphasis
Providing opportunities for self-discovery and personal growth

JUST RELATIONSHIPS
We Live This Value By:
Honoring the dignity of all persons and fostering mutual partnerships
Celebrating one another's potential and achievements
Creating an inclusive community which prioritizes diversity, equity, inclusion, and truth

INNOVATIVE THINKING
We Live This Value By:
Cultivating lively forums for intellectual and cultural pursuits
Expanding perspectives through mentor and peer relationships
Imagining creative and courageous solutions which respond to local and global challenges

RESPONSIBLE ACTION
We Live This Value By:
Living and learning according to ethical standards
Engaging in dialogue and service pertaining to human dignity and social justice
Upholding our responsibility as stewards of Earth

ANIMATED SPIRITUAL LIFE
We Live This Value By:
Promoting the Sisters of Saint Joseph's mission of unity, reconciliation, and active inclusive love

Providing opportunities for spiritual growth through reflection, pastoral accompaniment, Catholic liturgy, and sacramental life
Fostering spaces of interfaith dialogue and prayer which uplift our religious diversity

Approved by the Chestnut Hill College Board of Directors May 9, 2022.

Academic Integrity 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:

1. Careful and thorough preparation for classes, including reading, completion of assignments, finding required background material, and reflecting on relevant issues.
2. Regular and prompt attendance for the entire class session unless there is a serious reason for absence.
3. Effort to maintain careful and focused attention during class.
4. Participation in class discussion by both speaking and listening.
5. Consistent attendance at lectures, events, study groups, and/or conferences with the instructor, as required or suggested by the instructor.
6. Asking questions and seeking appropriate assistance from peers, academic support staff, and instructors, as needed.
7. Respect for instructors and students.
8. Careful and thorough preparation for and complete honesty in fulfilling assignments, writing papers, citing sources, and taking tests and examinations.
9. 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

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. The use of generative artificial intelligence tools should not be used in the completion of course assignments unless an instructor explicitly authorizes their use.

The following acts are examples of cheating, though the list is not exhaustive:

- Using material or data not specifically allowed by the instructor during the taking of an examination, test or quiz, such as:
  - material written by another student with or without his or her knowledge
  - cheat sheets whether on paper or electronic
  - textbooks and/or notes
  - unauthorized use of calculators, phones, watches or any other unauthorized aid.
- Collaborating during an in-class or on-line examination, test or quiz, either in the giving or receiving of information or improper collaboration.
- Using textbooks, materials or assistance outside the directions of the instructor on a take-home examination or laboratory report.
- Stealing, using or transmitting verbally, electronically, or otherwise, examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam.
- Stealing, receiving, or transmitting verbally, electronically, or otherwise, assignments to/from other students.
- Submitting for a grade in one course any material previously or simultaneously submitted for a grade in another course without documented authorization from both instructors.
- Substituting for another student or permitting any other person to substitute for oneself to take a test or examination.
- Falsifying laboratory or research data or results.
- Falsifying or inventing bibliographical entries.
- Withholding knowledge of cheating or plagiarism.
- Knowingly participating in another student's act of cheating or plagiarism.
- Willfully committing, aiding, or abetting any act of cheating.

Plagiarism is defined as the submission of work (written work, artwork, 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 this 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, assignments, or exercises copied from or dictated by others.
- Incorporating formal lecture notes, on-line course material, or information from textbooks into one's own work without acknowledgement and thus presenting them as original.
- Presenting, as one's own, computer solutions, multi-media projects, or computer programs developed by someone else.
- Copying multimedia objects (videos, audio files, animations, presentations, websites, blogs, wikis, discussion posts, e-publications, e-portfolios, etc.) without appropriate citation, and presenting this as one's own original work.
- Copying the ideas and/or language of any other person or persons, without appropriate citation or acknowledgement, and presenting this as one's own original work.
- Willfully committing, aiding or abetting any act of plagiarism

Accountability Procedures

We enter into our work as an academic community with expectations that academic integrity will be upheld. When it is not, the violation, whether intentional or unintentional, is first an opportunity for learning and growth. That learning and growth comes about in many ways and over time. This policy gives opportunities for learning and repair to the academic community as well as guidelines for consequences.

Instructors are responsible for determining when a violation of academic integrity has occurred, assigning the consequence for the course, and reporting the violation to Academic Affairs. To report a violation to Academic Affairs, the instructor must complete the Violation of Academic Integrity Form. The VPAA is responsible for keeping track of the number of times a student is reported.

If the student has previous infractions of Academic Integrity, the VPAA shall notify the instructor. Upon consultation with the VPAA, the instructor will determine the appropriate sanctions.

Instructors may impose one or more of the following:

A. Restoration to community, such as, with support, talking with groups of first year students about Academic Integrity
B. Written warning
C. Remediation, such as revising the assignment
D. Assignment of additional work
E. No credit for the test or assignment
F. Failure of the course

The VPAA may impose the following:

- Suspension from participating in optional College activities such as SGA, athletics, honor societies and programs, etc.

Suspension is enacted by the VPAA when the violation is severe or when the student has multiple infractions. The President may impose the following:

- Dismissal from the College

Dismissal may only be enacted by the President in consultation with the VPAA. Even a first offense, if severe, may incur these penalties.

No student held responsible for violations of Academic Integrity during a given semester or academic year will be eligible for inclusion on the Dean's list. Students found responsible for an academic integrity violation may lose other honors.

Appeals

A student reported to the VPAA for a violation of Academic Integrity may appeal the charge according to the following procedure:

- Academic Integrity cases should first be addressed between the faculty member and the student in an effort to reconcile their differences. If the faculty member determines that a violation of Academic Integrity has occurred, he or she will complete the appropriate form and submit the form to the VPAA.

- If the student disagrees with the outcome, he or she will have three weeks from receipt of notification to present an appeal in a signed letter to the VPAA.
- Appeals may only be submitted on the following grounds:
  - evidence of improper or inadequate procedure;
  - prejudicial conduct;
  - disproportionate sanction;
  - new evidence, not available at the time of the hearing.
- The Appeals Board for the School of Undergraduate Studies will be composed of four members: The Chair of the Academic Standards Committee, one other faculty member appointed ad hoc by the VPAA, a student success adviser, and the VPAA of the School of Undergraduate Studies. If the Chair of the Academic Standards Committee, appointed faculty member or student success adviser has a conflict of interest, the VPAA will appoint a replacement. The first three members are voting members. The VPAA will moderate the discussion but will not vote.
- If the case is brought to the Appeals Board, both student and faculty member will submit relevant evidence (including a list of witnesses) to the office of the VPAA three working days before the hearing. If more than one student is involved, each will have a separate hearing.
- Although no attorneys or parents/guardians are to be present at the Appeals Board hearing, the student may receive support from a member of the College community; this person may be present during the entire hearing but is not permitted to speak during the hearing process. The name of the support person must be submitted to the office of the VPAA three working days before the hearing.
- All participants in the hearing must have three working days' notice of the hearing. Only individuals approved by the VPAA may be present at the hearing.
- An appeal based on new evidence, not available at the time of the hearing will be referred to the Chair of the Academic Standards Committee for a second hearing.
- The Appeals Board will make a decision based on the evidence presented at the hearing. The decision of the Board is final. The VPAA will communicate the decision to the student within ten working days of the hearing.

Academic Policy on Artificial Intelligence Technology

Background

Artificial intelligence (AI) tools are built into many applications and programs used on a regular basis in academic and professional settings.

As noted in the Academic Integrity Policy, the use of generative artificial intelligence tools should not be used in the completion of course assignments unless an instructor explicitly authorizes their use. Thus, it is understood that it is the right of each faculty member to determine whether they would like to use generative artificial intelligence tools in their courses. This policy is to create guidance for the use of generative artificial intelligence and includes a list of tools with uses, how to cite the use of generative artificial intelligence tools, and sample language for syllabi regarding the use of generative artificial intelligence tools.

Default Policy

The default guidelines on the use of generative AI tools in courses is that such tools are *not permitted*. Below are important exceptions to this statement:

i. Library database searches and generative assistance with citation tools, such as easybib.
ii. Generative searches in browser.
iii. Editing assistance built into Microsoft Word and other products that the college provides.
iv. Certain exceptions will apply for students with disabilities. Students requesting or requiring accommodations are encouraged to contact the Center for Accessibility and Learning Services (CALS).

Appendix A ("AI Tools: Scope and Use") includes a list of AI tools that are approved for use in coursework by default, unless such usage contradicts instructor guidance on coursework completion.

Faculty Rights and Responsibilities

It is the faculty's right to decide whether generative artificial intelligence tools are permitted in the course. Certain exceptions will apply as identified in the *Default Policy* section and specifically for students who require accommodation as documented by the Center for Accessibility and Learning Services (CALS). It is the responsibility of the faculty to have a clearly written description of the use of AI tools on the course syllabus, including use of AI detection tools. Appendix B ("AI Tools: Sample Syllabi Language") provides sample syllabi language for faculty to use on their course syllabus.

If AI tools are permitted, then faculty are responsible for communicating precisely the conditions and criteria for use. It is also expected that faculty will describe precisely how students are expected to attribute and cite the use of AI tools. If AI detection tools are used, it is the faculty member's responsibility to use the detection tool carefully and with adequate knowledge of how the detection tool is operating. Appendix C ("AI Tools: Citation of Use") provides sample syllabi language for faculty to use on their course syllabus

Student Rights and Responsibilities

Certain exceptions will apply for students who require accommodation as documented following the process established by the Center for Accessibility and Learning Services (CALS). An exception is any tool approved for use in the student's accommodation plan from CALS.

It is the responsibility of the student to read, understand, and seek clarification from the instructor where necessary on the instructor's written and verbal descriptions of the acceptable use of AI in the course. If usage of AI tool(s) is permitted by the instructor, students are obligated to follow the instructor's guidance regarding the nature of that usage.

If usage of AI tool(s) is permitted by the instructor, students are obligated to follow the instructor's guidance regarding if and how that usage is to be attributed and cited in the submitted work. If no attribution or citation guidance is given by the instructor, the students should adopt the style typically used in the discipline most closely aligned with the course. Appendix C ("AI Tools: Citation of Use") aims to assist students with the various citation rules and styles for AI and AI tools.

If usage of AI tool(s) is permitted by the instructor, the final work product submitted is the student's responsibility. It is important that students are aware that AI generated content may be false or biased, and students assume ownership of and responsibility for submitted work that may be violative of other college policies. Inappropriate or offensive content may be reported to Vice President of Academic Affairs for consideration of appropriate next steps, if any.

Definitions

ARTIFICIAL INTELLIGENCE (AI). The following definition is from the IEEE-USA Board of Directors: "The theory and development of computer systems able to perform tasks normally requiring human intelligence such as, visual perception, speech recognition, learning, decision-making, and natural language processing."

ARTIFICIAL INTELLIGENCE TOOL (AI Tool). Any platform (i.e., any computer [hardware] or program [software], or any part of a piece of hardware or software), in which artificial intelligence is leveraged to assist the user of the platform with a user-specified task. It is recognized that this definition is broad in scope; the justification for this breadth is the fact that many platforms already incorporate artificial intelligence, and it is anticipated that this breadth of adoption will only grow in the future. Appendix A "AI Tools: Scope and Use" presents a partial current snapshot of this landscape, with the recognition it will require regular updates to maintain relevance.

AI DETECTION TOOL. Any platform (i.e., any computer [hardware] or program [software], or any part of a piece of hardware or software) intended to assess whether AI or an AI Tool has been used to create a digital object (e.g., text, audio, image, video).

CHATBOTS. AI systems are designed to automatically interact through the interpretation of natural language.

AUTOMATIC WRITING EVALUATION. AI-driven systems that use natural language processing to automatically provide feedback on written text submitted to the system.

INTELLIGENT TUTORING SYSTEMS (ITS). AI-driven tools that can provide step-by-step tutorials, learning exercises, recommendations, prompts, and assessments, individualized for learners.

Appendix A - AI Tools: Scope and Use

Artificial intelligence (AI) is available across a range of platforms and the technology is changing rapidly. Depending on the specific course, the use of AI may be expected or restricted. In addition, AI generated content may be inaccurate, biased, unethical, or offensive. Students assume responsibility for the content generated by AI.

1. STANDARD ALLOWED TOOLS

The AI tools identified on this list are considered standard and allowed in all classes, unless otherwise noted by the course instructor. If a student uses one or more of these tools across all courses, they should consult with their instructors.

a. Writing Support: Microsoft Office Spell Check, Editor and other editing tools.
b. Voice Support & Control: Alexa, Siri, Dragon Naturally Speak, speak to text.
c. Search Engine Support: Bing, Google, Chrome, Edge to conduct and refine research.
d. Presentation Support: Live captioning.
e. Notebook Functions: Note taking, note organization.
f. Library/Research Support: Library databases and citation tools, like easybib.
g. Other Support: planning, time management, scheduling, etc.

2. AI TOOLS - INSTRUCTOR PERMISSION REQUIRED

This list includes examples of AI tools used to create student content that are allowed only with instructor permission. The type of content created is divided into two categories: *AI assisted content* and *AI generated content*. When AI tools are permitted for these purposes, the student is responsible for following the necessary citation and attribution guidelines.

AI Assisted Content

a. Outlining Services – Develops an outline for a paper or assignment.
b. Co-pilots – Used to help generate ideas, provide predictive speech, etc.
c. Summary Services – Summarizes texts.
d. Feedback Services – Provides real-time feedback, simulate grading, or reflect on answer prompts.
e. Editing Services – Editing, revising or coding for an assignment beyond the capacity of one of the tools in the Standard Allowed list.

AI Generated Content

a. Sandboxes – Controlled digital environment to research AI behavior or impact on systems or models to identify and mitigate risk.
b. Paper Writing – Creates the content for a specific paper or assignment.
c. Image Generation – Creates images based on student prompt.
d. Problem Solving – Generates step-by-step solutions to mathematical or science-based problem.
e. Digital Analysis – Used for analysis of studies and intellectual properties.
f. Code Generation – Generates specific code based on student prompt.
g. Deep Fakes – Creates fake stories, images, etc., based on student prompt.

Appendix B - AI Tools: Sample Syllabi Language

EXAMPLE #1 (use of AI tools is forbidden):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:
Artificial intelligence tools such as large language models (e.g., ChatGPT) are not permitted to be used in preparing submitted work for this course. Further information on policies regarding the use of artificial intelligence tools in the classroom is available in the College Catalog.

EXAMPLE #2 (use of AI tools is allowed in some cases):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:

Artificial intelligence tools such as large language models (e.g., ChatGPT) are permitted to be used in preparing submitted work for some parts of this course. Please see the instructions for Assignments 1 and 2, for which the usage of such tools is encouraged. Such tools are not permitted to be used in preparing submissions for Assignments 3 and 4. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. Further information on policies regarding the use of artificial intelligence tools in the classroom is available in the College Catalog.

EXAMPLE #3 (use of AI tools is encouraged):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:

Artificial intelligence tools such as large language models (e.g., ChatGPT) are encouraged to prepare submitted work for this course's assignments. Please see the instructions for usage included with each assignment. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. Further information on policies regarding the use of artificial intelligence tools in the classroom is available in the College Catalog.

EXAMPLE #4 (use of AI detection tools):

USE OF AI DETECTION TOOLS USED IN THIS COURSE:

Student work may be submitted to AI or plagiarism detection tools to ensure that student work product is human created. The submission of AI generated answers is a violation of the Academic Integrity Policy. Further information on policies regarding the use of artificial intelligence tools in the classroom is available in the College Catalog.

REFERENCES:

- Kevin Gannon, "Should you add an AI policy to your syllabus," Chronicle of Higher Education, July 31, 2023, https://www.chronicle.com/article/should-you-add-an-ai-policy-to-your-syllabus.
- Lance Eaton, "Classroom Policies for AI Generative Tools," Google Docs, accessed February 23, 2024.

Appendix C - AI Tools: Citation of Use

If AI use is permitted in your class, it is important that you distinguish your original work from work generated by AI or created collaboratively with AI. You should cite to the AI Tool that you used whenever your instructor requires citation or when are using content entirely or partially created by AI at any stage during the assignment creation process from idea generation to final assignment turned in for a grade. This includes content that you have substantively edited or paraphrased.

The American Psychological Association, Chicago Manual of Style, and the Modern Language Association have all responded to the use of AI tools by providing citation rules and examples. While all of these provided blog posts use ChatGPT as an example, the format provided will work with all available AI tools. Below is an example from each style manual.

Further examples, including both long and short prompts, are available in this library guide: https://klinelaw.libguides.com/aiclasspolicy. ChatGPT and many other AI tools also offer a method to share your session transcripts with your instructor.

American Psychological Association (APA):

> The APA does not include the prompt in its citation format because it recommends that the prompt and response either be included in the text itself, the methods section of the paper, or in an appendix.

Author (usually the AI Tool creator). (Year). AI Tool Name (Version) [Type of AI Tool]. Source/URL. OpenAI, (2023).

DALL-E (Version 2) [Image Creation]. https://labs.openai.com/s/kfFtTxaEp59wKHA9nVcA9Z15

In-text: When given the prompt "A dinner with three female friends in a science fiction landscape in the style of Salvatore Dali," DALL-E generated an image with four females having dinner at a table (OpenAI, 2023).

Chicago Manual of Style:

Author, Prompt, Date Text Generated, AI Tool Creator, URL (optional).

ChatGPT, response to "Can you remove the redundant HTML code from these documents and change all instances of beta.regulations.gov to www.regulations.gov, please?", July 28, 2023, OpenAI, http://chat.openai.com/.

Modern Language Association:

"Descriptive Title (typically the prompt)" prompt, Name of AI Tool, Version, AI Tool Creator, Date, Location.

"Write a joke about a lawyer, a professor, and an undergraduate" prompt using personality stand-up comedian, Chatsonic, 31 July 2023 Version, Writesonic, 31 July 2023, https://app.writesonic.com/.

Unless your instructor requires a different method, you should also include a transcript of your interaction with the AI tool as an additional attachment or appendix when you submit your assignment. Depending on the discipline and assignment, it may also be appropriate to include specific information on your prompts and results in the assignment's methods section.

Accreditation and Memberships

Chestnut Hill College is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission) www.msche.org. Chestnut Hill College's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on June 27, 2024 was to reaffirm accreditation. MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

The Middle States Commission on Higher Education can be reached at 1007 North Orange Street, 4th Floor, MB#166, Wilmington, DE 19801-3624; Telephone: 267.284.5000.

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 Sisters of Saint 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, and numerous other educational groups and learned societies.

Chestnut Hill College belongs to the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE), a group of independent higher education institutions in the Greater Philadelphia region. The members of SEPCHE engage in collaborative approaches to the challenges of higher education and work together to promote quality and efficiency of academic programming, student access, and community outreach through sharing a range of activities, services, technology and information.

The College is authorized by the Commonwealth of Pennsylvania to offer graduate programs and to confer the Doctor of Clinical Psychology, and Master of Arts, Master of Education, and Master of Science degrees in disciplines defined in their catalog. The Doctoral program in Clinical Psychology (Psy.D.) is accredited by the American Psychological Association (APA). For general information about APA accreditation or specific information on the accreditation status of Chestnut Hill College, please contact: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 or 202.336.5979. The Instructional I/II, Specialist, and Principal certification programs offered through the Education Program are approved by the Pennsylvania Department of Education. The Montessori certification program is an affiliate of

the American Montessori Society (AMS) and is accredited by the Montessori Accreditation Council for Teacher Education (MACTE). Chestnut Hill College is in candidacy for Accreditation Council for Business Schools and Programs (ACBSP).

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 Pennsylvania.) Fax: 215.248.7082. Email: chcapply@chc.edu.

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

School of Graduate Studies
The School of Graduate Studies offers a variety of master's degrees, certifications, and certificate programs in Digital Communication, Clinical and Counseling Psychology, Education, Human Services Management, Organizational Leadership, and School Counseling. The School of Graduate Studies also offers an APA-accredited doctoral degree in Clinical Psychology (Psy.D.). Telephone: 215.248.7170. Fax: 215.248.7161. Email: gradadmissions@chc.edu.

Academic Calendar

All academic calendar information for the School of Undergraduate Studies is subject to change. Announcements of calendar changes will be made via email as well as on the website and on signs posted around campus. It is the student's responsibility to be aware of and adhere to all pertinent dates.

Fall 2026

Late Registration Fee Begins	17-Aug
Residence Hall Open	30-Aug
Classes Begin	31-Aug
Last Day to DROP All Courses with 100% Refund	6-Sep
Add/Drop Period on myCHC Ends at 5:00 PM	7-Sep
Withdraw Period Begins at 5:00 PM	7-Sep
Labor Day Holiday / No Classes	7-Sep
Last Day to Withdraw All Courses with 80% Refund	11-Sep
Last day to Withdraw All Courses with 60% Refund	18-Sep
Last day to Withdraw All Courses with 40% Refund	25-Sep
Residence Halls Close at 6:00 PM	9-Oct
Fall Break Begins / No Classes	12-13 Oct
Residence Halls Re-Open 12:00 Noon	13-Oct
Classes Resume	14-Oct
Midterm Grades due at 5:00 PM	16-Oct
Withdraw Without Failure Period Ends at 5:00 PM	26-Oct
Grading Status Change Period Ends *(P/F. Audit)*	26-Oct
Winter Intersession Registration Begins- All Students 7:00 AM	26-Oct
Spring Registration Begins- Seniors, Athletes & IDHP 7:00 AM	27-Oct
Spring Registration Begins- Juniors 7:00 AM	28-Oct
Spring Registration Begins-Sophomores 7:00 AM	29-Oct
Spring Registration Begins- Freshmen 7:00 AM	30-Oct
Residence Halls Close at 6:00 PM	24-Nov
Thanksgiving Holiday / No Classes	25-27 Nov
Residence Halls Re-Open 12:00 Noon	29-Nov
Classes Resume	30-Nov
Course Evaluations Open	4-Dec
Classes End	11-Dec
Final Exam Week	14-18 Dec
Residence Halls Close at 6:00 PM	18-Dec
Final Grades Due at 4:00 PM	21-Dec
December Degree Conferral	23-Dec

Winter Intersession 2026-2027

Add period on myCHC ends at 11:59 PM	20-Dec
Classes Begin	21-Dec
Drop period on myCHC ends at 11:59 PM	27-Dec
Withdraw Without Failure Period Ends at 5:00 PM	8-Jan
Classes End	15-Jan
Final Grades Due at 4:00 PM	18-Jan

Spring 2027

Late Registration Fee Begins	5-Jan
Residence Halls Re-Open (See CHC email for Details)	17-Jan
Classes Begin	**19-Jan**
Last Day to Drop All Courses with 100% Refund	24-Jan
Add/Drop Period on myCHC Ends at 5:00 PM	**24-Jan**
Withdraw Period Begins at 5:00 PM	24-Jan
Last Day to Withdraw All Courses with 80% Refund	29-Jan
Last Day to Withdraw All Courses with 60% Refund	5-Feb
Last Day to Withdraw All Courses with 40% Refund	12-Feb
Residence Halls Close at 6:00 PM	26-Feb
Spring Break / No Classes	1-5 Mar
Residence Halls Re-Open 12:00 Noon	7-Mar
Classes Resume	8-Mar
Midterm Grades Due at 5:00 PM	**12-Mar**
Summer Registration Begins - All Students	15-Mar
Fall Registration Begins- Seniors, Athletes & IDHP 7:00 AM	16-Mar
Fall Registration Begins- Juniors 7:00 AM	17-Mar
Fall Registration Begins-Sophomores 7:00 AM	18-Mar
Fall Registration Begins- Freshmen 7:00 AM	19-Mar
Withdraw Without Failure Period Ends at 5:00 PM	**22-Mar**
Grading Status Change Period Ends *(P/F, Audit)*	22-Mar
Residence Halls Close at 6:00 PM	24-Mar
Easter Holiday / No Classes	25-29 Mar
Residence Halls Re-Open 12:00 Noon	29-Mar
Classes Resume	30-Mar
Class Switch / Follow Thursday Schedule	4-May
Class Switch / Follow Friday Schedule	5-May
Classes End	5-May
Final Exam Week	**6-12 May**
Residence Hall Close at 6:00 PM for All except May Graduates	12-May
Senior Send-off Activities	13-14 May
Final Grades Due for SENIORS at 12:00 Noon	**13-May**
Residence Halls Close at 3:00 PM for Graduating Seniors	15-May
Commencement Procession 10:30 AM/Commencement 11:00 AM	15-May
May Degree Conferral	15-May
Final Grades Due at 4:00 PM	**17-May**

Summer 2027

Session One - Six Weeks

Late Registration Fee Begins	3-May
Classes Begin	17-May
Add/Drop Period on the myCHC Portal Ends at 11:59 PM	23-May
Last Day to Withdraw from All Courses with 100% Refund	23-May
Withdraw Period Begins	24-May
Last Day to Withdraw from All Courses with 80% Refund	28-May
Memorial Day Holiday / No Classes	31-May
Last Day to Withdraw from All Courses with 60% Refund	4-Jun
Withdraw Without Failure Period Ends at 5:00 PM	7-Jun
Last Day to Withdraw from All Courses with 40% Refund	11-Jun
Juneteenth / No Classes	19-Jun
Classes End	25-Jun
Final Grades Due at 4:00 PM	28-Jun
August Degree Conferral	24-Aug

Session Two - Six Weeks

Late Registration Fee Begins	14-Jun
Classes Begin	28-Jun
Independence Day / No Classes	4-Jul
Last Day to DROP All Courses with 100% Refund	4-Jul
Add/Drop Period on myCHC Ends at 11:59 PM	4-Jul
Withdraw Period Begins	5-Jul
Last Day to Withdraw from All Courses with 80% Refund	9-Jul
Last Day to Withdraw from All Courses with 60% Refund	16-Jul
Last Day to Withdraw from All Courses with 40% Refund	19-Jul
Withdraw Without Failure Period Ends at 5:00 PM	19-Jul
Classes End	6-Aug
Final Grades Due at 4:00 PM	9-Aug
August Degree Conferral	24-Aug

Session Three - Twelve Weeks

Late Registration Fee Begins	3-May
Classes Begin	17-May
Last Day to DROP All Courses with 1000% Refund	23-May
Add/Drop Period on myCHC Ends at 11:59 PM	23-May
Withdraw Period Begins	24-May
Last Day to Withdraw from All Courses with 80% Refund	28-May
Memorial Day Holiday / No Classes	31-May
Last Day to Withdraw from All Courses with 60% Refund	4-Jun
Last Day to Withdraw from All Courses with 40% Refund	11-Jun
Juneteenth / No Classes	19-Jun
Withdraw Without Failure Period Ends at 5:00 PM	28-Jun
Independence Day / No Classes	4-Jul
Classes End	6-Aug
Final Grades Due at 4:00 PM	9-Aug
August Degree Conferral	24-Aug

Admissions

Chestnut Hill College welcomes students of all ages whose aptitudes and academic records demonstrate the ability and motivation to accept an academic challenge and who give promise of making a positive contribution to the College community. Students are challenged by high academic standards and supported by rich resources, excellent facilities, and dedicated faculty to achieve personal goals. Graduates are well prepared to successfully enter a competitive job market or distinguished graduate program. Chestnut Hill College reserves the right to refuse admission or require the withdrawal of admission for any reason deemed sufficient to the College. Denial of admission to the School of Undergraduate Studies may be deemed denial of admission to the School of Continuing and Professional Studies.

Non-Discrimination Statement

Chestnut Hill College does not discriminate on the basis of race, color, sex, age, religion, national origin, or disability in any admissions, education program, activities or employment practices. This policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Community Standards Review Committee

The safety of all members of the College community is of utmost importance; therefore, the purpose of this committee is to review admissions applications from students applying to the School of Undergraduate Studies who have confirmed/self-identified disciplinary/criminal backgrounds. This committee reviews any reported behaviors involving, but not limited to: violence with or without a weapon, sexual offenses, drug and/or alcohol incidents, sexual/racial harassment, intimidation, theft, vandalism, suspensions/dismissals, hate crime, and intellectual dishonesty. The committee has the right to request additional information. The failure to provide the information requested will be deemed a withdrawal of the application.

Admission Options

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 15th, for priority consideration. Students who wish to enter for the spring semester should have application materials completed no later than December 15th.

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.

First-Time College Freshman Application Process

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:

- four years of English composition and literature
- four years of social science/history
- three years of science
- three years of mathematics
- two years of a world 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.

Credit may also be given for performance on Advanced Placement examinations and completed International Baccalaureate Diplomas.

Application

Application for admission should be made 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 or preferred for a complete basic application:

- Completed Chestnut Hill College Application or Common Application
- Score results from the Scholastic Aptitude Test (SAT I) (Optional) or American College Test (ACT) (Optional)
- Official high school transcript(s)

- An essay/personal statement and letter(s) of recommendation are optional but strongly recommended. The Admissions Committee reserves the right to request additional documentation and/or a personal interview with a member of the Admissions staff.

Transfer Students Application Process

Chestnut Hill College welcomes transfer students without a credit minimum 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 as a Junior with Core to Core status.

Students who transfer will have their transcripts evaluated on a course-by-course basis. A Career/Cumulative GPA of 2.00 or higher is required to be considered for acceptance to Chestnut Hill College. **At least 45 credits must be earned at Chestnut Hill College to be awarded a degree.**

Transfer applicants must submit the following credentials to be considered for admission:

- Completed Chestnut Hill College Application (preferred) or Common Application
- Official transcript(s) from all colleges previously attended

If fewer than 24 college credits have been completed the application must also include:

- Official high school transcript(s)

Transfer Credit Information

Regardless of the number of credits transferred to the College, students must earn a **minimum of 45 academic credits in residence at Chestnut Hill College and a minimum of 120 career academic credits** in order to be awarded a degree. Students must also meet all applicable Core and Major Requirements as outlined in this catalog, which may require them to complete more than 45 academic credits in residence and more than the 120-total number of academic credits.

In order for a course to be accepted in transfer, it must meet the following criteria:

- Course completed at a regionally accredited college or university,
- student earned a grade of C (2.0) or better, *
- the Office of Admissions has received official transcripts from all colleges/universities attended and,
- the course was completed within 10 years prior to Chestnut Hill College admission or readmission. †

All courses to be accepted in transfer will be evaluated by the Office of the Registrar prior to registration and decisions regarding transfer course evaluations, including Chestnut Hill College equivalencies, are final. Please contact the Office of the Registrar to report courses that may be eligible and to confirm that a final, official copy of all transcripts and/or score reports have been received. No credit will be given for any course or exam unless all final, official transcripts and/or score reports are received. All courses accepted in transfer are recorded on the student's Academic Transcript with a grade of TR-Transfer. Contact the Office of the Registrar for more information: St. Joseph Hall, 3rd Floor. Telephone: 215.248.7005. Fax: 215.242.7714 Email: registrar@chc.edu.

** Courses taken at other institutions with a grade of pass (pass-fail courses) may be accepted at the discretion of the appropriate program.*

† An additional review will be conducted for any course taken more than ten years prior to admission or readmission. Some programs require a review even if the courses were taken fewer than ten years prior to admission.

Transfer credits may not be earned during the Fall and Spring semesters by matriculated students. Although transfer credits are added to the total number of credits earned, they are not included in the student's Career GPA. Credits earned through consortium agreements with ACSSJ institutions, CIC-OCSC, La Salle University and SEPCHE institutions are considered Chestnut Hill College credits and are included in Career GPA. Summer courses taken at La Salle University or at SEPCHE institutions are taken outside of the consortium agreements and are recorded with a grade of TR.

Courses completed at non-regionally accredited institutions, and which have not been evaluated by ACE are subject to the following conditions:

- A sub-committee of the Articulation Committee, composed of the faculty members and a representative of the Registrar's Office, will determine whether or not the course is on the required level for college credit.
- The appropriate program will then determine the equivalency and applicability of the course for its program, or its qualification as a free elective.
- If the course does not belong in any Chestnut Hill College program, the committee will make the final decision.

Credits earned while studying abroad are not included in the Career GPA except when part of an official program sponsored by the College. See the Study Abroad section for details.

To be considered for transfer evaluation, college-level academic coursework completed outside of the United States and not completed as part of an approved study abroad experience must evaluated by an educational credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES). For a list of current NACES members, visit https://naces.org/members/ .

A maximum of 15 credits accepted in transfer may come from *Challenge Exams* and/or the *College-Level Examination* Program (CLEP.)

In order for AP, Challenge or CLEP credit to be accepted in transfer, it must meet the following criteria:

- the grade/score received meets the program's guidelines, and
- an official score report has been received by the Office of the Registrar (if applicable.)

Transfer Articulation Agreements

Chestnut Hill College has curricular and transfer partnerships with several institutions offering two-year programs, including but not limited to the Community College of Philadelphia, Delaware County Community College, Manor College, Montgomery County Community College, Bucks County Community College, and Harcum College. Contact the Office of Admissions for information on transfer partnerships, and for detailed information about dual admissions, Core-to-Core transfer opportunities, and transfer scholarships. Telephone: 800.248.0052 (out-of-state) 215.248.7001 (in Pennsylvania.) Email: chcapply@chc.edu.

Placement Testing

All incoming transfer students must take a *Mathematics Placement Test* administered by the Mathematics Program. Results of this test determine where a student places in the Mathematics course progression. A World Language placement interview is also available.

Transfer of Mathematics Courses

Although all incoming students take a Mathematics Placement test, the Mathematics Program has identified certain courses that meet the Graduation requirement when accepted in transfer:

MATH-115: Understanding/Quantitative World
MATH-121: Precalculus I
MATH-122: Precalculus II
MATH-202: Math for Management II/Applied Calculus
MATH-203: Analytic Geometry and Calculus I
MATH-204: Analytic Geometry and Calculus II
MATH-211: Calculus and Modern Analysis I
MATH-212: Calculus and Modern Analysis II

Transferred courses equivalent to those **not** on this list do **not** meet the Graduation requirement and will be brought in as Elective credit. Students transferring mathematics courses not on the list who do not successfully complete the Proficiency Test will need to register for appropriate mathematics course(s) to fulfill the Graduation requirement (see Core Curriculum section.) A representative from the Office of the Registrar will evaluate all transferred courses and, if necessary, will assist the student with registration for mathematics courses at the College.

International Student Application Process

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, must hold the equivalent of a U.S. high school diploma, and must demonstrate proficiency in the English language. Chestnut Hill College requires students who have not taken the SAT or ACT to submit results from either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), Duolingo or Advanced Language Certification from one of our ESL partners. An affidavit of financial responsibility and enrollment deposit must be submitted to secure an I-20 form.

Returning to the College

After an Approved Leave of Absence

Office of the Registrar
St. Joseph Hall, 3rd Floor East Wing.
Telephone: 215.248.7005. Fax: 215.242.7714. Email: registrar@chc.edu.

Students returning to the College following an approved *Leave of Absence* of one- or two-semesters should contact the Office of the Registrar for reinstatement. Students may schedule a return to the College at any time; however, they must adhere to the Academic Calendar's deadline for Adding Courses. Students returning to the College following *Active Military Service* should contact the Office of the Registrar for more assistance.

After an Unapproved Absence or After More than One Year

Office of Admissions
Telephone: 215.248.7007. Fax: 215.248.7082. Email: chcapply@chc.edu

Students returning to the College following an unapproved absence, or after an approved *Leave of Absence* has expired, must submit the following to be considered for readmission:

- Completed Chestnut Hill College Application
- Official transcript(s) from all institutions attended

Readmission is not guaranteed. Candidates may reapply at any time, but it is recommended that students desiring to be readmitted follow the standard application deadlines. Readmitted students must adhere to the Academic Calendar's deadline for Adding/Dropping Courses.

Military Students

Chestnut Hill College limits academic residency requirements for active-duty service members (including full-time active-duty Reservists and National Guardsmen) to no more than twenty-five percent of the degree requirements for all undergraduate degrees. Academic residency can be completed at any time while active-duty service members are enrolled.

Academic Amnesty Policy

Undergraduate students who have been readmitted may petition the Vice President for Academic Affairs for Academic Amnesty if they have been away from Chestnut Hill College for a minimum of four consecutive years. If Academic Amnesty is granted, the Office of the Registrar will update all courses taken prior to readmission to remove their grades from the *Career Grade Point Average* calculation (CGPA). This resets the CPGA to 0.00; only grades earned following readmission will comprise the CGPA.

The courses updated for Academic Amnesty and their respective grades remain on the academic transcript with a # notation indicating they are not included in the CGPA. The Term GPA is not affected. *Readmitted/Academic Amnesty* is indicated on the transcript in the readmission semester. Once granted, Academic Amnesty cannot be reversed. Students may be granted Academic Amnesty only once in their Chestnut Hill College undergraduate career.

Students granted Academic Amnesty must complete a minimum of 45 additional credits at the College and must meet all academic requirements and obligations indicated in the catalog from the year of readmission. Courses over 10 years old, as well as courses no longer offered, will be evaluated by the program for application in the current programs.

Taking Courses as a Non-Matriculated Student

A non-matriculated student is one who is not actively working towards completion of a degree or certificate at the College. Registration as a non-matriculated student neither implies nor guarantees official admissions acceptance to the College when approved to register for a course, or at any time in the future, regardless of the number of credits earned at the College.

Students may be permitted to take courses in the School of Undergraduate Studies on a non-matriculating basis if the course is open for registration and they have met any/all pre-requisite requirements, which may require the submission of an official transcript indicating prior coursework and/or the completion of a Placement test at the College.

Non-matriculated students are responsible for all course-associated financial obligations to the College including any applicable fees. Non-matriculated students must comply with the information that appears on the academic calendar including deadlines for Adding or Dropping and Withdrawing.

All student-related policies as described in the Academic Catalog and the Student Handbook are applicable to non-matriculated students. Non-matriculated students will be issued a College photo ID card and an @chc email address and are subject to all relevant ID and email policies.

Non-matriculated students will be issued an appropriate grade for the course according to the grading scale indicated in the course description – Letter grade or Pass/Fail only. Students choosing to audit a course will receive a grade of AU; however, no credit will be awarded for the course. Audited courses are billed at the same rates as courses taken to earn credit.

If the credits earned at the College are to be transferred to another institution, the student is responsible for checking to ensure the course or courses meet that institution's requirements before requesting to be registered. In addition, the student must request an official transcript be sent to the home institution by completing the *Transcript Request Form* available online at www.chc.edu/registrar. There is a fee associated with that service.

Interested students should complete the *Non-matriculated Student Registration Form* available at www.chc.edu/registrar, or in the Office of the Registrar, 3rd Floor St. Joseph Hall. Students under the age of 18 must have a parent or legal guardian sign the Registration Form. Completed forms may be mailed to the Office of the Registrar. Telephone: 215.248.7005

Financial Information

Enrollment Deposit

When accepted to the College, students are required to make an enrollment deposit. The enrollment deposit reserves the student's place for the upcoming year. Enrollment deposits will be refunded if the student notifies the Admissions Office in writing by May 1st that he/she intends to withdraw from the College; 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 must submit a $300 enrollment deposit; part-time students must submit a $35 enrollment deposit. Full-time students planning to reside in Chestnut Hill College's residence halls are required to send an additional $250 non-refundable room reservation deposit.

Tuition for the Standard Academic Year

A Standard Academic Year spans two semesters, beginning with the first day of Fall semester and ending the last day of the Spring semester, and includes a minimum of 30 weeks of instruction. Therefore, the 2026-2027 Standard Academic Year begins on August 31, 2026 and ends May 5, 2027. The tuition amount is uniform for all students in the School of Undergraduate Studies, regardless of the major or minor pursued.

Full-Time Tuition

A student is full-time if he/she is enrolled for 12 or more credit hours for the semester. The full-time tuition charge remains the same for all full-time students enrolled up to 18 academic* credits.

- $39,600 annually
- $19,800 per semester

A student enrolled in 19 or more academic credit hours during a semester will be assessed an additional charge of $800 for each credit hour over 18. *Please note:* There are courses designated Non-Academic that count only for full-time status reporting but are not charged tuition. These courses are noted as such and credits earned do not count towards the minimum required for graduation.

Part-Time Tuition

A student is part-time if he/she is enrolled for fewer than 12 credit hours for the semester. There is no distinction between academic and Non-Academic courses for billing for part-time students; the per-credit hour rate is charged for each credit enrolled regardless.

- $800 per credit hour enrolled

Please note: There are courses designated Non-Academic that count only for full-time status reporting. These courses are noted as such and do not count towards graduation. For students enrolled as less than full-time, these courses are billed at the part-time rate.

Fees

Fees automatically applied to all part- and full-time School of Undergraduate Studies students each semester enrolled at the College:

- *Activity Fee:* $300 per semester
- Health Services Fee: $87.50 per semester
- Book Fee: $350 per semester ("opt out" option available)

Course fees are included in the tuition rate; however, these optional fees are incurred if/when applicable:

- *Private Music Lessons* (MUSL-courses): $520 per semester
- *Challenge Exam*: $225 per credit
- *Portfolio Assessment*: $225 per credit

Miscellaneous fees/costs incurred if/when applicable:

- Residential Housing (including meal plan): $6,625 to $7,125 per semester
- Returned Check Fee: $35 per occurrence
- Enrollment in Monthly Payment Plan Fee: $85 per semester
- Withdrawal From Course(s) Fee: $50 per occurrence
- Matriculation/Orientation Fee: $480 (one-time fee)
- Residence Life fee for incoming students: $250 (one-time fee, non-refundable)

Residential Living

The College's four residence halls, each with a distinct personality, offer single-, double- and triple-bed rooms, as well as suites. Each student will have a standard twin bed, a desk with chair, a dresser and a closet or wardrobe. Each room is equipped with a phone jack with a campus extension. The halls are wireless so a laptop or PC is usable from most locations in the hall. Floors are tiled in Fontbonne and Fournier; Fitzsimmons Hall and SugarLoaf Lodge have carpeted floors.

Fontbonne Hall was built in 1961. It was named after Mother Saint John Fontbonne, who restored the Congregation of the Sisters of Saint Joseph in Lyon, France in 1808, after their dispersal during the French Revolution. Fontbonne Hall is a co-educational residence hall for first-year students. Rooms are mostly double occupancy with common hall bathrooms on each floor. A few single rooms are available.

Fournier Hall is named in honor of Mother Saint John Fournier, the foundress of the Philadelphia Congregation of the Sisters of Saint Joseph in 1847. It was originally the Mount Saint Joseph College, founded in 1928, and then became The College in 1938. Fournier Hall is a co-educational first-year and upper-class building. Transfer students are also housed here. There are many room options, including single rooms, double rooms and triples, as well as suited rooms (bedrooms connected by a bathroom).

Fitzsimmons Hall opened in the Fall of 2006. It is suite-style, with two bedrooms connected by a common room and bathroom. The first floor of Fitzsimmons Hall is a 24-hour student center, equipped with a recreation room and TV lounges. Fitzsimmons Hall is a co-educational upper-class building with four- and six-person suites.

Costs

Chestnut Hill College offers several options for residential living. All options include a Board Plan of 19 meals or 14 meals per week during the academic year (excluding breaks, holidays, etc.). Prices vary by type of room and residence hall location and range from $13,250 to $14,250 per academic year. More information regarding the room types and residential living is available from the Office of Residence Life, Saint Joseph Hall 378. Telephone: 215.248.7056. Email residencelife@chc.edu.

Veterans' Benefits/School Certifying Official (SCO)

Marie Scheetz, Associate Registrar – 3rd Floor Saint Joseph Hall
Telephone: 215.248.7064. Email:scheetzm@chc.edu.

The Pennsylvania State Approving Agency has determined that Chestnut Hill College meets all of the criteria for approval for Veterans Education under the provisions of Title 38, United States Code, Section 3675.

The Post-9/11 GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs, reimburses your tuition & fees to your school and makes housing and other payments directly to you. Chestnut Hill will receive a percentage, as determined by your length of active duty service.

Through Chestnut Hill's Yellow Ribbon Program, fully qualified veterans/dependents can attend tuition free each year. The Department of Veterans Affairs (VA) matches dollar-for-dollar the contribution a participating institution (i.e. CHC) makes toward your costs (tuition, mandatory fees). Therefore, qualified college students can attend Chestnut Hill College for little to no cost. You must have 100% eligibility to qualify for the Yellow Ribbon Program. To be considered, qualifying students must be accepted for enrollment to a degree program or be currently enrolled in that degree program at the College as verified in the submitted Certificate of Eligibility provided by the College's SCO. In lieu of a Certificate of Eligibility, students can currently print the eBenefits, page as proof of eligibility. In Vets.gov the user will be able to view and print a "Post-9/11 GI Bill Statement of Benefits." This will contain the same information.

Questions about eligibility for the Post 9/11 GI Bill or the Yellow Ribbon Program should be addressed at either the local VA Regional Office or the Department of Veterans Affairs at www.gibill.va.gov.

Students who are entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill ®benefits, are considered covered individuals. Chestnut Hill College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Students who are entitled to educational assistance under Chapter 31, or chapter 33 will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- **The date on which payment from VA is made to the institution.**

- **90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.**

Refund Policy

Full-time undergraduate students who officially withdraw from courses at the College (see *Withdrawal Procedures* in Academic Section) are eligible for refunds of tuition and room charges as indicated in the schedule below. Residential students must request approval for cancellation of their housing agreement. If approved, a $500 cancellation fee will be applied and only the portion of the residential living charge associated with board costs is refundable per the dates below. 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 received. For purposes of calculating refunds, the calendar week begins as of the first scheduled class time of each session, and these exact dates are indicated on the Academic Calendar:

- 100% refund through the end of the first full week of classes
- 80% refund through the end of the second full week of classes
- 60% refund through the end of the third full week of classes
- 40% refund through the end of the fourth full week of classes
- 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.

There are no refunds for *MONC- Montessori* and other Professional Enrichment courses. Before registering for any of these courses, please contact the Student Accounts Office for details.

Student Financial Services

St. Joseph Hall, 1st floor, End of the Music Corridor
Telephone: 215.248.7116. Fax: 215.242.7705. Email: accounts@chc.edu
Students may make payments and receive information about their accounts at the Student Financial Services office. Chestnut Hill College accepts cash payments; checks; money orders; and Visa, MasterCard, American Express, and Discover.

Regular Hours:
Monday - 9:00am to 5:00pm
Tuesday - 9:00am to 5:00pm
Wednesday - 9:00am to 5:00pm
Thursday - 9:00am to 5:00pm
Friday - 9:00am to 4:00pm

Summer Hours:
Monday - 9:00am to 5:00pm
Tuesday - 9:00am to 5:00pm
Wednesday - 9:00am to 5:00pm
Thursday - 9:00am. to 5:00pm
Friday - Closed

Payment Schedule and Mailing Address

By act of registration, the student accepts 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:

Fall Semester: August 1 **Spring Semester**: January 2 **Summer Semester**: May 1

Payments may be mailed to **Chestnut Hill College/P.O. Box 12536, Newark, NJ 07101-3556**. The student's ID number must be included on all payments

All students are asked to complete a Student Financial Responsibility Agreement. The SFRA outlines students' financial obligations and the terms and conditions associated with course registration, living in on-campus housing, collection fees, etc.

The College reserves the right to withhold registration, 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 to the College. A student may be prevented from reenrolling at the College for continued delinquency of financial obligations. Unpaid bills may 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 will release information as described in the preceding paragraph.

Payment Plans

Chestnut Hill College offers an interest free Monthly Payment Plan (MPP) through Nelnet Business Solutions. There is an $85 enrollment fee for the MPP. Students may use the MPP to pay their combined Fall and Spring balances in either twelve, eleven, ten, nine, or eight monthly installments. Students can enroll and find more information here: https://mycollegepaymentplan.com/chestnut/

Students may view their bills on myCHC under the Finances Tab, and should also contact the Student Financial Services office at 215.248.7116 or accounts@chc.edu to confirm their final balance.

Business Office Hold

Students who do not pay, or do not make suitable payment arrangements, for their semester bills will be placed on *Business Hold* until payment or arrangements have been made at the Student Financial Services office. A late payment fee and/or a service charge may be charged for all past due accounts. Students placed on Business Hold are prevented from obtaining transcripts, viewing final grades, registering for future courses, and participating in the Commencement Ceremony until the balance is paid in full. Students placed on Business Hold should contact the Student Financial Services office immediately to pay their remaining balance. A student may be placed on Business Hold at any time.

Beginning of the 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 Student Financial Services approves their financial arrangements for the semester.

During the 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 graduating. Students should contact Student Financial Services 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 the bill is either paid in full or addressed in a satisfactory manner as approved by Student Financial Services. Students should contact the Office at 215.248.7116 or accounts@chc.edu for more information.

Financial Aid

St. Joseph Hall, 1st floor, End of the Music Corridor, SJ147
Telephone: 215.248.7182. Fax: 215.242.7705. Email: finaid@chc.edu

A Chestnut Hill College education is one of the best investments one can make for the future. In fact, a college degree puts a graduate on the path to both a more satisfying career and a more lucrative pay scale. The College offers many institutional scholarships, as well as federal grants, federal direct loans, and other payment options, to help our students reach their educational goals. The College prides itself on striving to be affordable for all academically qualified students who wish to attend. The Office of Financial Aid offers individualized guidance, so each student understands all the financial options available to them.

Although the primary responsibility for meeting college costs rests with the student and their family, The Office of Financial Aid can help design a financial strategy that will make a degree from Chestnut Hill College affordable. The Office of Financial Aid will develop a personalized financial aid package offering educational expense assistance. The 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 all eligible students take advantage of the College's high-quality academic experience.

The professional staff in the Office of Financial Aid is ready to assist with the financial aid process and is open to students during the following hours:

Regular Hours:
Monday: 9:00am to 5:00pm
Tuesday: 9:00am to 5:00pm
Wednesday: 9:00am to 5:00pm
Thursday: 9:00am to 5:00pm
Friday: 9:00am to 4:00pm

Summer Hours:
Monday: 9:00am to 5:00pm
Tuesday: 9:00am to 5:00pm
Wednesday: 9:00am to 5:00pm
Thursday: 9:00am. to 5:00pm
Friday: Closed

Lending Code of Conduct

Chestnut Hill College is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. In support of this, and to rule out any perceived or actual conflict of interest between college officers, employees or agents and education loan lenders, Chestnut Hill College has adopted the following:

- Chestnut Hill College does not participate in any revenue-sharing arrangements with any lender.
- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in Student Financial Services or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor, or servicer.
- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in Student Financial Services or is otherwise involved in the administration of education loans to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in Student Financial Services or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors in exchange for service on an advisory board, commission or other group established by such a lender, guarantor group of lenders and/or guarantors.
- Chestnut Hill College does allow for the reasonable reimbursement of expenses associated with participation in such boards, commissions or groups by lenders, guarantors, or groups of lenders and/or guarantors.
- Chestnut Hill College does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- Chestnut Hill College recognizes that a borrower has the right to choose any lender from which to borrow to finance their education. Chestnut Hill College will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- Chestnut Hill College will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans, or a preferred lender arrangement for Title IV loans.
- Chestnut Hill College will not request or accept any assistance with call center or Student Financial Services staffing.

Applying for Aid/Federal School Code

Applying for financial aid is easy at Chestnut Hill College. All students complete the online *Free Application for Federal Student Aid (FAFSA.)* The FAFSA is available online on October 1st for the next academic year. **A completed FAFSA is due each academic year by June 1st and is available by going to** https://studentaid.gov/**.** Be sure to include Chestnut Hill College's *Federal School Code* of **003245** on your application. *Chestnut Hill College's priority deadline for filing your FAFSA is March 15th. Filing after this day may delay packaging.*

Types of Available Aid

Grants: This is money awarded to a student to supplement their educational costs that, in most cases, does not have to be repaid. Grants are usually determined based on demonstrated financial need.

Scholarships: Another form of aid is often referred to as a scholarship. Scholarships are usually awarded competitively and reflect academic and athletic achievement or are based on financial need.

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

Student Employment: The Federal 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 monthly paycheck throughout the academic year, as it is earned. Since the Federal Work-Study award has an earning potential, it will not be deducted from the tuition invoice.

Sources

Federal: Federal financial aid, also known as Title IV aid, includes Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Federal Work-Study, Federal Direct Loans and Federal PLUS Loans. Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for federal financial aid. For more information regarding Federal aid programs, please visit https://studentaid.ed.gov/

State: Pennsylvania Higher Education Assistance Authority (PHEAA) sponsors the PA State Grant, a need-based state grant program for undergraduate Pennsylvania residents who will be enrolled at least half time. Pennsylvania residents who complete the FAFSA will automatically have their FAFSA information forwarded to PHEAA for determination of award eligibility. PA residents are also required to complete the State Grant form by visiting https://grantus.pheaa.org. PHEAA's deadline for first-time and renewal applicants is **May 1st.** The summer-term applicant deadline is **August 15th.** Some students from outside of Pennsylvania may receive funds from their state scholarship programs that can be used at the College. 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.
For more information regarding PHEAA, please visit https://grantus.pheaa.org.

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. Websites such as www.fastweb.com and www.scholarships.com are available to search for additional funding to help with educational costs**. Any outside scholarship or grant that a student receives must be reported to the Office of Financial Aid.**

Standard Academic Year

A Standard Academic Year for Financial Aid spans two semesters, beginning with the first day of Fall semester and ending the last day of the Spring semester, and includes a minimum of 30 weeks of instruction. Therefore, the 2026-2027 standard Academic Year begins on August 31, 2026, and ends May 12, 2027.

Summer sessions immediately following a Spring semester may be included in the Standard Academic Year if necessary; consult with the Office of Financial Aid for more information. A full-time student in the School of Undergraduate Studies is expected to complete at least 24 academic credits during the standard Academic Year.

Verification

We are pleased to announce we have established a partnership with INCEPTIA to expedite the federal verification process for Chestnut Hill College. **Verification Gateway (VG)** from Inceptia is an online portal to guide students and parents through verification.

If your FAFSA application is selected for verification by the U.S Department of Education, you will receive an email from VGCS@INCEPTIA.ORG, containing Chestnut Hill College's unique website link to start the verification process.

We encourage you to begin the verification process immediately upon receiving notification from Verification Gateway to ensure you receive your financial aid in time for payments. Failure to complete the verification process will result in the delay or denial of your financial aid.

Follow these steps to complete your verification.

- **Access** our school's unique website link in the email from VGCS@INCEPTIA.ORG
  or listed below.

- **Create** your account and choose preferences for text messages and e-signatures.
- **Complete** your Task List.
- **Confirm** your signature and review your information.
- **Sign** your account.

***If you are a dependent student, your parents also need to create their own account and complete each of these steps.**

No awarded Federal Financial Aid funds can be credited to the account until the verification process is complete. Should verification result in a change of awarded financial aid, the student will be notified via a revised award letter.

Adjustments to Financial Aid

All financial aid awards are subject to change. A change may be due to, among other reasons, a change of the student's enrollment status including withdrawal, non-attendance, or dismissal from the College; housing status; educational cost; or inclusion of additional financial aid from any source. Students must notify the Office of Financial Aid of any educational funding not listed on their award offer. The inclusion of such aid could cause the current financial aid award to be revised.

Over awards

An over award of financial aid occurs when all the financial aid received by a student exceeds the student's cost of attendance (COA). Federal regulations require institutions to consider all financial resources when calculating a student's eligibility. All received financial resources must be reviewed to ensure they fit within the student's established budget and do not exceed the cost of attendance (COA). Financial resources include but are not limited to:

- Grants
- Loans
- Scholarships
- Tuition discounts and waivers
- Fellowships/assistantships
- Work study
- Specific Veteran educational benefits
- Similar programs used to cover postsecondary educational expenses

How does an over award occur?

A student may be over awarded if the Office of Financial Aid is not made aware of additional financial resources at the time of packaging, or if a student's class load or housing status changes after packaging. Students are responsible for notifying the Office of Financial Aid of any additional aid they may receive. *To resolve over award, the Office of Financial Aid is required by federal regulation to determine if any aid needs to be reduced.* Any student account balance resulting from these adjustments is the student's responsibility.

Students planning to study abroad should meet with a financial aid counselor during the study abroad application period to determine if participation in a study aboard program will affect their financial aid package.

Statute of Limitations/Payment Period

The Office of Financial Aid cannot guarantee receipt of any financial aid from a FAFSA submitted within the last month of a payment period. A payment period is defined as the period during the school year when a student can receive a disbursement of financial aid funds; typically, this is a semester.

Satisfactory Academic Progress

Statement of Purpose: Students are required to maintain Satisfactory Academic Progress (maintain academic standing and make adequate progress towards degree completion) to retain eligibility for financial aid, including Title IV funding: Direct loans (student and parent loans), Pell grant, FSEOG grant, Federal Work-Study, State, and Institutional Aid. Per federal regulations, Chestnut Hill College will review Undergraduate students' academic records annually (at the end of each spring semester) to determine if students are able to retain eligibility for financial aid. Both full-time and part-time Title IV and non-Title IV recipients are subject to the Satisfactory Academic Progress (SAP) policy. *Students enrolled less than full-time must notify the Office of Financial Aid and may be subject to reductions in financial aid.*

Federal Regulations require that students who receive federal financial aid must continually maintain satisfactory academic progress toward their degree. Satisfactory academic progress is determined using both quantitative and qualitative measures, taken at the end of each academic year. These measures consist of three components; Pace (quantitative), GPA (Qualitative) and degree completion time.

Pace (Quantitative Measure)

- Undergraduate students must successfully complete 120 academic credits toward their degree to graduate. To meet financial satisfactory progress, a full-time student must cumulatively complete 67% of all credits attempted by the end of each academic year. This is approximately 10 credits per semester. Part-time students must also successfully complete 67% of all credits attempted, or approximately 5 credits per semester.
- Transfer credits accepted by Chestnut Hill College toward the student's degree are factored into their pace percentage.

GPA (Qualitative Measure)

- All students must achieve the following grade point average (GPA) to maintain financial aid satisfactory academic progress.
  - 1 to 24 credits must hold a GPA of 1.65
  - 25 to 59 credits must hold a GPA of 1.85
  - 60 or more credits must hold a GPA of 2.00

Degree Completion Time

- Financial Aid eligibility is terminated if a student takes longer than 150% of the established time to complete their course of study. Full-time undergraduate students cannot take more than six years or attempt more than 180 credits to meet their degree requirements. Eligibility for financial aid for part-time students and graduate students will be terminated if they take longer than 150% of the established time for their program of study.

Repeated Coursework

Courses being repeated are counted as attempted hours for financial aid purposes, but only one passing grade is counted towards the Career Earned Credits. Enrollment status for any semester (i.e., full-time, half-time) related to Financial Aid eligibility may be impacted by repeating courses. Please check with Financial Aid before repeating a course for which you have already received a passing grade and only wish to improve the grade.

Withdrawal

Please note that grades of *W* (Withdrawal), *WF* (Withdraw Failing), and *Grade+N* are not considered satisfactory completion of a course and are not *earned* hours. They will, however, count as attempted hours. Courses with a grade of *P, I, PI, W, AU,* or *NR* are not calculated in either the Term or Career GPAs, nor are any credits passed calculated in Earned Credits. The credits are, however, calculated in the Attempted Credits total. Courses with a grade of *Grade +* are not calculated in either the Term or Career GPAs; however, credits are calculated in the Attempted Credits total and the Earned Credits total if the course was completed successfully. Courses with a grade of *TR* are not calculated in either the Term or Career GPAs but are counted in both Attempted and Earned Credits. Incompletes (I) are counted as attempted if the final grade has not yet posted and earned hours once the final grade has been assigned to the course in question.

Transfer Students:

Transfer students are evaluated based on the number of hours accepted by Chestnut Hill College. Once the College has evaluated transfer credit, and the student has been awarded credit hours, then that student will fall under the exact quantitative and qualitative requirements as previously mentioned based on that designated classification. Transfer grades are not factored into the student's cumulative GPA for SAP proposes, but the overall hours attempted and hours earned (quantitative measures) do fall under the standards for SAP. The maximum time limits for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Chestnut Hill College.

Failure to Maintain Satisfactory Academic Progress

Students' satisfactory academic progress (SAP) is measured once per academic year, at the end of the spring semester. Students who do not meet **all** the SAP measures described above will be put on "Financial Aid Suspension," meaning they will not be eligible to receive federal or institutional aid for future semesters until they once again meet SAP measures.

Appealing the Financial Aid Measure of Academic Progress

Students may submit an **appeal application and supporting documentation** to the Office of Financial Aid if extenuating circumstances beyond their control prevented them from meeting the minimum standards of Satisfactory Academic Progress. SAP appeals must be submitted to the Office of Financial Aid **within three weeks of notification**. Acceptable appeal requests (per Federal Regulations) are allowable based on illness or injury, death of a relative, or other mitigating circumstances beyond the student's control.

It is imperative that any student not making Satisfactory Academic Progress understands that failure to submit a successful appeal for Financial Aid means that no additional financial aid will be awarded to that student for future semesters of enrollment unless the student regains good academic status without financial aid. Immediate action must be taken upon a student's receipt of the notification that the student is not making Satisfactory Academic Progress. **Incomplete appeals will result in a denial**.

The appeal request must include all documents that will provide the Appeals Committee with additional information pertinent to its review, including, but not limited to:

1. Chestnut Hill College Satisfactory Academic Progress Appeal Request (this form is provided with in the suspension notice) and must be signed by the student.
2. SAP Academic Plan – Completed/Signed by student and Academic Advisor or SCPS Administrator.
3. Signed statement from the student. The statement must include an explanation as to why the student was unable to make Satisfactory Academic Progress and explaining what has changed that will allow the student to make Satisfactory Academic Progress by the end of the following semester.
4. Supporting Documentation for extenuating circumstances (medical, death of a relative, etc.)

Note: Academic Plan for Improvement: If a student's financial aid is suspended, and the student chooses to appeal the suspension, they must complete an Academic Plan for Improvement as part of the appeal process. The student should contact the Office of Academic Advising to set up an appointment to develop an academic plan for meeting the minimum academic progress standards. The academic plan is a strategy that presents the student's goal to "get back on track" and meet the standards of Satisfactory Academic Progress (SAP) while completing degree requirements. The plan will have strict conditions that the student must follow to retain eligibility for financial aid. The Office of Academic Advising must endorse this Academic Plan for Improvement.

SAP Appeal Determination:

The Satisfactory Academic Progress Appeals Committee will review the appeal request form, the written statement, the Academic Plan, and any other submitted documentation to determine if the student can meet satisfactory academic progress standards by the end of the next term, get back on track to graduate, and thereby have their Financial Aid reinstated. All students will receive an electronic notification (in their CHC email) notifying them of the Committee's decision.

SAP 'Probation' (Appeal Approved): If an appeal is approved, the student's academic progress will be placed on 'Probation,' and the student's financial aid will be reinstated for their next term of enrollment. *Students are not guaranteed to replace any previously awarded financial aid (FSEOG, Federal Work-Study, or Institutional Aid) if an appeal is approved, as funds may no longer be available.*

Students will be reviewed again at the end of the next term to ensure satisfactory academic progress and the Academic Plan for Improvement. Students will be eligible for federal financial aid for the rest of the year if the standards have been met while on probation. Students who have not met the standards while on probation will be ineligible for financial aid for the remaining semesters of that academic year. Appeals are only valid for courses taken at Chestnut Hill College and are not retroactive.

SAP 'Suspension' (Appeal Denied): If the appeal is denied, the student will remain in a 'Suspension" status and will not be eligible for financial aid for the next academic year. PER THE ANNUAL SCHEDULE, their SAP status will be re-evaluated again after the spring semester. Students will remain in a 'Suspension' status until they re-establish Satisfactory Academic Progress. **Students will be subject to Chestnut Hill's tuition refund policy and should be prepared to pay such tuition, fees, and other educational expenses until they have been approved to receive financial aid.**

Students seeking to re-establish financial aid eligibility remain ineligible for financial aid/or deferment of payment until the appeal process is complete and the Satisfactory Academic Progress Appeals Committee has decided. The committee's decisions are final and cannot be appealed further.

If a student succeeds in bringing their standing to the appropriate level (re-establishing Satisfactory Academic Progress), they will regain eligibility for Federal Financial Aid by the next evaluation period. However, if a student regains financial aid eligibility and falls below the Satisfactory Academic Progress measures during the next evaluation period, a second Financial Aid 'Suspension' status will be applied, and the student will no longer be eligible for Federal Financial Aid.

Students may only appeal to have their financial aid reinstated twice. Students may not appeal for the same reason. Please remember that a re-appeal without new information or documentation from the original denial will not be accepted.
If a student falls below Standard Academic Progress measures for a **third** time or more, the student will be denied Financial Aid for any future enrollment period until Satisfactory Academic Progress has been made.
Students who formally withdraw from Chestnut Hill and are afterwards re-admitted will have their Satisfactory Academic Progress status continued at the same status from when they left the College.
If you have any questions regarding this policy or the appeal process, please get in touch with the Financial Aid Office at finaid@chc.edu.

Financial Aid Refund Policy

Return of Title IV Funds Policy

Overview

Federal financial aid ("Title IV funds") is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, they may no longer be eligible for the full amount of Title IV funds they were originally scheduled to receive. According to federal regulations, the Office of Financial Aid must recalculate Federal Title IV financial aid eligibility for students who withdraw from all courses, drop out, are dismissed, or take a leave of absence prior to completing more than 60% of a quarter/semester. Federal Title IV financial aid and all other aid are viewed as 100% earned after that point in time. Recalculation is based on the percentage of earned aid using the following Federal formula: Financial Aid determines the length of the scheduled term dates as defined by the Academic Calendar beginning from the first day of classes and ending on the last day of scheduled final exams for that term. The percentage of the payment period is the number of calendar days completed up to the student's withdrawal date. The number of calendar days completed is divided by the total calendar days in the payment period or term. Any break of five *consecutive* calendar days or more is not counted as part of the total days in the term. ***Calendar days are inclusive of weekend days***. The calculated percentage is the percentage of earned aid.

Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the quarter/semester for a student who leaves without notifying the institution. Chestnut Hill College is required to perform a Return to Title IV Calculation within 30 days of a student's official withdraw date. The Federal Title IV programs covered under this policy include Federal TEACH Grant, Federal Pell Grant, SEOG, Federal Perkins Loans, Federal Direct Loans, and Federal PLUS Loan (Graduate Student or Parent).

Also, all Chestnut Hill College institutional funds are subject to return based on the tuition refund percentage amount as published in the Academic Calendar. For example: if a student withdraws and owes 40% of the semester's tuition, 40% of the Chestnut Hill funding will be retained to help pay the student's remaining tuition bill. These funds include CHC scholarships/grants, endowed scholarships, departmental scholarships, and athletic scholarships. Returns of institutional funds are required for all withdrawals (voluntary or administrative).

The school returns "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs. No additional disbursements may be made to the student for the payment period.

Return of Funds

Federal Title IV financial aid is returned in the order mandated by the U.S. Department of Education. No program can receive a refund if the student did not receive aid from that program. Funds must be returned within 45 days after the date of withdrawal determination. Return of funds required by the student for unearned aid is returned (repaid) in accordance with the terms of the loan on the promissory note. The order is as follows based on aid offered at Chestnut Hill College:

1. Unsubsidized Direct Stafford Loan
2. Subsidized Direct Stafford Loans
3. Direct PLUS (Graduate Student or Parent)
4. Pell Grant
5. FSEOG
6. TEACH

Post-Withdrawal Disbursements

If it is determined that a student is eligible for Federal Title IV financial aid funds that have not been disbursed, grant funds that the student is eligible for will be disbursed first. Federal aid that the student is eligible for will be credited to the student's account for outstanding charges. If the student has no outstanding charges or if there is a credit due to the student after disbursement, Chestnut Hill College will notify the student in writing. If a student is eligible for a post withdrawal disbursement of loans, the student will be notified of their eligibility for the loans in writing. The student must respond within 14 days of the date of the letter as to whether they want all, part, or none of the loan(s). If the student fails to respond within 14 days, no post-withdraw disbursement of the loan will be made.

Before calculating the amount of financial aid that must be cancelled, the following is taken into consideration:

- If a promissory note for a Direct Loan has not been signed and submitted by the student prior to the withdrawal date, the loan (s) is automatically cancelled.
- If entrance counseling is not completed by the student before the withdrawal date, the Direct Loan is automatically cancelled.
- Students who have not completed verification prior to the withdraw date are not eligible for financial aid and are not included under this policy.

Determination of Withdraw Date

The withdrawal date used in the return calculation of a student's federal financial aid is the actual date of the student's formal withdrawal from the College or the date that the student initiates the withdraw process, whichever occurs first. If a student stops attending courses without notifying the College, the withdrawal date will be the midpoint of the semester or the last date of academic activity determined. Additional documentation supporting the last date of academic activity may be provided by the student if they verify a later date of attendance than determined by the College. If a student receives financial aid, but never attends classes, the Office of Financial Aid must return all disbursed funds to the respective federal and institutional aid programs.

Return of Funds Due to Non-Attendance & Administrative Withdrawal

In accordance with the School of Undergraduate Studies policy on Administrative withdrawals, if it is discovered that a student never began attendance for any of their classes, the College will retroactively drop the student from all of their courses. If it is determined the student never began attendance, the Office of Financial Aid is required to return any Title IV funds that may have disbursed to the student's account for the payment period or period of enrollment. The College is required to return disbursed funds no later than 30 days after the college is made aware that the student never began attendance.

If it is discovered that a student has stopped attending all of their courses at any point in the payment period or period of enrollment, they may be administratively withdrawn from all of their courses based off of their last date of attendance. Financial aid may be required to perform a Return of Title IV calculation if it is determined that the students last date of attendance occurred prior to them completing 60% of the semester.

Students Who Receive All Failing Grades at the End of a Term (Semester)

Financial aid is awarded under the assumption that the student will attend Chestnut Hill College for the entire term for which financial assistance was disbursed. When the student has a combination of fail and withdraw grades for the term, Chestnut Hill College must consider the student as an unofficial withdrawal until determined otherwise. When the student has failed to earn a passing grade in *at least one class* for the term, federal regulations require the school to determine whether the student established eligibility for funds disbursed by attending at least one class or participating in any College academic-related activity. If the school cannot verify that the student attended Chestnut Hill, all financial aid must be repaid to the federal, state and institutional programs. The student's account will be charged, and the student will be responsible for any balance due.

Chestnut Hill will automatically determine the unofficial withdraw date as mid-point date in the semester or the last date of academic activity that the College can confirm for the student (whichever is the latter) and perform a Return to Title IV (R2T4) Calculation. Any relevant federal, state, and institutional funds will be returned to the respective programs, and the student will be responsible for any balance due to Chestnut Hill.

If the student can prove to have participated in a Chestnut Hill College class or academic-related activity past the 60% date, the student will not be required to return any disbursed financial aid. Students who are able to verify attendance beyond the College's records may submit supporting documentation to the Office of Financial Aid. The student must submit supporting documentation within 30 days from the last date of the term. Recalculations for aid eligibility will not be performed for documentation received after that date.

Return of Title IV Funds — Modular Programs

Overview

These regulations aim to provide for more consistent and equitable treatment of students who withdraw from a program measured in credit hours, regardless of whether courses in the program span the entire term or consist of shorter modules or 'sessions. Students in the following programs will be impacted:

- Students in the School of Continuing & Professional Studies program
- Graduate Students who are enrolled in coursework that fall under the Accelerated Schedule as defined in the Graduate Catalog

Regulatory Requirements:

A student is considered to have withdrawn from a semester in which the student began enrollment if the student withdraws from any scheduled courses or 'sessions' without completing:

- All the days the student was scheduled to complete in the semester, in a credit-hour program.
- If a student does not resume attendance within the scheduled timeframe, the student is considered to have withdrawn as of the date on which attendance ceased.
- The student does not successfully complete one or more modules that, together, comprise at least 49% of the days in the payment period.
- However, if a student provides written confirmation (Confirmation of Future Enrollment Form) through Chestnut Hill College's Office of Financial Aid at the time of withdrawing from a session stating that the student *plans to attend* another session later in the same semester, that student is not considered to have withdrawn. If a student does not provide written confirmation of plans to return to school later in the same term (semester), Chestnut Hill College's Office of Financial Aid must consider that student to have withdrawn and will perform a Return to Title IV (R2T4) calculation to determine if any funds must be returned.

PA State Grant

PA State Grants are retained at the same percentage rate as Chestnut Hill funds.

Safety and Campus Security

Emergencies: 7777 (on-campus) or 215.242.7777 (off-campus).

The safety and security of all who live, work, and visit Chestnut Hill College is of paramount importance to the entire College Community. The Department of Safety and Campus Security is primarily concerned with providing the highest reasonable level of security on the 75-acre campus. Members of the community share this responsibility. This shared responsibility is a very important element of an overall safe learning environment. The Department of Safety and Campus Security reports to the Dean of Student Life, and consists of a Director, Assistant Director and over 40 full-time Security Officers. The Director of Safety and Campus Security also assists in managing the on-campus parking.

Chestnut Hill College Security Officers are both CPR- and AED-certified and have undergone training in specialized course offerings for higher education. Security Officers do not carry firearms. Criminal investigations are conducted by the Philadelphia Police Department, which is responsible for coverage at the College. Victims of campus crimes and other criminal activity are encouraged to, and readily assisted in, reporting incidents to the local police.

Buildings and residence halls are monitored by security personnel on a 24-hour basis. The buildings and residence halls are equipped with state-of-the-art security and fire alarm systems. Fire safety drills comply with Philadelphia Fire Department regulations. Alarms, sensors and fire equipment are cleaned, inspected and certified annually in compliance with the Philadelphia Fire Code.

Several patrol areas are included in the security operation including vehicles as well as foot patrols. Officers utilize an electronic tour watch device that provides accurate documenting times and locations of their patrols. During these patrols, unsafe conditions are promptly reported, and the appropriate campus department is notified for corrective actions to be undertaken. Emergency lighting and phones are surveyed regularly.

Chestnut Hill College's Department of Safety and Campus Security lives by its Mission Statement and is committed to high standards of quality in promoting a safe and problem-free educational environment. The College is a charter member of the Delaware Valley Campus Security Director's Association. This institution meets the *Commonwealth of Pennsylvania Act 73*, the *College and University Security Information Act* and the *Federal Crime Awareness and Campus Security Act of 1990.*

Identification Cards

Photo ID cards are available through Campus Security at the Security Operations Center, Lower Level of Fontbonne Hall. In an effort to provide adequate security, students must carry their ID cards at all times. ID cards are non-transferable and, upon request, must be surrendered to authorized personnel, e.g., security officers in the performance of their duties. An 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. ID cards are also required for entry/exit documentation via the Access Control Systems installed in every residence hall. There is a fee to replace lost or damaged ID cards.

Visitors

All visitors to campus must be registered with the Security Desk at the entrance of Fournier Hall. Visitors must be with their sponsoring member of the College community at all times. Visitors are not permitted to be alone on campus at any time and infractions of this instruction will be treated seriously.

Chestnut Hill College does not provide childcare services. Children may not be left unattended on campus at any time, for any reason. Children brought as visitors to campus must be signed in at the Security Desk and must remain with their sponsoring member of the College community at all times.

Student Life and Resources

Chestnut Hill College has the unique advantage of being an urban school in a suburban setting and the College and the city share a vibrant and varied cultural and social life. The campus comprises 75 acres of trees, groves, and buildings. The Chestnut Hill shopping area is less than a 10-minute walk from campus.

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 train.

Health Insurance

Students are responsible for providing their own health insurance, whether by parent/guardian's health coverage or their own election into a plan. The College does not require students to provide proof of health insurance coverage regardless of whether students are living on campus or commuting. Additionally, the College does not provide health insurance coverage to students. The Health Office on campus is equipped to treat minor illnesses and injuries and is available to undergraduate students through the Health Services Fee.

Please review healthcare.gov for more information about health insurance resources. When deciding whether or not to purchase health insurance, students should consider the potential costs of an unexpected visit to the ER or a doctor. Pulling information from a Medical Expenditures Panel Survey, done by the National Institutes of Health, data shows that an average charge for a "simple" ER visit is $1,233. When making an important financial decision such as purchasing health insurance, students are encouraged to consider possible long and short-term consequences. Students should consider consulting with family and/or trusted individuals when making this important decision.

Athletic Programs

Lower Level, Fournier Hall

Telephone: 215.248.7060. Fax: 215.248.7047. Website: griffinathletics.com

Chestnut Hill College's athletic programs are an ideal complement to the students' academic experience. The College offers opportunities to achieve athletic and personal goals through intercollegiate athletics, fitness and recreation. Whether through recreational programs or competing on one of the Griffins' intercollegiate teams, students of all interest and ability levels discover the benefits of an active lifestyle in developing a well-rounded experience.

The College offers eighteen intercollegiate varsity sports programs for men and women, and is an NCAA Division II institution competing in the Central Atlantic Collegiate Conference (CACC), the East Coast Conference (ECC) and the Collegiate Sprint Football League (CSFL)

Fall:
Men's Cross-country
Women's Cross-country
Men's Soccer
Women's Soccer
Sprint Football
Women's Tennis
Volleyball

Winter:
Men's Basketball
Women's Basketball
Women's Bowling

Spring:
Baseball
Golf
Men's Lacrosse
Women's Lacrosse
Softball
Men's Tennis
Outdoor Men's Track and Field
Outdoor Women's Track and Field

Office of Mission and Ministry

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. The College nurtures a sense of integrity, spirituality and social justice in all.
St. Joseph Hall, 3rd Floor

Animated by the mission of the Sisters of Saint Joseph, Campus Ministry empowers students, faculty, and staff to create an inclusive community of belonging, rooted in faith that is integrated into their daily life through experience, discernment, and the promotion of justice. Offering opportunities to engage both heart and mind, Campus Ministry seeks to give students a groundwork to discover who they are and who they're becoming through opportunities for spiritual formation and justice education.

Ministry Team

Anna Ryan-Bender, Vice President for Mission & Ministry, Telephone: 215.242.7993. Email: ryan-bendera@chc.edu. Office SJ 339
Becky McIntyre, Campus Minister, Email: mcintyrer@chc.edu, Office SJ348
Sister Lisa Olivieri SSJ, CHC Pantry Coordinator & ASEC Contact lolivier@chc.edu
Kim Walczak, Director of Diversity, Equity, and Inclusion WalczakK@chc.edu, SJ204
Vacant, Director of Institute for Forgiveness and Reconciliation (Contact Anna)

All members of the faculty, staff and student body seeking to engage our mission and the legacy of the Sisters of Saint Joseph are welcome to contact the Office of Mission and Ministry. The Office has four main programs: Campus Ministry; the CHC Pantry, Diversity, Equity & Inclusion; and the Institute for Forgiveness and Reconciliation. Connect with us to request collaboration on presentations, facilitated conversations, service opportunities, justice immersions, and reflective retreats, both inside and outside the classroom.

We encourage all members of our college community to freely use these spaces on our campus:

- CHC Pantry, St. Joseph's Hall 1st Floor
- Carlino Chapel, Fournier Hall 1st Floor
- Interfaith Prayer Room, Clement Hall 218
- Campus Ministry Lounge, St. Joseph's Hall 337
- Garden of Forgiveness, St. Joseph's/Fournier Hallway

Website: https://www.chc.edu/mission-and-ministry/mission-ministry Instagram: @chcmissionandministry

Student Government Association

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.

Emergency Cancellation of Classes (Weather)

As Chestnut Hill College is a residential campus, every effort will be made to keep the business of the College running as close to a normal schedule as possible; however, if weather factors are unfavorable and not expected to improve, classes normally will be cancelled for the day. If there is a good chance that conditions will be acceptable by mid-morning, the opening of the College will be delayed.

Daytime Operations

If weather conditions are unfavorable, classes and offices may move to remote delivery or be cancelled/closed for the day.

Announcement of Weather Delays

Weather-related delays will be announced using the College's Emergency Notification System. In order to sign up for notifications please go to: https://www.chc.edu/safety-and-security/emergency-and-closing-notifications. Information will also be announced on the College's website, and on the KYW School Closing website. The KYW number for daytime classes (before 5p.m.) is 126.

Delays will be coordinated with day class schedule. Classes scheduled to begin at or after the delayed opening time will meet as scheduled. Faculty teaching classes that extend over more than one block in the schedule should take care to announce these guidelines at the beginning of the semester and if and when there is advance warning of a storm. In the case of an announced delayed opening, if the situation should worsen and if a subsequent decision is made to cancel classes or close the College, an announcement will be made as soon as possible. Chestnut Hill College faculty, staff and students are therefore advised to check announcements frequently, prior to departing for school or work and while in transit. Should a weather event occur in the middle of a work day and class sessions, early closings will be announced using the same notification procedures. However, due to

regional differences in weather conditions, your safety and welfare are paramount. Please take appropriate precautions, when necessary.

Students should consult their faculty members and/or review the announcements on their course site on Canvas for information regarding any in-person class that has been cancelled.

Evening Classes (after 5p.m.)

When adverse weather conditions develop during the day, the College will decide to move to remote delivery or cancel in-person evening classes no later than 3p.m. This information will be made available through the College's Emergency Notification System, via e-mail, and will also be announced on the College's website, and on the KYW School Closing website. The KYW number for evening classes is 1094. Closing information for Saturday classes will be reported in a similar manner.

Evening classes scheduled in-person at off-site locations will be cancelled if CHC and/or the off-site locations close. If the College is open, faculty, staff and students are expected to report to campus. However, due to regional differences in weather conditions, your safety and welfare are paramount. Please take appropriate precautions, when necessary.

Staff Information

In the case of a delayed opening, employees are expected to arrive at work as soon as the College is open or at the beginning of their normal work shift, whichever is later.

When the College is open, all students and employees are expected to report to campus. Appropriate precautions should be taken, such as an earlier-than-usual departure from home to compensate for travel delays. Please refer to the Inclement Weather Policy found in the *Employee Handbook.*

Campus Student Activities Programming

At times, previously scheduled on-campus student life activities and events will continue to be held even when the College is closed. Chestnut Hill College students, faculty and staff should check the Calendar for campus programming updates.

Campus Bookstore

St. Joseph Hall, Lower Level, down the ramp to the right of the Commuter Lounge
Telephone: 215.248.7150. Fax: 215.248.7156. Email: sm8127@bncollege.com. Website: https://chc.bncollege.com.
Instagram: @chcbkstore
Bookstore Regular Hours are Monday-Tuesday 9am-6pm; Wednesday-Thursday 9am-5pm; Friday 9am-4pm; Saturday and Sunday CLOSED. Special Extended Hours for events and first week of classes will be noted on the website.

The CHC Bookstore, managed by Barnes & Noble College, is your hyper-local retail solution for a variety of on-campus needs. The bookstore offers course materials, school supplies, snacks and drinks, health and beauty items, and a selection of CHC spirit gifts and clothing. Available course materials include traditional textbooks (new, used, rentals), eBooks, courseware, and OER. Students may use financial aid funds to purchase textbooks and school supplies. The bookstore is equipped to offer contactless payment and receipts.

Academic Computer Resources

Telephone: 215.242.7195. Email: helpdesk@chc.edu.
Once enrolled, students are given a personal account on the College network, giving them a CHC email address and access to the Internet. All students must agree to abide by the College's rules and policies regulating the use of College computer resources.

Microsoft Windows-based computers are available for student use on a walk-in basis during posted day and evening hours. Students may take advantage of the state-of-the-art software for purposes such as word processing, statistical analysis, graphics, desktop publication, database manipulation, web page editing and web browsing over the Internet. Laser printers are available for high-quality printed work.

The Devlin Video Production Suite in Martino Hall is an extension of the Academic Computer Center. This facility houses a video editing laboratory, a television production studio and control room, a video production classroom and office. Students may also sign out camcorders and tripods for various classes as needed. Several laptop computers are also available for students to borrow for editing projects.

Hours

Hours are subject to change due to holidays and other scheduling considerations. For the latest, most up-to-date lab schedule information, check the schedule posted on the door of the Computer Center.

Monday through Friday - 8:00am to 11:00pm
Saturday- 9:00am to 5:00 pm
Sunday - 11:00am to 11:00pm

Counseling Center

St. Joseph Hall, 3rd Floor, Room 345
Telephone: 215.248.7104. Email: kennedys@chc.edu
The Counseling Center offers free, short-term individual therapy to students in the Schools of Undergraduate, Graduate and Continuing Studies during the fall and spring semesters. Counseling staff can also consult with students, staff, and faculty. Workshops are offered to address students' interests and needs. Students may use the Counseling Center at all times they are enrolled at the College.

In general, counselors see students once a week for a fifty-minute session. In addition, counselors reserve time every day to see any student in crisis needing immediate attention. The College also provides 24-hour emergency coverage when the School of Undergraduate Studies is in session.

The Counseling Center is completely confidential, except in cases of life-threatening emergency (the threat or attempt of suicide, and the threat of seriously injuring another person, for example) or when we are legally required to report abuse of a minor. Except in these extraordinary circumstances, neither what is discussed nor any of the required written records are shared with anyone - including roommates, parents, friends, faculty, and staff - without the student's written permission.

To schedule an appointment, please call 215.248.7104, or email kennedys@chc.edu or counselingcenter@chc.edu or stop by and fill out the blue form, *Request to See a Counselor*. In the event of a mental health emergency, call 911 or go to the nearest hospital emergency room, or call the *National Suicide Prevention Hotline* at 1.800.273.TALK (8255).

Sheila Kennedy, SSJ, PhD, Psychologist
Director of the Counseling Center
St. Joseph Hall, Room 345
215-248-7104 ext. 2
kennedys@chc.edu

Lisa J. Johnson, PsyD, Counselor
Counseling Center Therapist
St. Joseph Hall, Room 343
215-248-7104 ext. 3

Eileen Jude Wust, SSJ, MS
Counseling Center Therapist, Case Management Services
St. Joseph Hall, Room 343
215-248-7104

Teaching and Learning Centers

St. Joseph Hall, 2rd Floor.
Telephone: 215.248.7013. Fax: 215.248.7019.
The Teaching and Learning Centers are made up of the World Language Resource Center, Teaching and Learning Center, Math Resource Center and Writing Center. Centers are open during the Fall and Spring as defined by the School of Undergraduate Studies Academic Calendar and are available at no charge to currently enrolled Undergraduate students. For appointments, please contact the Center directly.

Center for Accessibility and Learning Services (CALS)

St. Joseph Hall, 2nd Floor
Telephone: 215.753.3655. Fax: 215.248.7019. Email: cals@chc.edu
Saundra Freedman, Director. Email: freedmans@chc.edu
Julia Dugan, M.Ed., Assistant Director of Neurodiversity Initiatives. Email: duganj@chc.edu
If you are a student who has any kind of disability [learning, emotional, physical, or cognitive] and you need accommodations to increase your access to the college environment, Chestnut Hill College is consistent with federal, state, and local laws (Section 504 and ADAAA) to provide reasonable accommodations to students with disabilities. In order to disclose a disability to receive accommodations under the law, students should contact the Center for Accessibility and Learning Services, located in St. Joseph Hall, room 240 by emailing the Director of the Center, Saundra Freedman, at cals@chc.edu by calling 215-753-3655. Disclosure of

a disability is voluntary and confidential. Students can also visit CALS online at https://www.chc.edu/learning-and-resource-centers/center-accessibility-and-learning-services.

World Languages Resource Center

The World Languages Resource Center offers individual and group tutoring to students studying world language at Chestnut Hill College: French, German, Italian, Latin, Russian and Spanish. Resources include supplemental materials such as books, DVDs and a library of classic and modern films. Contact Dr. Ines Mula Garrido, for more information. Email: mulagarridoI@chc.edu.

Mathematics Resource Center

Located on the 3rd Floor of St. Joseph Hall, the Math Center serves as a resource for students seeking help with their Math or Math-related courses. The Center hosts Math workshops and conducts Math Placement testing for all students. The Center is staffed by professional and student tutors at posted times. Students seeking help may make an appointment or stop in whenever the Center is open. In addition to individual and small group tutoring, software programs, math web sites, books, and practice worksheets are available in the Center for student use. Contact Thomas Epp, Director of the Math Resource Center, for more information. Telephone: 215.248.7088. Email: eppt@chc.edu.

Writing Center

Located on the 3rd Floor of St. Joseph Hall, the Writing Center serves as a resource for students seeking help with all areas of writing. All writers – even very advanced ones – benefit from having a kindly-but-critical reader to review their work and offer suggestions for improvement. Whether you are staring at an assignment and trying to figure out how to get started or putting the final polish on an assignment you've been carefully crafting for weeks or months, a writing tutor can help. Writing tutors provide constructive feedback and guidance to writers across the college on all stages of the writing process. Appointments are preferred, but walk-ins are welcome. Contact Jaime Longo, Director of the Writing Center, for more information or to make an appointment. Online Resources: https://chcollege.instructure.com/courses/8619 . Email: longoj@chc.edu. Telephone: 215.248.7114.

Student Learning Services Center

Located on the 2nd Floor of St. Joseph Hall the Student Learning Services Center offers techniques to maximize study time by learning effective and efficient college study strategies in addition to tutoring for subjects not covered by a dedicated Resource Center. Requests for tutoring may be made in the office or by emailing tutor@chc.edu.

Dining Services

Desiree Johnson, Director of Dining Services
Fournier Hall, 1st floor.
Telephone: 215.753.3605. Email: JohnsonD2@chc.edu. www.dineoncampus.com/chc.
At Chestnut Hill College, providing food for our students, faculty and staff is only part of the equation; it's important to make sure that everyone eats well, too. A variety of meal plans are offered, as well as a wide array of food that not only emphasizes nutritional value, but also creativity, convenience, and taste. After all, food is not just meant to be eaten, it is meant to be enjoyed! For more information on dining choices, locations, healthy options and, and catering services available at the College, please visit https://dineoncampus.com/CHC.

Dining and Vending Locations

The Dining Hall is located on the 1st Floor of Fournier Hall and meals may be purchased by either cash or points. An ala carte café, The Griffin's Den, is located on the Lower Level of Fournier Hall. Hours and prices are listed at both locations. The McCaffery Lounge features the McCaffery Café, which is located on the first floor of Fournier Hall and offers upscale coffees, smoothies, cold beverages, salads and sandwiches. Hours and prices are posted. Vending machines are located on the the 3rd Floor of St. Joseph Hall; and on the Lower Level of Fournier Hall just outside the Mail Room. The Bookstore also sells an assortment of drinks and snacks.

Health Services

Nicole Sadler, RN, MHSA, Director of Student Health
Located on the 1st floor of Fitzsimmons Hall. Telephone: 215.248.7111-3. Fax: 215.753.3663. Email: studenthealth@chc.edu
Campus Emergency: x7777 (from any campus phone) or 215.242.7777 (off campus)

Chestnut Hill College's Health Services is an integral part of the college community providing care to students during times of illness, making recommendations for health maintenance, and providing programs throughout the year on health-related issues. The Student Health Services Office is staffed by registered nurses and a certified registered nurse practitioner. No appointment is needed. All undergraduate students are eligible to utilize Health Services.

Services available to students include but not limited to:

▪Assessment and treatment of acute illnesses
▪Physical exams (*not for college entry)
▪Order and interpret laboratory and diagnostic testing (such as x-rays) as needed
▪Prescribe and manage medications; provide over the counter medications
▪Referrals to specialists and other healthcare providers as needed
▪Health information and programs
▪Nutrition Counseling

International Student Services

Christopher Callas, Associate Director of the Global Education
Fournier Hall, Room 136
Telephone: 215.248.7007. Email: callasc@chc.edu
Chestnut Hill College is authorized under federal law to enroll F-1 nonimmigrant students. The Office of Global Education advises international students and provides information on American academic procedures as well as on U.S. immigration and visa requirements. International students maintaining F-1 visa status are required by law to be enrolled full-time throughout the duration of their programs of study. Exceptions to the full-time requirement are rare and must be authorized by the Global Education Office prior to the change in enrollment status.

Career Development Office

Third Floor, St. Joseph Hall
Telephone: 215.248.7126. Email: careerhelp@chc.edu.
The Office of Career Development at Chestnut Hill College provides information and guidance on careers, professions, employment, networking opportunities and graduate school guidance for current and prospective students as well as alumni. Workshops are offered on resume writing, interviewing and job-search skills. The Office is open weekdays from 8:30am until 4:30pm; other hours are available by appointment.

Staff

Nancy Dachille, Director of Career Development. Telephone: 215.248.7048. Email: ndachill@chc.edu
Andrea Deering, Associate Director of Career Development. Telephone: 215.248.7109. Email: deeringa@chc.edu

Programs/Resources

FOCUS is a self-paced, online career and education planning tool for use by college students. It will enable the student to self-assess career-relevant personal qualities and explore career fields and major areas of study that are most compatible with the assessment results. Students who use FOCUS make better decisions about their goals and plans and learn how to self-manage their careers.

Career Readiness is offered throughout the course of the student's college life by way of workshops which address interviewing, résumé building, and other career topics. Students also have access to **RATE** which is a digital self-assessment tool that helps students log and describe the value of career readiness experiences within their courses and co-curricular activities as they Reflect on the experience, Articulate how those experiences helped them develop competencies, Translate how those competencies are of value in professional contexts, and Evaluate their level of readiness in those competencies that employers seek from applicants

Microsoft Viva Engage is a communication platform that allows everyone at Chestnut Hill College to connect through communities. Career Development created communities for each academic center. These virtual groups will share job postings, internship openings, career fairs, and resources directed to students with specific majors. Members can network, participate in discussions, and get advice on career development.

These groups are meant to supplement the events and job/internship opportunities found on Handshake.

Students can access the **Career Development virtual site** on my.chc.edu. This site offers information about career planning and assessment, job/internship searching, résumé and cover letter writing. During the academic year, the office sends out a Career Weekly Newsletter via email to all students, faculty, and staff. In the newsletter you can find job and internship opportunities, as well as career events.

Student Activities Office

St. Joseph Hall, 3rd floor
Telephone: 215.753.3648. Email: activities@chc.edu

Hours

The office is open Monday through Friday 8:30am to 4:30pm and sponsors on-campus programs and performances including comedy shows, concerts, guest speakers, movie nights, game shows, and leadership development opportunities. They also arrange trips to Baltimore, New York, and other destinations in the Philadelphia area. In addition, the office offers the IDEAS Leadership program, opportunities for commuters, the CHC Bike Share, and the *Fall in Love with Philly* ticketing program.

They also serve as the home for many academic interest groups, drama and music groups, cultural organizations, yearbook and newspaper staffs, and community action groups. While not comprehensive, this list includes:

Anime Club
Archery Club
Art Club
BeatLab
Black Student Union
Chestnut Hill Activities Team
Chestnut Hill Cheerleading
Chestnut Hill Quidditch Team
Chestnut Hill Science Society
Chestnut Hill Television
Council for Exceptional Children
Dungeons and Dragons Club
Gaming Club
Global Student Association
HERO
High Technology Crime Investigation Assoc.
History Club
La Voz Latina
Student Government Association
Student Political Science Association
The Grackle (Literary Journal)
The Griffin (Student Newspaper)

Library Services

Logue Library, Main Campus on the Circle.
Telephone: 215.248.7050. Email: Librarians@chc.edu.
Chestnut Hill College's Logue Library tailors its collection to serve students, faculty, staff, and visitors. Using the library's resources and services, patrons conduct academic research online or onsite, search for personal enrichment or enjoy popular books and films. The library building offers an environment where patrons can learn, discover, and meet their academic and personal goals. Librarians are ready to assist on site or through virtual reference.
Logue Library houses 90,000 titles in print format, as well as over 100,000 electronic titles. In addition to the circulating materials, there are numerous research opportunities using electronic databases such as *PsycINFO, Westlaw, JSTOR, ProQuest One Academic, and Kanopy.* Registered patrons may access the catalog at https://www.chc.edu/academics/logue-library/.

Along with a rare books collection that features British literary works and early Catholic liturgical music, Logue Library boasts an Irish Collection specializing in history and literature, while the Brimmer Collection houses books for children. Books in the main collection are classified according to the Library of Congress Classification System, while the Brimmer Collection uses the Dewey Decimal System.

To borrow books or reserve materials, all students MUST show a current College ID.
Non-CHC members must present a photo ID upon entrance at the front desk.
To request research assistance or to borrow a book, please email your request at librarians@chc.edu

Hours in Fall and Spring

Check the library website for current hours https://www.chc.edu/academics/logue-library/

Staff

Kathy Moser, MLS, Director for Library & Information Resources, Telephone: 215.248.7055 Email: moserk@chc.edu
Gail Cathey, MLS, Print Resources Manager. Telephone: 215.248.7053 *Email: gcathey@chc.edu*

Online Learning

Chestnut Hill College offers courses across the curriculum in both hybrid and asynchronous formats. At this time, no major is available completely online. Further questions about specific courses offered online can be directed to the Canvas Help Desk (canvashelp@chc.edu).

Lost and Found

Items that are found on campus should be turned in to the Security Desk at the entrance of Fournier Hall.

Office of the Registrar

St. Joseph Hall, 3rd Floor East Wing.
Telephone: 215.248.7005. Email: registrar@chc.edu.
The Office of the Registrar provides support to the faculty, staff, students, alumni, and the general public in regards to academic policies, guidelines, and procedures enacted and enforced by the federal government through the *Family Educational Rights and Privacy Act of 1974* (FERPA); accrediting agencies; the Chestnut Hill College Board of Directors; and the College's administration and faculty members. The Office of the Registrar is responsible for upholding and applying the Academic Missions of all divisions as they relate to academic data and is also the central repository for that data.

Office Hours

Regular Hours:
Monday: 8:30am to 5:00pm
Tuesday: 8:30am to 5:00pm
Wednesday: 8:30am to 5:00pm
Thursday: 8:30am to 5:00pm
Friday: 8:30am to 5:00pm

Summer Hours:
Monday: 8:30am to 5:00pm
Tuesday: 8:30am to 5:00pm
Wednesday: 8:30am to 5:00pm
Thursday: 8:30am to 5:00pm
Friday: 8:30am to 1:00pm

Staff

Christina Tomaselli, Registrar. Telephone 215.248.7005. Email: TomaselliC1@chc.edu
Kelly Evans, Transfer and Technology Coordinator. Telephone 215.248.7094. Email: Evansk@chc.edu
Marie Scheetz, Associate Registrar (School of Continuing and Professional Studies). Telephone: 215.248.7064. Email: Scheetzm@chc.edum
Melanie Jackson-Panichelle, Associate Registrar. Telephone 215.248. 7069. Email: Jackson-panichellem@chc.edu
Julie Cruikshank, Assistant Registrar. Telephone 215.248.7161. Email: Cruikshankj@chc.edu

Grade Reports

Reports for either Mid-term or Final grades are available to current students without Holds on the My CHC Portal - **https://my.chc.edu**. No unsolicited grade reports are mailed. Requests for mailed grades must be made in writing within 2 calendar weeks of the end of the semester. Former students and alumni wishing to view their grades must request an official transcript. Parents wishing to have grades mailed to them must make the request in writing and must be listed on the student's account as a FERPA waived-contact. Mail requests to: Office of the Registrar, 9601 Germantown Avenue, Philadelphia, PA 19118 or fax to 215.242.7714. Requests should include the student's name and ID number and must be signed by the parent. Please allow 7 - 10 days for processing via US mail. Grade reports will not be emailed or faxed.

Transcripts and Diplomas

The Office of the Registrar prints official transcripts for students in any division, and diplomas for undergraduate and graduate alumni. Transcripts and diploma reprints or duplicates must be requested in writing and there is a fee associated with either request. The Office of the Registrar does not issue unofficial transcripts. A business, health services, library, or athletic hold will prevent the release of either document. These obligations must be satisfied before transcripts or a diploma will be issued. To make a request, print the applicable request from www.chc.edu/registrar and either bring it to the office, fax it, or mail in with required payment as outlined on the request form. Transcripts usually take 5 – 7 days for processing; diplomas take 3-4 weeks.

Enrollment/GPA Verification

Chestnut Hill College is a member of the *National Student Clearinghouse*, a non-profit organization that updates federal loan agencies with Full- or Part-time status information for all currently enrolled students. However, if a paper enrollment or GPA verification is needed, it may be obtained in the office. There is no fee for this service but a signature is required for the release of the information and processing will take 2 - 3 days. Requests for letters may be made online at www.chc.edu/registrar.

Mailing Address

Please address all postal correspondence to: Office of the Registrar/9601 Germantown Avenue/3rd Floor SJH/Philadelphia, PA 19118.

Academic Programs, Policies, and Procedures

Minor Studies

- Students must earn a minimum grade of C- in all classes in a minor in order to be awarded the minor.
- A minor chosen by a student must include at least two courses not already applied to his/her major, other minors, or core requirements.
- The only courses that may be graded pass/fail are practicum, internship, or courses deemed eligible at the discretion of the Center.
- Students may declare up to three minors. A student may use a maximum of two transfer courses toward the requirements for a minor.

Experiential Education

- Students must be in satisfactory standing with a minimum GPA of 2.0 overall for internship.
- Students may complete up to 12 credits of experiential education (internship and/or co-op) as part of the 120-credit graduation requirement Core Curriculum.

Core Curriculum

Chestnut Hill College's CORE Curriculum, approved by the faculty and revised in 2022, is designed to provide students with a meaningful education that is rooted in the 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 Student Learning Outcomes adopted by the Chestnut Hill College community are addressed and assessed across CORE requirements.

CORE Curriculum for Associate of Arts in Liberal Arts, and Associate of Science with a concentration in Life Sciences

This CORE curriculum will be required for all Associate's degrees offered in the School of Undergraduate Studies. It is composed of 27 credits; nine courses are required for the CORE and the additional courses are taken in the area of concentration.

Every course taken for the Associate of Arts (AA) or Associate of Science (AS) CORE completes a requirement in the CORE for the Bachelor's degrees.

Required Courses (6):

- WCHC 101
- LADS 120
- ENGL 101
- ETHICS
- GLST 201
- RLST 100 level

Four additional courses chosen from the Inquiry areas [no two courses from the same category; no course from the *category* that includes the *area of concentration*]:

- Arts & Creativity
- Scientific Investigation
- Quantitative Literacy
- Meaning & Interpretation of the Human Experience
- Analysis of the Social World
- Civic Life & Engagement

CORE Curriculum for Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing

The CORE Curriculum as it appears here applies to students who matriculated in August of 2022 and to all future classes unless noted in the Catalog for the matriculation year. This includes first-year students and transfer students, with fewer than 15 credits, who do not have "CORE-to-CORE" status. Students currently enrolled as of August 2022 also follow the CORE Curriculum in this catalog; however, these students may substitute CORE requirements from the catalog of their matriculation year with approval of their advisor.

Chestnut Hill College's core curriculum provides students with a well-rounded education that includes breadth of knowledge in different disciplines, accountable skill development, and opportunities for interdisciplinary and community-engaged learning experiences.

The core consists of approximately 39 credits out of the 120 credits needed to graduate.

At the discretion of the Registrar working with the IDHP Program director and student advisors, IDHP seminars may fulfill certain core requirements for students who have left the IDHP or others who have received permission to take an IDHP seminar.

The Core Curriculum is broken into 3 sections: A) Discovery Curriculum, B) Mission Curriculum, and C) Inquiry Curriculum

A. DISCOVERY CURRICULUM:

Prepares you to launch into your college career by familiarizing you with the college, college-level work and responsibilities, and reviewing and renewing vital technology and communication skills that will help you over the next four years and beyond.

1. **WCHC-101: Welcome to CHC.** This course is taken by students in their first semester. This three-credit academic course immerses students in the CHC community. Through weekly study and experiential activities, students become active and engaged members of the campus community, learning the mission by doing and easing their transition to college by making it an object of study, exploring the college, its mission, history, and resources with purpose.

2. **LADS-120: Liberal Arts Discovery Seminar or IDHP-210: Writing in the Disciplines I.** This first Writing course is an introduction to critical and creative inquiry from various disciplinary perspectives. CHC Student Learning Outcomes: Critical and Creative Inquiry, Communication, Integrative learning and Knowledge of Self and Others.

3. **ENGL-101: College Writing (earning a grade of C- or better); or ENGL-105: Advanced College Writing; or IDHP-220: Writing in the Disciplines II.** These courses are designed to introduce students to college-level writing and research. Students must earn a C- or higher in the course to fulfill this requirement. LADS-120 is the Pre-Requisite for ENGL-101 and ENGL-105. Learning Outcomes: communication, information literacy.

4. **All students complete a Senior Seminar in the major (number -498).**

5. **World Language and Culture:** The *World Languages CORE Requirement* enables students to appreciate the language and culture of other peoples and to communicate with them on a basic level or better. As students negotiate meaning, analyze the structure of the language, and make connections with other disciplines, they will learn critical thinking and integrative skills. By studying the culture of other peoples, they become familiar with different ways of looking at the world and thus grow in the CHC Student Learning Outcome of Knowledge of Self and Others. Students fulfill the CORE World Language Requirement by successfully completing **two courses in a modern or classical language or one course if they are on the intermediate level or beyond**. The World Language Faculty provides placement in an appropriate level.

   - **If student elects to begin a language not previously studied – two courses at the College are required.**
   - **If placed at the 102-level – two courses at the College are required.**
   - **If placed at 103-level or higher – one course at the College is required**.

Course(s) taken at another institution after matriculation at or above the 103-level may be approved if the language is not offered at the College. Students receiving accommodation from the Center for Accessibility and Learning Services (CALS) may fulfill the World Language CORE Requirement through an individualized course, Experiences in Language and Culture. Enrollment in this course is based on the approval of the Chair of the World Languages Program, the Director of CALS, and the student's advisor.

Transfer students must either be officially declared Core-To-Core; or bring in an equivalent to either 3 credits of a world language at the 103 level, or 6 credits of a world language at the 101- and 102-level; or take appropriate course/course(s) at the College. Officially declared Core-To-Core students are not required to complete the World Language requirement; however, if they choose to continue with language courses at the College they will require placement by the World Language Program. If they choose to start over in a new language, they do not require placement.

If placed at **103-level or higher** – one course at the College is required, see your Academic Advisor

If placed at the **102-level** – two courses at the College are required:

ENGN-102: Basic Engl Skills/Non-Native II
AND **ENGN-103**: Inter/English Skills for Non-Native Speakers of ENGL 100
FREN-102: Elementary French II
AND **FREN-103**: Intermediate French I
GERM-102: Elementary German II
AND **GERM-103**: Intermediate German I
ITAL-102: Elementary Italian II
AND **ITAL-103**: Intermediate Italian I
LATN-102: Elementary Latin II
AND **LATN-103:** Intermediate Latin I
RUSS-102: Elementary Russian II
AND **RUSS-103**: Intermediate Russian I

If student begins a language with 101 – two courses at the College are required:

ENGN -101: Basic Engl Skills/Non-Native I
AND **ENGN-102**: Basic Engl Skills/Non-Native II
FREN-101: Elementary French I
AND **FREN-102:** Elementary French II
GERM-101: Elementary German I
AND **GERM-102**: Elementary German II
ITAL-101: Elementary Italian I
AND **ITAL-102:** Elementary Italian II
LATN-101: Elementary Latin I
AND **LATN-102**: Elementary Latin II
RUSS-101: Elementary Russian I
AND **RUSS-102**: Elementary Russian II
SPAN-101: Elementary Spanish I *AND* **SPAN-102:** Elementary Spanish II

*****Students receiving accommodation from the Center for Accessibility and Learning Services (CALS) may fulfill the World Language CORE Requirement through an individualized course, SKLS-100 Experiences in Language and Culture. Enrollment in this course is based on the approval of the Chair of the World Language Program, the Director of CALS, and the student's advisor. This course carries three credits and fulfills the language requirement.

English Placement Process:

All students complete the Writing Placement before registering for first semester courses. Students participating in IDHP will write an IDHP placement essay. For information about how AP credit might be applied, see Advanced Placement Credits.

Based on the results of the assessment, ENGL-100 may be required of first-time, first-year students and strongly encouraged for some transfer students. ENGL 100 is generally taken in the same semester as the first part of the writing requirement (LADS 120). Students required to take ENGL-100 must earn a C- or better to advance to ENGL-101. The Coordinator of the Writing Program, or a designee, will make determinations regarding placement in and requirement of ENGL-100 as well as the application of ENGL-100 to second writing courses taken at other institutions.

Students who elect not to complete the IDH Program and do not pass IDHP-210 must take LADS-120 to complete the CORE Reading/Writing Requirement. The grade earned in LADS-120 will replace the IDHP-210 grade in the Career GPA.

Officially declared Core-to-Core students are not required to fulfill the *Core Writing Requirement* although they may elect to take **ENGL-101** if they have not completed a second writing course elsewhere. The Coordinator of the Writing Program, or a designee, will make determinations regarding the application of **ENGL-101/ENGL-105** to second writing courses taken at other institutions. Transfer students must either be officially declared Core-to-Core by the Office of the Registrar (student must have provided the Office of the Registrar a final transcript indicating conferral of AA, AS, or an approved AAS); bring in a transfer course equivalent to a "second writing course;" or take an appropriate course at the College. Students who elect not to complete the IDH Program and do not pass **IDHP-220** must take **ENGL-101** to complete the *Core Writing Requirement*. The grade earned in **ENGL-101** will replace the **IDHP-220** grade in the Career GPA. As with all repeated courses, all grades earned appear on the transcript but only the highest calculates into the Career GPA.

Officially declared Core-to-Core students are not required to take a Writing Intensive course, however many courses required in the major and/or prerequisites to Senior Seminar are Writing Intensive. These are required of all students

ENGN Policy
Students who are placed in ENGN 101 and/or ENGN 102 must pass with a C- or better before they are allowed to register for English 101, College Writing. Students for whom English is not a first language may be advised to wait to take LADS 120 until they have more English-intense courses completed.

B. MISSION CURRICULUM:

Intentionally highlights certain aspects of the College's mission. You are encouraged to not just engage with and study mission, but to live it. Students take one course in each area.

1. The ***Ethics CORE Requirement*** provides students not only with an understanding of the content of ethical theories such as utilitarianism, deontology, and virtue ethics, but also with an understanding of how to apply these ethical theories to their daily lives and to social issues. This CORE requirement supports the mission of Chestnut Hill College by upholding "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." Courses meeting the Ethics CORE requirement address the CHC Student Learning Outcomes of Ethical Responsibility and Communication. The *CORE Ethics Requirement* is fulfilled at the College by successfully completing ETHS-201; or any program-specific course with an "E" designation.

   BIOL-215: Biological and Medical Ethics
   BUSN-102: Business Ethics
   CMSC -279: History, Trneds and Ethical Issues in Computer Science
   CRJU-215: Ethics in Criminal Justice
   HSLP -310: Ethics for Helping Professions
   LEGL -205: Legal Ethics
   MCOM-215: Media Ethics
   ETHS-201: Ethics

2. The ***Religious Studies CORE Requirements*** are met by successfully completing one solo-taught 100, 200 or 300-level course in Religious Studies and also an Interdisciplinary course cross-listed with Religious Studies. Religious Studies provide valuable insights into individuals as well as entire societies across the world.

   Officially declared Core-to-Core students are required to take one 100, 200 or 300-level course in Religious Studies.

3. **The *Global Awareness CORE Requirement*** provides students with insight into the process of globalization and how it affects technological, political, cultural and economic issues in the global community. This interdisciplinary seminar challenges students to make connections across multiple disciplines in order to analyze globalizing trends and their relation to cultural understanding and awareness. Students in this course will explore diverse cultural and ethnic perspectives on globalizing trends and issues. Courses meeting the Global Awareness Seminar Requirement address the Student Learning Outcomes of Integrated Learning, Civic Responsibility & Practice, and Knowledge of Self & Others.

   The CORE Global Awareness requirement is fulfilled by successfully completing:
   GLST-201: Global Studies Seminar; or GLST-281: Special Topics in Global Studies; or GLST-481: Advanced Special Topics in Global Studies (when offered); or completing the Inter-Disciplinary Honors Program.

   Transfer students must bring in an equivalent to GLST-201; or take it at the College. The Coordinator of the Global Awareness Program, or a designee, will make determinations regarding the application of GLST-201 to courses taken at other institutions.

C. INQUIRY CURRICULUM:

Consists of six areas of study that are intentionally designed to recognize and embrace the interdisciplinary nature of the way modern thinkers' approach real-world problems. You will take one course in each of these areas, and one course will be an interdisciplinary team-taught course that incorporates Religious Studies content. Students must take one course in the Inquiry Curriculum that is designated as an SSJ Mission course. These courses focus on topics that are of special concern to the Sisters of Saint Joseph and their interest in promoting a just society where all are regarded as dear neighbors. Examples of such topics are race, gender, poverty, immigration, and the environment.

1. **Arts and Creative Expression** courses explore the arts as the content or the medium for study. Courses guide students to use the arts for personal expression, and/or to develop and explore ideas in a creative mode.

2. **Meaning and Interpretation of the Human Experience** courses engage fundamental and existential questions – "Who am I?", "Who are we?", "What role do stories play in our lives?", "How does culture affect one's experience of the world?", and "What does it mean to be human?" – critically and with sensitivity to cultural and intellectual contexts and traditions.

3. **Scientific Investigation** courses focus on the diverse ways of studying the physical world, using evidence/data to explain material reality.

4. **Quantitative Literacy** courses offer students experience using quantitative, mathematical, statistical, or formal symbolic reasoning to measure outcomes or analyze text.

   The Quantitative Literacy CORE Requirement develops in students the ability to reason logically, to analyze and solve problems, to think abstractly, and to express thoughts clearly and precisely. Courses in Quantitative Literacy address the CHC Student Learning Outcomes of Critical Thinking and Communication. All students fulfill the CORE Mathematics Requirement, either by achieving LEVEL 1 or LEVEL 2 on the Accuplacer Placement Exam, or by taking an appropriate course or courses according to their placements. Students receiving accommodation from the Center for Accessibility and Learning Services (CALS) may fulfill the Mathematics CORE Requirement through an individualized course, SKLS -099 Practical Mathematics. Enrollment in this course is based on the approval of the Chair of the Mathematics Program, the Director of CALS, and the student's advisor. This course does not provide credit towards graduation.

Portal Score	Core Mathematics Requirement Status	Notes
Composite: 1	Requirement Fulfilled	May take any upper-level Math or Quantitative Literacy course for which s/he has the appropriate Prerequisite; may **not** take **MATH-121** or **MATH-122** for credit.
Composite: 2	Requirement Fulfilled	May take any upper-level Math or Quantitative Literacy course for which s/he has the appropriate Prerequisite.
Composite: 3	Requirement **NOT** Fulfilled – student must complete appropriate Math course	Must earn a grade of C- or better in either **MATH-121** or **MATH-115**, depending on the major.

Composite: 4	Requirement **NOT** Fulfilled – student must complete appropriate Math courses	Must take **MATH-104** and then earn a grade of C- or better in **MATH-121** or **MATH-115,** depending on the major.
Composite: 99 (Core-to-Core students only)	Requirement Fulfilled	**NOT** permitted to take any additional Mathematics courses at the College without first earning a 1 or 2 on the test, or taking **MATH-103** and then earning a grade of C- or better in **MATH-121.**

Students receiving accommodation from the Center for Accessibility and Learning Services (CALS) may fulfill the Quantitative Literacy CORE Requirement through an individualized course, SKLS -099 Practical Mathematics. Enrollment in this course is based on the approval of the Chair of the Mathematics Program, the Director of CALS, and the student's advisor. This course does not provide credit towards graduation.

5. **Analysis of the Social World** courses introduce students to the systematic investigation of human institutions and organizations, social groups, social movements, social distinctions, and social relations. These courses provide perspectives for understanding human culture, social identity, political systems, social organization, and social concerns.

6. **Civic Life and Engagement** courses challenge students to engage their roles as national and global citizens in the 21st century.

Real-World Connections

A CHC signature experience, in this course, you will be invited to contemplate and address a real-world issue from two disciplinary perspectives. Topics in this course might include general issues like climate change, poverty, war, combatting disinformation, or specific issues like the 1619 Project.

Public Speaking and Technology Requirements

Students must complete their Public Speaking and Technology requirements as indicated by their major. Please refer to your major's program pages for further information.

Degrees

Chestnut Hill College awards the following undergraduate degrees: **Associate of Arts in Liberal Arts (AA)**, **Associate of Science with a concentration in Life Science (AS)**, **Bachelor of Arts (BA)**, **Bachelor of Science (BS),** and a **Bachelor of Nursing (BSN).** Only one undergraduate degree may be earned at a time. Students who pursue a double major that crosses degree programs will need to choose a primary program for which the diploma is issued. Transcripts reflect a second major or minor, however, only one diploma is issued.

Second Baccalaureate Degree

Chestnut Hill College will grant a second baccalaureate degree to students with a baccalaureate degree from Chestnut Hill College or another (regionally) accredited institution who wish to earn a degree in a different major. The student must satisfy the (current) requirements for the SUS core curriculum and the major. For students who have already earned a baccalaureate degree at Chestnut Hill College, at least 30 new credits beyond the original degree and toward the second degree must be completed at Chestnut Hill College; at least 15 of these credits must be in the major field of study. For students who have already earned a baccalaureate degree elsewhere, a minimum of 45 credits toward the second degree must be completed at Chestnut Hill College; at least 15 of these credits must be in the major field of study. Moreover, all Chestnut Hill College graduation requirements (*e.g.*, GPA requirements) must be met.

Graduation Requirements

In addition to meeting all of the stated Core Curriculum Requirements (Academic and Non-Academic), a student must apply for graduation with the Office of the Registrar and pay the graduation fee. Although not required, a Degree Audit with the Office of the Registrar is recommended in the Junior year.

A candidate for graduation must hold a minimum Career Grade Point Average of 2.00 and a minimum Major GPA of 2.00. The minimum grade requirement in courses required for a major or a minor (including those courses outside of the major program) is C- (1.70). All courses for a major or a minor are indicated in the Degrees and Programs section. This policy applies to all courses taken by all students in the School of Undergraduate Studies from Fall 2007 forward.

Major Studies

The minimum number of academic credits required for graduation is 120; however, majors may differ in that requirement. The major may comprise no more than 60% of the total number of academic credits required for graduation, unless otherwise mandated by an official governing body (e.g. PDE). The remaining 40% includes core requirements and non-major electives. Read

the major descriptions carefully to determine the number of credits and specific courses needed for graduation. Students may major in one, or two, of the following areas:

Accounting
Aviation Science
Biochemistry
Biology
Business Administration/Management
Business Analytics
Chemistry
Computer and Information Sciences
Criminal Justice
Cybersecurity
Data Science
Digital Forensics
Early Education
Early Education & Special Education Dual*
English Literature
English Literature and Writing
Environmental Science
Exercise Science
Forensic Biology
Forensic Chemistry
Health Sciences
History
Human Services Leadership and Policy St.
International Affairs
Int'l Business, Language and Culture
Marketing
Mathematical and Computer Sciences
Mathematics
Media and Communication
Molecular Biology
Nursing
Political Science
Pre-law and Legal Studies
Psychology
Secondary Education **
Social Work
Special Education

*Students electing to study Early Education Dual (Pre-K to 4) and Special Education (Pre-K to 12) must apply to the Education Program for formal acceptance in the Junior year. Students will be in "Preliminary" status until formally accepted. Consult the Education section for more information.
** Available *only* as a Co-Major to a Primary Content Area Major. See the Education program section for more information.

Double Major

Students may be permitted to pursue a double major if they have earned a Career GPA of 3.20 or better with a minimum of 24 academic credits earned, and make their application before the completion of 75 academic credits.* Students who double major need to fulfill the requirements of each program; Core Requirements need only be completed once. Since additional time may be required to meet the requirements of both programs, it is highly recommended that students discuss any financial concerns with the Offices of Student Accounts and Financial Aid before deciding to pursue a double major.

To declare a double major, the student needs the permission of the Chair(s) of the two programs, and the Vice President for Academic Affairs. The student must provide evidence of the intellectual aptitude and commitment necessary to complete both programs, and must provide rationale for the request. The *Application for a Double Major* form may be obtained from the Office of the Registrar, St. Joseph Hall, 3rd Floor. Completed applications are submitted to the Vice President for Academic Affairs.

Transcripts reflect a second major or minor, however, only one diploma is issued. Students who pursue a double major that crosses degree programs will need to choose a primary program for which the diploma is issued. For example, students who double major in Mathematics and Psychology will need to choose either the BS in Mathematics or the BA in Psychology as the primary program for the degree will be conferred.

** Exceptions may be granted by the Vice President for Academic Affairs.*

Individualized Major Program

A student who desires an individualized major, designs a program combining at least two 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 appropriate Center Chairs, the student prepares a program and submits it to the Vice President for Academic Affairs for approval.

To be eligible, the student must have a Career GPA of 3.20 or above; to remain in the program, the student must maintain a CGPA of 3.20 or above. The Faculty Advisor will monitor progress in the program. 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. 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 program with an existing major determined by the student's advisor and approved by the Vice President for Academic Affairs. The title of the major will be determined in consultation with the VPAA and the student's Faculty Advisor. Application forms and assistance with the process may be obtained in the Office of Academic Affairs, St. Joseph Hall, 3rd Floor.

Minor Studies and Certificate Programs

Discipline-Specific and Interdisciplinary Minors

Students who wish to pursue a minor in any discipline must obtain a form from the Office of the Registrar. This form should be taken to the chair of the program in which the student wishes to minor. A student may not have more than three minors. A student may choose to minor in one, two or three of the following areas:

Accounting
Application Development
AI and Machine Learning
Biochemistry
Biology
Business Admin/Management
Business Analytics
Chemistry
Classical Civilization
Computer Management
Computer Sci. Programming
Creative Writing
Criminal Justice
Cybersecurity Governance, Risk, & Compliance
Cybersecurity Tehnical Forensics
Cybersecurity Threat & Risk Assessment
Cybersecurity Studies

Data Science
Data Studies for Social Good
Digital Forensics
Education
English Literature
Environmental Science
Environmental Studies
European Union/European St
Exercise Science
Film Production and Studies
French
Health Humanities
Health Sciences
History
Human Services
Information Management
Interactive Design
International Affairs
Int'l Business, Language, and Culture
International Studies
Legal Studies
Marketing
Mathematics
Mathematics for Business Maj.
Mathematics for Educ. Maj
Media and Communication
Molecular Biology
Music
Peace and Justice Studies
Philosophy
Political Science
Psychology
Religious Studies
Religious Studies/Philosophy
Restorative Justice
Sociology
Spanish
Special Education
Sports Management
Technology
Women's Studies
World Languages

Minor Studies

Students must earn a minimum grade of C- in all classes in a minor in order to be awarded the minor. A minor chosen by a student must include at least two courses not already applied to his/her major, other minors, or core requirements. The only courses that may be graded pass/fail are practicum, internship, or courses deemed eligible at the discretion of the Center. Students may declare up to three minors. Students may use a maximum of two transfer courses toward requirements for a minor.

Certificates

Certificates may be earned in several areas:

- Intercultural Foundations
- Liberal Studies
- Montessori Education
- Paralegal Skills
- Religious Education

Interdisciplinary Honors Program

The College's *Interdisciplinary Honors Program (IDHP)* 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 and to the Handbook available from the Director. Interested students may apply for the complete Interdisciplinary Honors Program or for a single Honors seminar. (Please note that registration for seminars is limited and preference is given to students pursuing the complete program.) For more information, please see the Interdisciplinary Honors Program section or contact the program director, Dr. Marie Grogan, Room 207, St. Joseph Hall. Telephone: 215.753.3654. Email: groganm@chc.edu.

Special Degree Programs

Combined Programs

The ***BA in Psychology/MS in Clinical and Counseling Psychology*** provides the opportunity for exceptionally qualified students to work on a bachelor's degree and a master's degree simultaneously. This program allows study at undergraduate and graduate levels in a parallel format, creating a rewarding and challenging program to focused, qualified students. This offers a financial benefit in that tuition is paid at the undergraduate rate in the Fall and Spring semesters, even while the student is enrolled in graduate courses. This results in a substantial savings in tuition costs. (Graduate courses taken in the Summer are billed at the graduate rate.) The BA/MS program is a professionally-oriented program that will admit only those applicants who are committed to a career in counseling psychology. Admission interviews conducted by members of the BA/MS 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 program, please see the Psychology section or email Dr. Joshua Fetterman, fettermanj@chc.edu.

The combined ***BS in Human Services Leadership and Policy Studies/MS in Human Services Management*** provides an excellent opportunity for qualified Human Services Leadership and Policy Studies majors in the School of Undergraduate Studies to complete the MS degree in Human Services Management in the School of Graduate Studies. Students majoring in Human Services Leadership and Policy Studies are eligible to apply to the program once they have achieved Senior status. Transfer students must take a minimum of 15 credits at Chestnut Hill College and earn a Career 3.20 GPA in these courses before making application to the program. Each student will be expected to meet 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 Dr. Lauren Barrow, barrowl@chc.edu.

The ***BA in Psychology/MS in School Counseling*** provides the opportunity for exceptionally qualified students to work on a bachelor's degree and a master's degree simultaneously. This program allows study at undergraduate and graduate levels in a parallel format, creating a rewarding and challenging program to focused, qualified students. This offers a financial benefit in that tuition is paid at the undergraduate rate in the Fall and Spring semesters, even while the student is enrolled in graduate courses. This results in a substantial savings in tuition costs. (Graduate courses taken in the Summer are billed at the graduate rate.) The BA/MS program is a professionally-oriented program that will admit only those applicants who are committed to a career in counseling psychology. Admission interviews conducted by members of the BA/MS program are required to assess the applicant's readiness to pursue a successful professional career in school counseling. To obtain more information about admission to the program, please see the Psychology section or email Dr. Joshua Fetterman, fettermanj@chc.edu.

Repeated Courses

To Earn a Better Grade

A student may repeat a course in an effort to earn a better grade but the student must repeat the exact course and must do so at Chestnut Hill College. Academic credits for a course may be earned only once unless the course is designated *Repeatable for Credit*. There is no limit to the number of times a student may repeat a course to earn a better grade.

If a student repeats a course, only the highest grade earned by the student will be used to calculate the student's GPA. The lower grade(s) will be forgiven in the calculation of the student's GPA. However, all instances of a course and all grades earned will appear on the student's transcript. If a grade is replaced in the calculation of a student's GPA, the forgiven grade will be marked with an asterisk (*) on the student's transcript and the **higher** grade will be marked with an "R" for *Repeated*.

Courses that are repeated to improve a grade are counted in Attempted Credits but only **one** passing grade is counted towards the Career Earned Credits. Enrollment status for any semester (e.g. full-time, half-time) as it relates to Financial Aid eligibility may be impacted as a result of repeating courses. Please check with Student Financial Services before repeating a course for which you have *already received a passing grade* and only need to improve the grade.

Accumulated Credit

Certain courses may be repeated but the academic credits accumulate towards the minimum required for graduation. The course description indicates courses that are *Repeatable for Credit*. *Program Special Topics* courses (number -281 or -481) are, in most cases, repeatable for credit when topics are different. Courses that are repeated and the academic credits accumulated towards the minimum required for graduation are counted in both Attempted Credits and, if an appropriate grade is earned, in the Career Earned Credits total. No symbols appear next to courses repeated to earn accumulated credits.

Withdrawing From a Course

Students are permitted to withdraw from a course with the approval of a Faculty Advisor. A student who wishes to withdraw from a course or courses must complete the *Change of Registration Form*. If a student completes a *Change of Registration Form* before the deadline indicated on the Academic Calendar a non-punitive grade of "W-Withdrawal" is recorded on the transcript; the GPA is not affected. After the deadline, a grade of "WF- Withdrawal/Failing" is assigned and the GPA is affected. Students are responsible for all outstanding debts to the College regardless of the grade assigned.
Students should understand that withdrawing from a course may jeopardize financial aid, student related benefits, and/or athletic eligibility for that term or a subsequent term, and should speak with appropriate offices for information on the impact of a withdrawal before making that decision with the Faculty Advisor. Once a course has been withdrawn, it cannot be reinstated without the permission of the Vice President for Academic Affairs via the *Petition to Add/Drop/Withdraw Retroactively* (see below.)

Completed Change of Registration Forms *should be returned to the Office of the Registrar, St. Joseph Hall, 3rd Floor East Wing. Telephone: 215.248.7005. Fax: 215.242.7714. Email: registrar@chc.edu.* Forms may be obtained on the My CHC Portal or in the Office of the Registrar.

From the College Completely

A student who wishes to withdraw from all courses in the School of Undergraduate Studies, and effectively from Chestnut Hill College, must complete the *Withdraw from the College* form. Students should understand that withdrawing from all courses, and the College, may jeopardize financial aid or athletic eligibility for that term or a subsequent term, and should speak with appropriate offices for information on the impact of a withdrawal before making their decision.

A non-punitive grade of "W-Withdrawal" is recorded on the transcript if the student withdraws before the deadline indicated on the Academic Calendar. The GPA is not affected. After the deadline, a grade of "WF- Withdrawal/Failing" is assigned and the GPA is affected. Students are responsible for all outstanding debts to the College regardless of the grade assigned.

Completed *Withdraw from the College* forms should be returned to the Office of Student Success, St. Joseph Hall, 3rd Floor. Telephone: 215.242.7735. Fax: 215.753.3661. Email: success@chc.edu. Forms may be obtained on the My CHC Portal or in the Office of Student Success, St. Joseph Hall, 3rd Floor.

Administrative Withdrawal Based on Attendance for the School of Undergraduate Studies

The Office of Student Success in conjunction with the Registrar's Office has the authority to withdraw a student who is not attending any of his or her courses.

Administrative withdrawals based on Attendance occur under two circumstances:

- A student never attended any of his or her courses: The Office of Student Success and the Registrar's Office may initiate the Administrative Withdrawal when notified that a student never attended any of his or her courses during the first two weeks of the semester. Any student reported by an instructor to the Office of Student Success as not attending courses will be investigated. The Student Success Office will contact the student about his or her registration status. If contact cannot be made in a week's time of the non-attendance report, the student will be withdrawn from all courses. The Office of Student Success will e-mail the student notifying him or her of this action. The students' courses will be retroactively dropped.

- A student stopped attending all of his or her courses: The Office of Student Success and the Registrar's Office may initiate the Administrative Withdrawal when they are notified by individual instructors that a student has not attended his or her course for two consecutive weeks. The Student Success Office will contact the student about his or her registration status. If contact cannot be made in a week's time of the report, the student will be withdrawn from all courses. The Office of Student Success will e-mail the student notifying him or her of this action.

Any student receiving financial aid who is thus withdrawn from the College will have his/her financial aid award for the respective semester cancelled or adjusted, based on the date the Office of Student Success and the Registrar's Office initiated the Administrative Withdrawal. The student will be responsible for any applicable charges. Any student living in the residence halls will be required to move out within 24 hours of the withdrawal date. The College refund policy applies to administrative withdrawals. Please note if a student's official withdraw date is after the Withdrawal without Failure deadline, the student will receive WFs on his or her transcript.

Students who wish to appeal their administrative withdrawal may do so within the semester in which the withdrawal occurs. Appeals are made in writing to the Vice President for Academic Affairs before the end of the semester. Students must present appropriate documentation sufficient to establish grounds for the appeal. The Vice President for Academic Affairs' decision is final.

NOTE: If a student decides to discontinue one or more courses, but not all, he or she is responsible for following the normal withdrawal procedures through the Registrar's Office. The Administrative Withdrawal process is only applicable to students who do not attend any of their courses.

Leave of Absence Policy

At times, students may encounter circumstances that require time away from the College. In these situations, a student may request a leave of absence (LOA). A leave of absence may be requested for a variety of reasons. This policy specifically speaks to the following categories:

- Short-Term Leave of Absence
- Personal Leave of Absence
- Medical Leave of Absence
- Involuntary Medical Leave of Absence
- Compassionate Leave of Absence

A LOA provides students with the opportunity to remain in active standing with the College and eliminate the need to apply for readmission. In each case described below, the student is responsible for completing the necessary paperwork and providing appropriate documentation.

In general, a LOA is designed to allow a student to step away completely from the institution. Other policies and procedures apply when students need to change their status from full-time to part-time, need to request an incomplete, or need accommodations in order to stay successfully enrolled. In such cases, students should consult the appropriate policy in their respective Academic Catalog, and when necessary, contact the Office of Academic or the Center for Accessibility and Learning Services.

A LOA can be granted for a maximum of two (2) semesters; after this point, students are welcome to return to the College but they will need to go through the Admissions process as a readmit. Please note that any leave from the institution may have financial aid and student billing implications. Students are required to review the Return of Title IV Funds Policy found in the Academic Catalog and meet with the Student Accounts and Financial Aid offices prior to finalizing a LOA Each office must sign the Leave of Absence Form prior to the LOA being granted.

Short -Term Leave of Absence

In the event of an immediate and significant personal or medical emergency, a student may request a Short-Term Leave of Absence (SLOA). A SLOA is intended to allow the student to fully focus on the issue that is preventing his/her attention to coursework and campus life. A SLOA provides for excused absences from classes but students are responsible for learning and making arrangements with their faculty for making up academic work. A SLOA may be granted for up to 10 business days. If, after 10 business days, the student is unable to return to classes, a Personal, Medical, or Compassionate Leave of Absence will be considered. Requests for a SLOA will be made to Vice President for Academic Affairs. While each request will be handled using an individualized assessment, common reasons to request a SLOA include accident, injury, illness requiring hospitalization, surgery, or bereavement (death of a parent, sibling, child, significant other, partner, or other close family member). Upon approval, the Office of Academic Affairs will communicate the SLOA to the student's faculty. In general, a student will not be permitted to remain in the residence halls or participate in any activities during a SLOA; exceptions to this will be made collaboratively by the VPAA, the Director of Campus Life, and other appropriate staff.

A SLOA cannot be granted retroactively but can be processed while the student is off campus, and may be initiated by proxy if the student is unable to request it themselves. Students are encouraged, at all times, to remain in close communication with their faculty, advisor, and other support personnel on campus.

Upon returning from a SLOA, a student will be asked to meet with a member of the Academic Affairs Office, Student Success, or Student Life staff (as appropriate) to discuss proper support to ensure a successful return to campus. The student is responsible for working individually with faculty to complete missed course assignments.

Personal Leave of Absence

While enrolled at the College, students may encounter situations that require them to take a longer time away than that covered by a SLOA. While there are widely varying reasons that a student may request a Personal Leave of Absence (PLOA), common grounds include financial, military service, and other personal reasons. In order to request a PLOA, a student must:

- Submit a written request for a PLOA to the Vice President for Academic Affairs, including documentation to verify the circumstances precipitating the need for a PLOA.
- Upon receipt of the written request, the VPAA will request a meeting with the student. Every effort will be made to hold a meeting within 3 business days, including have a telephone meeting, with the goal of approving or denying the request within an additional 2 business days.

A student may request a SLOA while preparing an application for a PLOA. A student may not request a PLOA in order to avoid student conduct, academic misconduct, or other disciplinary proceedings. In cases of an alleged policy violation, a student may choose to withdraw from the College but would be placed on a Dean's Hold and would need to resolve the pending issue prior to be considered for readmission.

Medical Leave of Absence

While enrolled at the College, students may encounter physical and/or mental health issues that interfere with their ability to fully and safely engage in the academic and campus life of the institution. A Medical Leave of Absence (MLOA) allows a student to step away from their studies to receive the appropriate treatment. A MLOA is designed to support students when treatment for a physical and/or mental health issues requires more time than that afforded under a SLOA. Common reasons for a MLOA may include major accident, injury, significant illness requiring extended treatment, addiction and substance use disorders, and/or mental health reasons. In order to request a MLOA, a student must:

- Have a documented major physical or mental health issues that cannot be mitigated in a short period of time.

- Provide documentation from a licensed health professional that supports the specific physical or mental health issues. This documentation must be typed and submitted on official letterhead. This documentation should specify the reasons for the leave and the anticipated length of time needed for the leave.
- Depending upon the condition of the student, the VPAA may request a meeting with the student. However, a decision may also be made based on the provided written documentation when in the best interest of the student.

A student may request a SLOA while preparing an application for a MLOA. The Academic Affairs Office will make the final determination on a MLOA.

Involuntary Leave of Absence

In most cases the College will work with the student to create a mutually agreeable and voluntary leave. In rare cases, Chestnut Hill College may determine that an Involuntary Leave of Absence (ILOA) is necessary. An ILOA will be considered when a student is unable to participate in campus and academic life due to medical issues and/or when a student's behaviors are disruptive to the educational or co-curricular experience on campus. While any ILOA will be handled using an individualized assessment, acute danger to self or others, an inability to manage daily tasks, and/or an inability to follow a proscribed behavior plan (including use of appropriate support services) may result in the College initiating the ILOA process. The decision to mandate an involuntary Medical Leave of Absence will be made following an individualized assessment; this individualized assessment may include members of the College's Wellness Team and/or Threat Assessment Team. An ILOA may be short-term (10 business days or less) or long-term (e.g. the remainder of the semester or academic year).

A student who disagrees with the College's decision to impose an involuntary LOA may submit an appeal. Appeals will be reviewed jointly by the Vice President for Academic Affairs and Vice President for Student Life; the involuntary MLOA will remain in effect while the appeal is pending. Appeals must be received within 5 business days of being place on Involuntary Leave, must be made in writing and include appropriate documentation to support the appeal. The Vice President for Academic Affairs and Vice President for Student Life may request to meet with the student (as appropriate) and consult with other staff members who have knowledge about the original decision. An appeal decision will be issued within 5 business days. This decision will be communicated in writing and will be final.

During an ILOA, a student may be subject to restrictions including, but not limited to, temporarily being banned from campus, temporary removal from College housing, and/or restriction from participating in any curricular or co-curricular educational experiences or activities.

Compassionate Leave of Absence

While enrolled at the College, students may encounter situations that require them to take leave to care for a sick parent, partner, or dependent, or following the birth or adoption of a child. In these cases, a student may request a Compassionate Leave of Absence (CLOA). In order to request a CLOA, a student must submit a written request for a CLOA to Vice President for Academic Affairs, including documentation to verify the circumstances precipitating the need for a CLOA.

Upon receipt of the written request, the VPAA will request a meeting with the student; every effort will be made to hold a meeting within 3 business days, including have a telephone meeting, with the goal of approving or denying the request within an additional 2 business days.

A student may request a SLOA while preparing an application for a CLOA.

Returning From a Leave of Absence

The request to return from a LOA, including the required documentation if returning from a MLOA, must be submitted to Vice President for Academic Affairs utilizing the instructions provided at the time of the leave. Return from a LOA will not be permitted following the drop/add period for the specific semester during which the student is attempting to return. This procedure is designed to support the success of students as they return to the College.

Returning from any type of LOA can be simultaneously rewarding, exciting, stressful, and demanding. To help ensure a successful reentry, students returning from any type of voluntary LOA are required to meet with a member of the Academic Affairs Office, Student Success, Student Life, and/or other appropriate staff. In order to return from a MLOA, the student must submit documentation (typed and submitted on official letterhead) from a licensed health professional addressing the student's current health status and ability to return to his or her studies.

Depending upon the reasons for the original leave, the student may decide to request support from a number of offices on campus. As appropriate, the College strongly encourages students to utilize the Counseling Center, Student Health, the Center for

Accessibility and Learning Services, Student Success, Campus Life, and the respective Academic Affairs Offices upon return from a LOA.

Returning from an ILOA requires a student to fulfill all conditions set forth in the written notification of the ILOA. In order to return from an ILOA, the student must submit documentation (typed and submitted on official letterhead) from a licensed health professional addressing the student's current health status and ability to return to his or her studies. The request to return from an ILOA must be submitted utilizing the instructions provided at the time of the leave. Working in collaboration with the Wellness Team and Threat Assessment Team, Vice President for Academic Affairs and/or the Dean of Student Life may place conditions upon the student's continued enrollment at the College. Failure to comply with these conditions may result in another ILOA or Administrative Withdrawal from the College.

In all types of LOA, a student who fails to contact the College within the determined time period, and who subsequently fails to establish communication with the College, may be withdrawn from the institution per the College's Administrative Withdrawal Policy.

Military Students

Chestnut Hill College requires all students to adhere to the same academic policies and procedures. However, the College does recognize the unique circumstances involved in military service. Please contact the Office of the Registrar at 215-248-7005 or email at registrar@chc.edu for specific questions regarding disruption of your academic program (*e.g.*, deployment), change of registration, course withdrawal or incompletes.

Chestnut Hill College limits academic residency requirements for active-duty service members (including full-time active-duty Reservists and National Guardsmen) to no more than twenty-five percent of the degree requirements for all undergraduate degrees. Academic residency can be completed at any time while active-duty service members are enrolled.

Requests to Change Registration Retroactively

Students must complete all course registration changes and/or requests within the timeframe indicated on the Academic Calendar. Requests to change course registration after a deadline has passed may be made to the Vice President for Academic Affairs via the *Petition to Add/Drop/Withdraw Retroactively*. Examples of such changes include dropping a course after the deadline; adding a course after the deadline; changing WF to W or an F to W.

Completing the petition and submitting the required documentation does not guarantee that a change will be made to the registration. All documentation and information regarding the situation will be considered; however, the decision to change a course registration retroactively is solely at the VPAA's discretion. All decisions are final; there is no appeal process. The *Petition to Add/Drop/Withdraw Retroactively* is available in the Office of the Registrar, 3rd Floor, St. Joseph Hall.

Grades and Grading

Grading System

Chestnut Hill College uses an unweighted 4.00-scale grading system.

Grades that affect the Term and Career GPA:

Grade	Quality Points	Description
A	4.00	**Superior:** Superior mastery of subject matter, with evidence of independence and originality of thought.
A-	3.70	
B+	3.30	**Good:** Above average mastery of subject matter.
B	3.00	
B-	2.70	
C+	2.30	**Satisfactory:** Acceptable mastery of subject matter.
C	2.00	
C-	1.70	
D+	1.30	**Low Pass:** Limited mastery of subject matter.

D	1.00	
F	0.00	**Failure:** Deficiency in subject matter.
WF	0.00	**Withdrawal/Failure:** Given when students withdraw after the approved time period.
Grade+N	varies	**Non-Academic** course. (Examples: PN; B+N.)

Courses with a grade of *F, WF or Grade + N* are calculated in the Term and Career GPAs as well as Attempted Credits, but any credits passed are **not** calculated in Earned Credits

Grades that DO NOT affect the Term or Career GPA:

Grade	Description
P	Pass: issued in a Pass/Fail course or when P/F option elected by the Student.
I/PI	Incomplete/Permanent Incomplete
W	Withdrawn
TR	**Transfer** or other credits such as Advanced Placement or CLEP
AU	**Audit:** course taken with the understanding it will not be graded.
NR	**Not Recorded:** the instructor has not submitted a grade due to an emergency.
Grade+#	Course Under Academic Amnesty (Examples: P#; F#.)

Courses with a grade of *P, I, PI, W, AU,* or *NR,* and are **not** calculated in either the Term or Career GPAs, nor are any credits passed calculated in Earned Credits. The credits are, however, calculated in the Attempted Credits total. Courses with a grade of *Grade + #* are **not** calculated in either the Term or Career GPAs, however, credits are calculated in the Attempted Credits total and, if the course was completed successfully, the Earned Credits total. Courses with a grade of **TR** are **not** calculated in either the Term or Career GPAs but are counted in both Attempted and Earned Credits.

Pass/Fail Grading Option

Students having earned at least 24 academic credits may take up to 4 credits per semester of electives on a Pass/Fail (P/F) basis. The total number of P/F courses taken may not exceed 18 credits. Electives are defined as any course not required for a major or minor or the core curriculum. A course may be taken P/F (even a course in the major program), but it will count as an elective and will therefore not be counted toward the requirements for the major or the minor. The only P/F credits that may be counted towards a major or minor requirement are those earned for fieldwork, internships or practica at the discretion of the program.

Requests to change the grading option must be received in the Office of the Registrar by the deadline published in the Academic Calendar. The Instructor's permission is required to change the grading option of a course after the drop/add deadline as published in the Academic Calendar.

Academic credits earned P/F count towards the minimum 120 credits required for graduation. Failures in a P/F course lower the GPA; a grade of P is not calculated as part of the Career GPA. Students may change their status from a standard letter grade to P/F only with permission of the Instructor.

Auditing

Students with Senior status may audit (AU) a course if enrollment permits. The credit hours are counted for billing purposes; however, they are not counted towards graduation. A grade of AU appears on the official transcript; credits do not count towards the Career Earned nor does the AU affect the GPA.

Requests to change the grading option must be received in the Office of the Registrar by the deadline published in the Academic Calendar. Instructor's permission is required to change the grading option of a course after the drop/add deadline as published in the Academic Calendar.

Incomplete Grades

A student may request a grade of Incomplete ("I") from the faculty member of a given course, however Incomplete grades are granted for serious reasons only (*e.g.*, sickness requiring medical intervention and care, a death in the family, or other unexpected and unavoidable circumstances which preclude the completion of work on time). The granting of an Incomplete is at the discretion of the faculty member and Center Chair. Requests for an Incomplete made after the last class or final exam meeting will not be accepted or approved.

If the faculty member agrees that the reason for the Incomplete is justified, the faculty member 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 meeting.

The student then obtains a "Course Incomplete" form from the My CHC Portal. The student completes the form and then presents it to the faculty member for review and for his/her signature. After the faculty member signs, the student takes the form to the Center Chair for his/her signature and then returns the form to the Office of the Registrar.

The student assumes full responsibility to make sure that all the requirements are fulfilled and submitted to the faculty member in a timely manner. The faculty member will grade all the material and submit the grade to the Registrar via CHC email by the deadline. **If the work is not completed and submitted at the end of the day designated by the faculty member, then the student will automatically receive a grade of "F".**

The maximum time frame for completion of incomplete work is 6 weeks after the final exam meeting. For exceptional circumstances that are fully documented, the deadline may be extended with written approval of the Vice President for Academic Affairs. To obtain this special approval, the student must submit the request, including reasons for the extension, in writing to the faculty member. If the faculty member is willing to grant an extension, he/she will forward the request to the VPAA for final approval.

Mid-Term Grades

Mid-term Grades are issued to all First-year students, transfer students who have not earned/transferred more than 24 academic credits, student athletes, and students on Academic Warning or Probation. Mid-term Grades may be issued to other students at the Instructor's discretion.

Mid-term Grades are for informational purposes only; they are not part of the student's academic history and do not "automatically" calculate into the Final Grade. All grades may be viewed on the My CHC Portal; no unsolicited mailers are ever sent regarding grades.

Final Grades

After a Final Grade has been submitted to the Office of the Registrar, it may not be changed unless the Instructor has made an error in the calculation or submission. An Instructor may neither assign nor accept any additional work after submitting the Final Grade. The possibility of having a Final Grade changed is not a substitute for requesting an Incomplete.

It is imperative that students verify all Final Grades on the My CHC Portal as soon as possible following the completion of the course. Any grade insistencies must be brought to the Instructor's attention within the following timeframe:

Within 30 calendar days from the grade submission deadline for courses in the School of Undergraduate Studies
Within 10 calendar days from the grade submission deadline for courses in the School of Continuing Studies
Within 30 calendar days from the grade submission deadline for courses in the School of Graduate Studies

Consult the School's Academic Calendar for deadline information. After that time, all Final Grades will be regarded as accurate and will not be changed.

Grading Issues

Appeal Process

After a Mid-term or Final Grade has been submitted to the Office of the Registrar it may not be changed unless the Instructor has made an error in the calculation or an error in submission. Grade discrepancies in School of Undergraduate Studies courses must be identified within 30 calendar days of the grade submission deadline indicated on the Academic Calendar. After that time, a grade may not be changed for any reason.

Students who feel there has been an error in grading may request a review by following the steps outlined on the *Request for Final Grade Review/Appeal* form available in the Office of the Registrar. If the Instructor of the course is no longer employed at the College, or is otherwise incapacitated, the student should contact the Chairperson of the Center.

First, the student should ask the Instructor to review the grade issued in case an error has been made. *Very often a grade issue can be resolved without any further action.* If there was indeed a miscalculation or submission error, the Instructor should refer to the Grade Change Following Submission policy to have the correct grade posted.

If the issue cannot be resolved by conversation, the student should complete a *Request For Final Grade Review* form and submit it to the Instructor with any relevant materials (papers, tests, assignments, etc.) supporting a request for a grade review. The Instructor must respond in writing within 5 business days of receipt of the request indicating either that there was indeed a miscalculation or submission error, or presenting a detailed explanation supporting the grade issued.
The student then has 10 business days from receipt of the Instructor's written response to contact the Chairperson of the Center for additional review. The student forwards the completed form, all of the documentation submitted to the Instructor, the Instructor's reply, and a detailed rationale for a review beyond the Instructor.

The Chairperson will respond to the student in writing within 10 business days of receipt of the written appeal indicating either that there was indeed a miscalculation or submission error, or presenting a detailed explanation supporting the grade issued.

If the issue still remains unresolved, the student has 10 business days to appeal to the Vice President for Academic Affairs by forwarding the completed form, all of the documentation submitted to the Instructor and Chairperson, the replies received, and an additional detailed rationale for review beyond the Chairperson.

A committee consisting of the VPAA and three faculty members chosen by the VPAA will be formed. The committee will convene as soon as possible and the VPAA will forward all relevant materials to the members in sufficient time to review. A meeting will be scheduled where the student and the Instructor will present their arguments in one another's presence. Both will answer questions from the committee who will then review the evidence and testimony in private and reach a decision. The VPAA will notify the student of the final decision in writing. The committee's decision is absolute and concludes the Final Grade Review/Appeal Process.

Good Academic Standing

A student with a Career GPA of 2.00 or above is considered to be in "Good Academic Standing." Letters affirming Good Academic Standing are available from the Office of the Registrar and must be requested in writing. Email registrar@chc.edu for assistance.

Satisfactory Academic Progress for Graduation

A full-time student in the School of Undergraduate Studies whose Career Grade Point Average (CGPA) or semester GPA falls below 2.00 will be subject to Academic and Financial Aid Review and possible Warning, Probation, or Dismissal. Students attending less than full-time should speak with the Office of Student Success and Student Financial Services to determine their benchmarks for Satisfactory Academic Progress.

Semester Grade Point Average Benchmarks

Any continuing student, regardless of Career Academic Credits Earned, whose semester GPA is below 2.00 will be contacted by the Office of Student Success via their CHC email accounts.

Career Grade Point Average Benchmarks

Warning

Students not meeting the required minimum CGPA indicated on the chart below during the Fall or Spring semester will be placed on both *Academic* and *Financial Aid Warning*. Warning status is noted on the official transcript. Students then have the next full semester to reach the minimum CGPA indicated:

Career Academic Credits Earned	Minimum CGPA
Fewer than 24	1.65
24 or more to less than 60	1.85
60 or more	2.00

Students on Academic and Financial Aid Warning who reach the minimum CGPA after the following semester will be considered to be making Satisfactory Academic Progress for Graduation and for Financial Aid. Students must continue to make progress or they risk additional Warning, Probation, or Dismissal. Although there is no limit to the number of times a student may be placed on Academic and Financial Aid Warning, regularly not meeting the minimum CGPA puts the student in jeopardy of passing the 6-year/180 attempted credit period of Financial Aid eligibility.

Students placed on Academic and Financial Aid Warning are contacted in writing by Student Financial Services and via CHC email by the Office of Student Success.

Probation

Students on Academic and Financial Aid Warning who DO NOT reach the minimum CGPA after the following semester are NOT making Satisfactory Academic Progress for Graduation or for Financial Aid and will be placed on both *Academic* and *Financial Aid Probation* for the following semester. **Students on *Financial Aid Probation* are NOT eligible for Federal Financial Aid.** Probation status is noted on the official transcript and students placed on Academic and Financial Aid Probation are contacted in writing by Student Financial Services and via CHC email by the Office of Student Success.

Students on Academic and Financial Aid Probation are permitted to register online for the following semester, albeit without access to Federal Financial Aid, and must meet with the Office of Student Success on a routine basis to discuss progress.

Students on Academic and Financial Aid Probation who reach the minimum CGPA after the following semester will be considered to be making Satisfactory Academic Progress for Graduation and for Financial Aid. Registration in the following semester is not restricted and Financial Aid eligibility is restored.

Students on Academic and Financial Aid Probation who DO NOT reach the minimum CGPA after the following semester are NOT making Satisfactory Academic Progress for Financial Aid and will not be eligible for any future Federal Financial Aid until they reach the minimum CGPA. Students are permitted to register online for the following semester, albeit without access to Federal Financial Aid, and must meet with the Office of Student Success on a routine basis to discuss progress.

Dismissal

Students on Academic Probation for the second consecutive semester who DO NOT reach the minimum CGPA are NOT making Satisfactory Academic Progress for Graduation and shall be dismissed from the College. A Registrar's Office hold is placed on all dismissed students and the dismissal is noted on the official transcript. Dismissal letters are emailed, as well as sent via expedited mail to the student's Permanent Address on file.

Students dismissed from the College may file an Appeal by following the details in the dismissal letter. The decision to reinstate and the criteria for reinstatement are at the discretion of the Academic Review Committee. The decisions of the Committee are final; there is no further appeals process.

Reinstatement Following Appeal

Dismissed students who file an Appeal may be allowed to return to the College under certain circumstances. Students who are reinstated return to the College on Academic and Financial Aid Probation and must meet all specified criteria or risk dismissal.

Students who are dismissed and have not been away from the College for more than one year do not need to reapply. Students who are dismissed and have been away from the College for more than one year must reapply.

Students who are dismissed and have been away from the College for a minimum of four consecutive years may petition for Academic Amnesty. If Amnesty is granted, the Office of the Registrar will update all courses taken prior to readmission to remove their grades from the *Career Grade Point Average* calculation (CGPA). This resets the CPGA to 0.00; only grades earned following readmission will comprise the CGPA. Students are then restored to Good Academic Standing and are eligible for Federal Financial Aid.

Credit Load/Overload

An undergraduate student enrolled for 12 or more academic and/or Non-Academic credits is considered a Full-time student. A normal credit load is 15 academic credits; however, students in special programs and those on Academic Probation may have additional limitations.

To enroll for more than 17 academic hours in a semester, the student must have a term GPA of 3.20 or above for the most recent full-time semester completed. In cases where the demands of a program's schedule require a student to enroll for more than 17 hours, an exception to the minimum GPA of 3.20 may be made. Please note that such an exception requires the permission of the Faculty Advisor. Additional tuition, at the current per credit rate, will be charged for all academic credits beyond 18.

Class Level (First Year/Sophomore/Junior/Senior)

Undergraduate class level is determined by the number of academic credit hours earned by the student. Level is calculated using credits earned at the College or transferred in to date. Please note that currently enrolled courses are not included in that calculation. For *Sophomore* status, a student must have completed 24 academic credits; for *Junior* status, 54 academic credits; for *Senior* status, 84 academic credits.

Online registration is opened for students by class: Seniors have first choice, followed the next day by Juniors, Sophomores, then First Year/unverified transfer students. Transfer students are considered Freshman for registration purposes until an official and/or final transcript has been received and evaluated.

Advanced Placement Credits

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 Center 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 respective program will determine course equivalents. Programs 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 Core Curriculum. Exceptions/Information may be found in the Center pages in this catalog.

Graduate-Level Courses

A student may begin work in the Chestnut Hill College *School of Graduate Studies* while fulfilling the requirements for an undergraduate degree if the student's academic performance justifies such action. Graduate-level credits earned in excess of those required for the undergraduate degree may be applied towards an advanced degree when the credits earned are not applied towards the undergraduate degree. The student must have Senior status, a Career GPA of 3.00, and permission of the Center Chair.

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, and those taking graduate-level Summer courses, must pay the graduate tuition rate.

Course Agreements with Other Institutions

Office of the Registrar, St. Joseph Hall, 3rd floor
Telephone: 215.248.7005. Fax: 215.242.7714. Email: registrar@chc.edu

The cooperative agreement with ***La Salle University*** enables full-time undergraduate students to take courses at La Salle University during the Fall and Spring semesters at no extra charge. Students receive full credit for these courses, which are included in the Chestnut Hill College GPA. Students need the permission of their academic adviser to take courses at LaSalle University and should register for these courses through the Office of the Registrar.

The ***Association of Colleges of Sisters of Saint Joseph 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). Students may also request approval to take individual online courses at ACSSJ institutions through the Acadeum platform. Please see the Office of the Registrar for details.

Full-time students in the School of Undergraduate Studies may register for up to two undergraduate courses per Standard Academic Year at any other ***Southeastern Pennsylvania Consortium for Higher Education (SEPCHE)*** member institution. SEPCHE institutions include Arcadia University, Neumann University, Salus University, and Rosemont College. The ***SEPCHE 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 Chestnut Hill College 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 is available only for Fall and Spring semesters. The Program does not apply to Summer, 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.

Matriculated students in the School of Undergraduate Studies may, if approved by their advisor and the Registrar's Office, register for up to two undergraduate courses per academic year through the Council of Independent College's Online Course Sharing Consortium (CIC-OCSC). Presently, over 300 colleges and universities share nearly 6000 online courses through CIC-OCSC. Through this program, students have the opportunity to take courses that are not being offered by the College in an online environment from institutions that share similar curricular goals, philosophies of education, standards of academic quality, and a commitment to the liberal arts. Please see the Office of the Registrar for details.

Permission to Take Courses at Another Institution

Students who wish to take courses at other colleges or universities during the summer **must have the courses approved by the Faculty Advisor**. The *Permission to Take a Course at Another Institution* form is available from the Office of the Registrar. Transfer credits will be awarded for only those courses in which a grade of C (2.00) or better has been earned. All transferred courses are recorded with a grade of TR-Transfer. It is the student's responsibility to ensure that a final, official copy of the transcript is received in the Office of the Registrar. No credit will be given for any course unless the final, official transcript is received.

Before registering at another institution, please consult the Office of the Registrar for guidance.

Restrictions

Students are ordinarily required to complete the last 24 credits of any course work at Chestnut Hill College.

Once matriculated, students are ordinarily required to complete major courses at Chestnut Hill College. Courses taken through our consortium agreements with ACSSJ, CIC-OCSC, La Salle University and SEPCHE are considered Chestnut Hill College courses. Credits earned through study abroad may be applied to the major with the approval of the program.

Transfer credits may **not** be earned during the Fall and Spring semesters by matriculated students. Although transfer credits are added to the total number of credits earned, they are not included in the student's Career GPA. Courses taken through our consortium agreements with ACSSJ, CIC-OCSC, La Salle University and SEPCHE are considered Chestnut Hill College credits and apply to the student's GPA. Summer courses taken at La Salle University or at SEPCHE institutions are recorded with a grade of TR.

Courses completed at non-regionally accredited institutions, and which have not been evaluated by ACE are subject to the following conditions:

- A sub-committee of the Articulation Committee, composed of the faculty members and a representative of the Registrar's Office, will determine whether or not the course is on the required level for college credit.
- The appropriate program will then determine the equivalency and applicability of the course for its program, or its qualification as a free elective.
- If the course does not belong in any Chestnut Hill College program, the committee will make the final decision.

Credits earned while studying abroad are not included in the Career GPA except when part of an official program sponsored by the College. See the Study Abroad section for details.

Alternative Assessments

There are several alternate ways by which matriculated, full-time students may earn credit for courses at Chestnut Hill College, namely, through *Challenge Examinations, College Level Examination Placement* (CLEP), and *Portfolio Assessment*. Application for each of these experiences must be made through the Office of the Registrar and approved by the Vice President for Academic Affairs, after consultation with the program involved. The deadline for such application is the same as the deadline for dropping or adding courses in a given semester. An evaluation equivalent to a grade of "B" is required for credit to be given for Challenge Examinations and Portfolio Assessments; acceptable CLEP score information is available in the Office of the Registrar.

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 15 credits, but may not challenge a course previously failed. All Challenge Examinations must be completed prior to registration for the final 15 credits required for the degree. A maximum of 15 credits in any combination of Challenge, and CLEP will be accepted towards a Chestnut Hill College degree. Challenge Examination credits earned appear on the Academic Transcript as a letter grade in the appropriate course, and credits earned are calculated in both Attempted and Earned. A fee is charged for this service. Assistance is available in the Office of the Registrar.

College Level Examination Placement (CLEP)

Each academic program determines which CLEP examinations will be accepted and the course equivalents. Credit for CLEP may be requested after the student has earned 15 credits at the College and must be made prior to registration for the final 15 credits for graduation from the College. A student may receive up to 15 CLEP credits, but may not apply CLEP credit for a course previously failed. CLEP credits are indicated with a grade of TR-Transfer on the Academic Transcript and credits earned are calculated in both Attempted and Earned. A maximum of 15 credits in any combination of Challenge, and CLEP may be accepted

towards a Chestnut Hill College degree. The College does not charge a fee for the application of CLEP credits. Assistance is available in the Office of the Registrar.

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 academic credit for a course in the current college catalog. There is no limit to the number of credits that may be applied, but credits will not be applied for any course previously failed. A fee is charged for this service. Portfolio credits earned appear on the Academic Transcript as a letter grade in the appropriate course and the course is counted in both Attempted and Earned Credits. Assistance is available in in the Office of the Registrar.

Conferral, Graduation, and Diplomas

Degrees are conferred three times per year: August, December, and May. A student is not considered to be graduated until the Office of the Registrar has recorded a transcript notation. August and December conferrals are scheduled four business-days following the Final Grade due date in the School of Undergraduate Studies; May conferral is scheduled for the Saturday following Exam Week.

There is one graduation ceremony (Commencement) per academic year held in May. Students who graduated the prior August or December are welcome to participate in Commencement. No student who has graduation requirements yet to complete is permitted to participate in Commencement, including the Commencement Ceremony. No student with any type of Hold on their account, including a financial hold, is permitted to participate in Commencement.

The Chestnut Hill College undergraduate diploma is written in Latin; features the signatures of the President, the Vice President for Academic Affairs, and the Registrar; and bears the official school seal. Diplomas are issued at Commencement in May or sent via the US Mail following conferral. Latin Honors earned are printed on the diploma.

Honors, Distinctions and Societies

Dean's List

The Dean's List for full-time students is published three times each academic year following the Fall, Spring, and Summer semesters. Eligibility for inclusion on the Dean's List is based upon two criteria: the student must earn at least 12 academic credits in the semester with a GPA of 3.60 or higher; and the student must not have been held responsible for violations of academic integrity during that semester.

The Dean's List for part-time students is published once every September. To be eligible, part-time students must have earned a minimum of 12 academic credits during the preceding Standard Academic Year. Eligibility for inclusion is based upon two criteria: a Career GPA for the preceding Standard Academic Year of 3.60 or higher, and the student was not held responsible for violations of academic integrity during that period.

Departmental Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, completed 54 semester hours toward his/her degree (12 of which must be credits in the major), achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher. In addition, the student must have the recommendation of the faculty in the major program. Transfer students may be considered after the successful completion of fifteen credits at Chestnut Hill College (at least 3 of these in the major) if all other requirements have been met. Students not meeting these criteria might be recommended for the program by the major program.

Latin Honors

Students graduate with distinction if their final Career GPA is: 3.60, *cum laude*; 3.75, *magna cum laude*; 3.90, *summa cum laude*. Latin Honors are indicated on diplomas in addition to the official transcript.

Honor Societies

Alpha Alpha Alpha (Tri-Alpha) promotes academic excellence and provides opportunities for growth, leadership development, and community service for the first-generation college students. All first-generation college students, graduate students, faculty, staff and alumni of CHC are eligible to join the Delta Zeta Chapter of the Tri-Alpha Honor Society. In order to be eligible, students must have earned at least 30 credits and have earned a 3.20 GPA. Neither of the student's parents, stepparents or legal guardians have completed a bachelor's degree.

Alpha Lambda Delta is the national society that honors high scholastic achievement during the first year in college. The Chestnut Hill College chapter of this society received national affiliation in 1993. Students with a Career GPA of 3.50 at the end of their first or second semester and who are in the top 20% of their class are eligible for election to the College's chapter of Alpha

Lambda Delta. Students inducted into the chapter who maintain a Career GPA of 3.50 are honored by membership into the *Alpha Lambda Delta Circle of Excellence* during their graduation year.

Delta Epsilon Sigma, the national scholastic honor society for students of Catholic colleges and universities, established its Alpha Upsilon Chapter at Chestnut Hill College in 1941. Eligibility for election to membership is limited to Juniors and Seniors with a Career GPA of 3.50 or above who have earned 50% of the credits necessary for graduation. Nomination is limited to the top 20% of the class. Once designated as eligible, the student must submit an application to the Honors Committee.

Kappa Gamma Pi is the national Catholic college graduate honor society. Membership is based on scholarship, leadership, and service. To be eligible for membership, an individual must graduate from a regionally accredited four-year college which has established an affiliation with Kappa Gamma Pi. Members are selected in recognition of past accomplishments and also in anticipation of future service. Nominees must meet the following requirements:

By the end of seven semesters or equivalent, they have attained a Career Grade Point Average of 3.60 or above.
They have demonstrated a good record of service activities.
They have shown outstanding leadership in extracurricular activities.
They are currently matriculated students of the college.
They desire to be members of the Society.
They willingly accept the responsibility for individual leadership in church, civic and/or Kappa activities.

Once nominated, the student must submit an application to the Honors Committee. Members are selected in recognition of past accomplishments and also in anticipation of future service. In addition, no more than 10% of the graduating class may be elected to membership.

Alpha Phi Sigma recognizes the academic excellence of undergraduate criminal justice students. Its mission is to promote analytical thinking, rigorous scholarship and lifelong learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice professions and to sustain in the public mind the benefit and necessity of education and professional training. Members must be enrolled in undergraduate programs of a regionally accredited institution at the time of initiation and must have declared a major or minor in Criminal Justice or a related field. Students must have completed at least four courses in the major/minor; have a minimum Career GPA of 3.20; have a GPA of 3.20 in Criminal Justice or related field courses; and also, be in the top 35% of their class. Eligible students must be approved by the Program.

Alpha Sigma Lambda - National Honor Society recognizes adult students (24 years of age or older) in higher education who have achieved academic excellence and leadership while fulfilling the many responsibilities of family, work, and community services. In 1987, the College received approval to establish a chapter (Epsilon Sigma). Potential inductees must be matriculated at Chestnut Hill College and have earned a minimum of thirty graded credits. Members shall be selected only from the highest 10% of the senior class and must have a minimum Career GPA of 3.60.

Chi Alpha Sigma exists to encourage and reward high academic achievement of collegiate student athletes. Chi Alpha Sigma promotes good citizenship, moral character, and friendship among high academic achievers in college athletics. Eligible students must have achieved junior standing, a minimum career GPA of 3.50, and also earned a letter in a varsity intercollegiate sport sponsored by the NCAA.

Epsilon Pi Tau is the International Honor Society for Technology. The Society recognizes academic excellence of students in fields devoted to the study of technology and the preparation of practitioners for the technology professions. Students need to complete at least 18 credits in any of the following areas: Computer and Information Sciences, Digital Forensics and/or Cyber Security and maintain a Career GPA of 3.00, and a GPA of 3.25 in the major. Eligible students must be ranked in the top 35% of their class and must be approved by program faculty.

Kappa Delta Epsilon is an honorary educational fraternity which supports the cause of education by fostering a spirit of fellowship, high standards of scholastic attainment and professional ideals among its members. This is an active group engaged in preparing members for the teaching profession. Requirements are an overall GPA of 3.00 or higher and formal acceptance into the Education Program. Eligible students must be approved by the Program.

Lambda Pi Eta is the official national honor society for outstanding students in Communication. The Phi Delta Chapter of Lambda Pi Eta at Chestnut Hill College has been chartered since 2006. To be eligible for membership, students must have completed 60 credits in undergraduate courses; have a cumulative Grade Point Average of at least 3.0; have a minimum Grade Point Average of 3.25 for all Communication courses; have completed the equivalent of 12 credits in Communication courses; and must be currently enrolled as a full-time student in good standing. Eligible students must be approved by the Program. All inducted

members shall exhibit high standards of personal and professional character, and serve as examples for the achievement of excellence in the field of Communication.

Phi Alpha Theta, the History Honor Society, requires a Career GPA of 3.00 and a 3.10 GPA in History courses. Eligible candidates must have completed a minimum of 12 credits in History and must be in the top 35% of their class. Eligible students must be approved by the Program.

Phi Beta Delta promotes and recognizes scholarly achievement of international students and scholars, U.S. students who have studied abroad, and faculty and staff who are involved in international activities at Chestnut Hill College. The goals are to advance development of academic-based international programming and to provide a network on campus of faculty, staff, and students involved in international endeavors. Criteria for eligibility of election to membership requires a minimum Career GPA of 3.2 for undergraduates.

Phi Sigma Iota is the International World Language Honor Society; it recognizes outstanding accomplishment in the study or teaching of any of the academic fields related to world language, literature, or culture. Undergraduate students enrolled in the institution represented by the chapter shall have completed at least one course in a world language at the third-year level or its equivalent (fifth semester or seventh quarter), have completed 45 credits, have a minimum Career GPA 3.00, and rank in the top 35% of their class. Eligible students must be approved by the Program.

Pi Sigma Alpha, the National Political Science Honor Society, is an affiliate of the American Political Science Association and is the only honor society for college and university students of government in the United States. The mission of Pi Sigma Alpha is to stimulate scholarship and intelligent interest in political science as well as to promote the ideals of integrity and citizenship in local, national and global contexts. Student membership in the Alpha Theta Tau chapter of Pi Sigma Alpha at Chestnut Hill College requires a major or minor in political science, a ranking in the top third of the class, a minimum of junior status, a political science GPA of 3.2, and the completion of four or more political science courses. Faculty members who are trained political scientists in good standing with the profession may also be initiated. Eligible students must be approved by the Program.

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 Career GPA of 3.20 or higher, a Psychology GPA of 3.50 or higher, Junior standing, and the completion of at least four Psychology courses. Eligible students must be approved by the Program.

Rho Alpha Sigma, recognizes the outstanding efforts of Resident Assistants around the country. Rho Alpha Sigma offers that opportunity to promote excellence, leadership, community and service within the Resident Assistant cadre, campus, and community. It was founded in 2002 and currently has 39 chapters across the United States. Each year, a designated percentage of the total Resident Assistant population on each campus may be selected for induction into Rho Alpha Sigma. While being a true honorary, each chapter is also encouraged to engage in service activities that benefit the student staff community, the residence life community, the institutional community, and the community at large.

Sigma Beta Delta, the International Honor Society for Business, Management, and Administration, encourages and recognizes scholarship and accomplishment among students of business, management and administration, established its Chapter at the College in 2006. Eligibility for election to membership is limited to students that rank in the upper 20% of their class who have achieved a minimum Career GPA of 3.50 at the time of invitation to membership following completion of at least one-half of the degree program in which they are enrolled. Transfer students who meet the qualifications for membership may be inducted after they have completed a minimum of one term of academic work. Eligible students must be approved by the Program.

Sigma Iota Rho is the honor society for international studies. It promotes and rewards scholarship and service among students and practitioners of international studies, international affairs, and global studies to foster integrity and creative performance in the conduct of world affairs. Eligible students must have achieved junior standing, completed at least twenty-one (21) hours of international affairs-related course work, attained a cumulative grade point average of 3.3 or higher in all courses, and a grade point average of at least 3.4 in international affairs-related courses.

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 Literature or English Literature and Writing, a ranking in the top 35% of the class, a minimum GPA of 3.00 in the major or minor, completion of three semesters of coursework at the College, and completion of two courses in English (not including *ENGL-101: College Writing)*. Eligible students must be approved by the Program.

Sigma Zeta is the National Science and Mathematics Honor Society whose goal is to encourage and foster the attainment of knowledge in the Natural and Computer Sciences and Mathematics and to recognize the attainment of high scholarship among society members. Any college student whose major is in any of the Natural Sciences, Computer and Information Sciences, or

Mathematics, who has completed the equivalent of 25 credits towards the degree, including 15 credits in the Natural Sciences or Mathematics, and has a minimum GPA of 3.00 in the Sciences and Mathematics plus a minimum Career GPA of 3.00 shall be eligible for election to membership. Eligible students must be approved by the Program.

Tau Upsilon Alpha, the National Honor Society for Human Services, is an affiliate of the National Organization of Human Services. Membership in The Tau Alpha Chapter at Chestnut Hill College requires a major or minor in Human Services, a ranking in the top 35% of the class, a cumulative GPA of 3.25, Junior standing and the completion of three fulltime semesters. Recipients must exemplify the leadership and ethical characteristics of the Ethical Standards of Human Services Professionals. Eligible students must be approved by the Program.

Theta Alpha Kappa, the National Honor Society for Religious Studies and Theology, was established in 1976 for the purpose of recognizing the academic achievements of religion and theology students, and the academic excellence of scholars in these fields. Induction into Theta Alpha Kappa requires nomination by the local chapter, a minimum 3.50 GPA in Religious Studies courses, and a minimum 3.00 Career GPA. Eligible students must be approved by the Program.

Additional Awards and Honors

The Saint Catherine Medal, sponsored by Kappa Gamma Pi, is presented annually to one Sophomore or Junior School of Undergraduate Studies student who represents the high ideals of a Catholic college education. Faculty, staff, and students submit names of nominees. The Honors Committee determines the recipient based on evidence of leadership and service to the College.

The Dorothea E. Fenton, Class of 1928, 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." The Honors Committee determines the recipient.

The Lynnette S. Bishop Medal of Valor, presented to the late Lynnette S. Bishop in 2010 and named in her honor, is presented to a member of Chestnut Hill College who has demonstrated extraordinary valor in the pursuit of the goals of a Higher Education.

Special Programs and Services

Office of Student Success

Nadine Maher, Director of Student Success
St. Joseph Hall, 3rd floor
Telephone: 215.242.7735. Email: success@chc.edu

The Office of Student Success offers guidance and assistance to help students successfully navigate their college experience through individual attention and support. The staff of the office assists students in the Student Success process, works with students to develop a college success plan, supports students in the process of exploring, evaluating, and choosing an academic program of study, and connects students to valuable campus resources.

The Tichenor-Greer Scholars Program

Krista Murphy, Vice President of Strategic Innovation
St. Joseph Hall, 3rd floor
Telephone: 215.248.7142. Email: Murphyk@chc.edu

The Tichenor-Greer Scholars program recognizes talented students who are enrolled in one of CHC's STEM (science, technology, engineering, and mathematics) majors and who are from populations traditionally underrepresented in STEM Fields (African-American, Latinx, and/or Native American/Indigenous American) and demonstrate a financial need. The Tichenor-Greer Scholars Program provides a scholarship, book stipend, and support services include mentoring, tutoring, service learning, workshops and extracurricular activities to support students in transitioning to college and developing the skills necessary to complete challenging STEM degrees and to be employed in STEM fields and/or continue their education beyond the Bachelor's Degree level.

Global Education Office

Christopher Callas, Associate Director of Global Education
Fournier Hall, 1st floor
Telephone: 215.242.7989. Email: callasc@chc.edu

The Global Education Office (GEO) at Chestnut Hill College is a comprehensive administrative center to support the development of strategic programs and global partnerships at the College and encourages dialogue in regard to Chestnut Hill College's global activities. The Global Education Office serves as the College's official liaison and simplifies individual and institutional connections between Chestnut Hill College faculty, researchers, staff, students, alumni, and the world in regard to study abroad, international programming and activities, and service-learning and faculty endeavors abroad. The office provides a multifaceted support system for these activities

Chestnut Hill College is authorized under federal law to enroll F-1 nonimmigrant students. The Global Education Office advises international students and provides information on American academic procedures, U.S. immigration, and visa requirements, as well as providing American students information on international visa procedures, documentation, and travel assistance. International students maintaining F-1 visa status, and American students abroad, are required to be enrolled full-time throughout the duration of their programs of study.

Study Abroad Partnerships/Affiliation Agreements

Chestnut Hill College has Study Abroad Partnerships that provide students the opportunity to study in 15 different countries around the world. Chestnut Hill College maintains partnerships with over 20 academic institutions for program abroad. To be eligible for study abroad, students must be a currently enrolled fulltime student with at least sophomore status (24 academic credits or more), and hold a Career GPA of 3.00 or above, or receive approval from the VPAA. Students should be aware that a semester abroad may affect their conferral date. For programs not under an Affiliation Agreement, students register for courses at the Institution sponsoring the program and credits are brought in as transferred credits upon receipt of the final, official transcript. Students must speak with the Global Education Office before registering for courses abroad.

The World Languages and Literature, English, History, Education and Art Programs routinely sponsor Inter-sessions abroad during semester breaks. Students earn academic credit through these Inter-sessions; an additional fee is charged.

Internships

Nancy Dachille, Director of Career Development. Telephone: 215.248.7048. Email: ndachille@chc.edu

An internship is a supervised work-learning experience that takes place outside the classroom and preferably at an off-campus site. 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 (course -401) and are graded on a Pass/Fail basis only.

The credit value of internships is determined by the number of hours completed: 42 hours minimum for 1 credit; 84 hours minimum for 2 credits; 126 hours minimum for 3 credits; 168 hours minimum for 4 credits. Major requirements are determined by the Program. Internships default to 3 academic credits, unless the student requests a change prior to beginning the internship. No changes may be made to the number of internship credits per semester after the add/drop period ends. Students may not register for more than 4 credits of internship per semester.

All Experiential Education experiences are recorded as pass/fail except in cases where programs 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 2.0 overall), have program approval, and meet the requirements of the employing organization.

Students may complete up to 12 credits of experiential education (internship and/or co-op) as part of the 120-credit graduation requirement

Summer Internships

In compliance with Federal regulations, students must register for internships completed during the summer months in either Summer I or Summer II. Students may not receive academic credit in the fall for summer internships, and credit for summer internships will not be awarded retroactively. Please contact the Office of the Registrar, Student Financial Services or the Office of the Academic Affairs if you have any questions.

Cooperative Education

Nancy Dachille, Director of Career Development. Telephone: 215.248.7048. Email: ndachill@chc.edu

The *Cooperative Education Program* enables students to explore the practical applications of their major areas 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. Students enrolled in a co-op may register for up to two 4-credit experiential education courses in the major area of study during the semester they complete the experience (i.e. 401 and 402). Ordinarily no more than one additional 3 credit course is taken while participating in Cooperative Education.

Class Attendance Policy

There is a relationship between the academic success of the student and 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 Office of Student Success.

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). A first-year student who does not adhere to this policy will be referred to the Office of Student Success. Faculty members have the right to reduce the number of excused absences at their discretion and this will be written into syllabi. Excessive absences may result in a reduced grade or failure in the course.

Athletes

Recognizing the importance of regular class attendance and the contribution made by 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 students should seek to schedule their courses so there is minimal overlap with academic classes. When conflicts occur despite these efforts, students who officially represent Chestnut Hill College in intercollegiate athletics may be excused from classes 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 that which transpired. The student, however, will not be penalized for the absence beyond the lost classroom experience. These excused absences apply only to officially scheduled games and not practice sessions. Student-athletes may be excused from classes that conflict with scheduled contests under the following conditions:

1) The student is currently maintaining a cumulative Grade Point Average of 1.75 (first-year students – up to 24 credits) or 2.0.
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 or he must obtain a tutor and be willing to commit a certain number of hours to tutoring. Tutors can be paid for their services through the Director of Student Learning Resource Center and by abiding by the stipulations set forth by the director.
5) The student must discuss and review missed class time with each faculty member during the first two weeks of the semester as found on MyCHC.
6) MyCHC will be updated with any rescheduled or adjusted game schedules.

This agreement can be revoked under the following conditions:

1) In the judgment of the professor the student's class performance and academic progress is being seriously jeopardized.

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

Athletic Participation Policy

Any athlete whose Career GPA falls below 2.00 after a semester may request Provisional Status if there are extenuating circumstances that do not include needs of the team. The request for Provisional Status must be accompanied by statements of support from the Director of Athletics and/or the appropriate coach, the student's Faculty Advisor, and all Instructors in whose courses she/he earned a grade of C- or lower in the previous semester.

Requests will be reviewed by a committee consisting of the Director of Athletics, the Vice President for Academic Affairs, the Vice President for Student Life, 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 term GPA required to achieve a Career GPA of 2.00. Further details may be found in the *Student Athlete Handbook.*

Final Exam Policy

Final exams are scheduled by the Office of the Registrar according to a matrix based on the day/time of the first-class meeting. Final Exams must take place during Exam Week. The Final Exam Matrix appears at the back of the catalog and Exam Week dates appear on the Academic Calendar. For courses beginning after 5:15pm, exams begin at the regular time on the first scheduled class day during Exam Week. Final exam information is published on the Course Listing and on the syllabus for every course; exams take place in the regularly scheduled classroom unless other arrangements are made in advance.

With few exceptions,* *all courses must meet at the designated exam time even if an actual exam is not being given*. Unless excused in advance by the Vice President for Academic Affairs, a student not reporting for a scheduled exam will receive an automatic failure for the exam missed.

** Certain types of courses do not have a final exam scheduled - these include CARE-101, PHED or VARS courses, private music lessons and performance ensembles, lab experiences connected to a lecture, internships, fieldwork, practicum, and student teaching courses. Check with the Instructor if there are any questions.*

Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence

Please Note: This policy was originally modified in April 2011 to ensure that Chestnut Hill College procedures are in compliance with the guidance issued by the Office for Civil Rights on April 4, 2011 relating to college and universities' obligations under Title IX to respond appropriately to allegations of sexual harassment and sexual violence. Sexual harassment and sexual violence are forms of sex discrimination prohibited by Title IX. In addition to sexual violence, this policy addresses any discrimination or harassment based on gender, sexual orientation, gender identity, or gender expression. This policy was subsequently modified in August 2014 and August 2015 to ensure that Chestnut Hill College is in compliance with the VAWA amendments, Campus SaVE Act, the April 2014 Questions and Answers on Title IX and Sexual Violence from the Office for Civil Rights, and guidance issued under The White House Document, Not Alone. This policy is reviewed and updated annually in order to ensure compliance with federal guidance and to best support members of our College community.

The policy was substantially reviewed and edited to be compliant with new regulations released by DOE and OCR in 2020. The policy below is effective on August 14, 2020 and will apply to formal complaints of sexual harassment brought on or after August 14, 2020. Complaints brought prior to August 14, 2020 will be investigated and adjudicated according to previous College policies. The College continues to monitor the order from the Biden administration Executive Order for OCR and DOE to initiate a comprehensive review of Title IX. If changes should occur from this comprehensive review the College will update the policy accordingly and distribute it to the campus community. It will also be updated in the Student and Employee Handbooks.

This policy is reviewed annually (or more frequently if required by changing legislation). Please note that it is expected that new rules under Title IX will be released in October 2023. This policy will be updated accordingly, distributed to the campus community, and all relevant Handbooks will be updated to reflect the most recent regulations.

Policy Statement

It is the policy of Chestnut Hill College that while employed or enrolled at Chestnut Hill College no administrator, faculty member, staff member or student shall be subject to discrimination based upon sex, which can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking, by another member of the College community. Chestnut Hill College expects all members of the campus community to conduct themselves in a manner that does not infringe upon the rights of others; the College believes in a zero-tolerance policy for gender-based or sexual misconduct.

Included within this Policy is the College's commitment to protect all individuals who are involved in an investigation of a potential violation of this Policy against retaliation from any member of the College community. Such retaliation will be deemed a separate basis for violating the College's Policy on Sex Discrimination, Sexual Harassment and Sexual Violence. For the purposes of this policy, sex discrimination, sexual harassment and sexual violence all fall under the category of sexual misconduct. Violations involving sexual misconduct that do not meet the criteria for investigation, adjudication, and resolution under Title IX will be handled under separate policies outlined in the Student Code of Conduct, Staff Manual, and/or Faculty Manual.

Policy Rationale

Chestnut Hill College values appropriate 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 and sexual violence. In recognition of and respect for the dignity of all at Chestnut Hill College, sexual misconduct in any form, cannot, and will not, 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 Sex Discrimination, Sexual Harassment and Sexual Violence.

The purpose of this policy is:

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

Scope of Policy

- This policy and the procedures set forth herein apply to and cover all members of the College community in all three Schools without exception. The College community includes all administrators, faculty, staff, and students. Title IX protects students from sexual harassment in a school's educational programs and activities.
- The College also contracts a number of vendors on campus. These individuals are also protected from all forms of discrimination and are held accountable to policies and procedures outlined by their respective employers. If a vendor is accused of misconduct against a member of the College community, the College will work collaboratively with the individual's employer. At the request of the College these individuals may also be subject to interim measures (outlined below) while an incident is investigated and resolved.
- Employees are protected from sexual discrimination in all phases of their employment including applications, job performance, salary, and promotions.
- Title IX also prohibits harassment based upon sex or sex-stereotyping.
- Members of the College community are protected from being retaliated against for filing a claim or for cooperating in an investigation
- This policy and the procedures cover all members of the College community in all three Schools for claims of discrimination, harassment or retaliation under any other protected category as outlined in the College's *Non-Discrimination Policy*.

Legal Definition

Discrimination or harassment on the bias of sex is a violation of Section 703 of Title VII of the 1964 Civil Rights Action and Title IX of the Educational Amendments of 1972. Unwelcome sexual advancements, requests for sexual favors, and other verbal, nonverbal 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 the 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.

Title IX Coordinator

Chestnut Hill College designates Krista Bailey Murphy, Ph.D., Vice President for Strategic Innovation, as the Title IX Coordinator. Dr. Murphy can be reached at 215-248-7142 or via email at murphyk@chc.edu. Dr. Murphy's office is located in Saint Joseph Hall, Room 338.

The Title IX Coordinator oversees the College's centralized review, investigation, and resolution of reports of sexual misconduct. The coordinator also coordinates the College's compliance with Title IX. The Title IX coordinator is:

- responsible for oversight of the investigation and resolution of all reports of sexual misconduct;
- knowledgeable and trained in relevant state and federal laws and College policy and procedure;

- available to advise any individual, including a complainant, a respondent, or a third party, about the courses of action available at the College, both informally and formally;
- available to provide assistance to any College community member regarding how to respond appropriately to reports of sexual misconduct;
- responsible for monitoring full compliance with all requirements and timelines specified in the complaint procedures; and
- responsible for compiling annual and semi-annual reports.

SEXUAL MISCONDUCT OFFENSES INCLUDE, BUT ARE NOT LIMITED TO:

- Sexual Harassment
- Sexual Assault
  - Non-Consensual Sexual Contact (or attempts to commit same)
  - Non-Consensual Sexual Intercourse (or attempts to commit same)
- Sexual Exploitation
- Stalking
- Intimate Partner Violence: Domestic Violence or Dating Violence
- Bullying or Intimidation

Detailed definitions and examples of these forms of misconduct are included in the Supplemental Materials section of this Policy.

Reporting Sexual Misconduct in Any Form

If you have been subjected to an act of sexual misconduct, you are urged to report the incident immediately. You may also want to discuss the event with a close friend, roommate, Resident Assistant, staff, faculty, family member, etc. who can support you through the initial medical treatment (if necessary) and reporting of the events. If you have been the victim of sexual violence you are urged to report the incident to the police immediately.

If you have been the victim of an act of sexual misconduct, you may be wondering what to do next. Here are some of your **options**:

- Get to a place where you feel physically and emotionally safe.
- Contact someone you trust to stay with you for moral support.
- Immediately report the incident to the appropriate College personnel.
  - This could include a Resident Assistant (RA), Campus Safety and Security, the Title IX Coordinator, or another individual whom you trust.
- If you were a victim of sexual violence and wish to contact the police, you may do so by calling 911.
- If you were a victim of sexual violence, it is important to seek medical care so you can be treated for injuries and tested for pregnancy and sexually transmitted diseases.
- Chestnut Hill College has a Memorandum of Understanding with the Women's Center of Montgomery County.
- The Women's Center of Montgomery County has a 24-hour crisis line that can be reached at 800-773-2424.
- You may desire a forensic exam. A forensic exam, completed by a medical practitioner, is the process through which physical evidence is collected. This evidence could be used in a judicial case, if the victim chooses to pursue charges. Physical evidence can include photo documentation of injuries, collection of fluids (blood, semen, urine, saliva) and other identifiable objects (hair, clothing with potential DNA). Forensic exams are free of charge to victims of assault and will not be billed to the victim or the insurance company.
- Avoid showering, bathing, douching or cleaning in any other way to help preserve medical evidence if you choose to prosecute. Any clothes, sheets, or other items that may be considered evidence should be stored in paper (not plastic) bags. If you are still wearing the clothes you had on at the time of the assault be sure to bring a change of clothes with you to the hospital.

To File A Complaint with the College

To make a report of an act of sexual misconduct, we encourage you to seek out another member of the College community with whom you feel comfortable (this may include a friend, coach, advisor, etc.). Campus Security (215-242-7777) can be reached 24

hours a day should you wish to file a complaint or need immediate assistance. Campus Security can also assist you in contacting the police if you would like to file a report with the police. The College does not limit the timeframe for filing a report of misconduct. Reports can be submitted at any time, including during non-business hours, following an incident, although the College's ability to take any action may be negatively affected by the length of time between the alleged incident and the report.

You may choose to pursue the incident through the College's hearing process; you may choose to prosecute through the police; or you may choose to do both. Once the matter is reported to the College, the College may have a responsibility to investigate the situation even if you chose not to cooperate with the College. You should not feel pressured into any option; you may want to consult with your family or a trusted confidant before making a decision.

In compliance with PA Act 16 of 2019 (HB 1615), Chestnut Hill College also provides an online Title IX Reporting and Concern Form as a reporting option that can be access by clicking here. This online form allows for anonymous submissions.

Types of On Campus Reports/Confidentiality of Reports

The College encourages complainants of sexual misconduct to file a Formal Complaint so the College may provide supportive measures and initiate a full investigation and adjudication process (if desired). Different employees on campus have different abilities to maintain a complainant's confidentiality.

- Some individuals are required to maintain complete confidentiality; talking to them is sometimes called a "privileged communication." These individuals have a legal and professional obligation not to reveal information shared with them in the scope of performing their duties.
- Other employees may talk to a complainant in confidence, and generally only report to the College that an incident occurred without revealing any personally identifying information, such as the complainant's name. Disclosures to these employees will not trigger a College investigation into an incident against the complainant's wishes.
- All other College employees are designated as responsible employees and are required to report all the details of an incident (including the identities of both the complainant and alleged respondent) to the Title IX coordinator. A report to these employees constitutes a report to the College – and generally obligates the College to investigate the incident and take appropriate steps to address the situation.
    - By virtue of their responsibilities in the residence halls, Resident Assistants (RAs) are considered responsible employees.

A. **Privileged and Confidential Communications**

Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) and nurses in the Health Center are not required to report any information about an incident to the Title IX coordinator without a complainant's permission.

Sheila Kennedy, SSJ, Ph.D.	Director, Counseling Center Psychologist	215-248-7104	SJ 345
Nicole Sadler, RN, MHSA	Director, Health Center	215-248-7111	FZ Lobby
Lisa Johnson, Psy.D.	Therapist	215-248-7104	SJ 341

B. **Non-Professional Counselors and Advocates**

Individuals who work in Campus Ministry can generally talk to a complainant without revealing any personally identifying information about an incident to the College. A complainant can seek assistance and support from these individuals without triggering a College investigation that could reveal the complainant's identity or that the complainant has disclosed the incident. While maintaining a complainant's confidentiality, these individuals or their office should report the nature, date, time, and general location of an incident to the Title IX Coordinator. This limited report – which includes no information that would directly or indirectly identify the complainant – helps keep the Title IX Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Before reporting any information to the Title IX Coordinator, these individuals will consult with the complainant to ensure that no personally identifying details are shared with the Title IX Coordinator. The Title IX Coordinator will report this information to the Director of Security for inclusion in the Daily Crime Log and Annual Campus Crime Statistics.

Anna Ryan-Bender	Vice President for Mission & Ministry	215-248-7993	SJ 339
Becky McIntyre	Director of Campus Ministry		SJ 348

A complainant who speaks to a professional or non-professional counselor or advocate must understand that, if the complainant wants to maintain confidentiality, the College may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the respondent. Even so, these counselors and advocates will still assist the complainant in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A complainant who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated.

C. **Reporting to Responsible Employees**

Unless specifically listed above, all other College employees are considered responsible employees. A responsible employee is a College employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other misconduct, or who is an individual who is reasonably believed to have this authority. Resident Assistants and Resident Coordinators are also considered responsible employees.

When a complainant tells a responsible employee about an incident of sexual violence, the complainant has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A responsible employee must report to the Title IX coordinator all relevant details about the incident shared by the complainant so that the College can determine what happened – including the names of the complainant and respondent(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College's response to the report. A responsible employee should not share information with law enforcement without the complainant's consent or unless the complainant has also reported the incident to law enforcement. Before a complainant reveals any information to a responsible employee, the employee should ensure that the complainant understands the employee's reporting obligations – and, if the complainant wants to maintain confidentiality, direct the complainant to confidential resources.

If the complainant wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the complainant that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the complainant's request for confidentiality.

Responsible employees will not pressure a complainant to request confidentiality, but will honor and support the complainant's wishes, including that the College investigate an incident fully. By the same token, responsible employees will not pressure a complainant to make a full report if the complainant is not ready to do so.

Requesting Confidentiality From the College: How the College Will Weigh the Request and Respond.

If a complainant discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all individuals, including the complainant.

If the College honors the request for confidentiality, a complainant must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent(s) may be limited.

Although rare, there are times when the College may not be able to honor a complainant's request in order to provide a safe, non-discriminatory environment.

When weighing a complainant's request for confidentiality or determining that no investigation or discipline will be pursued, the Title IX Coordinator will consider a range of factors, including the following:

- The increased risk that the respondent will commit additional acts of sexual or other violence, such as:

- whether there have been other sexual violence complaints about the same respondent;
- whether the respondent has a history of arrests or records from a prior school indicating a history of violence;
- whether the respondent threatened further sexual violence or other violence against the complainant or others;
- whether the sexual violence was committed by multiple respondents;
- whether the sexual violence was perpetrated with a weapon;
- whether the complainant is a minor;
- whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
- whether the complainant's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate the alleged incident. If the College determines that it cannot maintain a complainant's confidentiality, the College will inform the complainant prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College's response.

The College will remain ever mindful of the complainant's well-being, and will take ongoing steps to protect the complainant from retaliation or harm and work with the complainant to create a safety plan. Retaliation against the complainant, whether by students or College employees, will not be tolerated. The College will also:

- assist the complainant in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the respondent pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the complainant of the right to report a crime to campus or local law enforcement – and provide the complainant with assistance if the complainant wishes to do so.

Because the College is under a continuing obligation to address the issue of sexual violence campus-wide, reports of sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices. If the College determines that it can respect a complainant's request for confidentiality, the College will also take immediate action as necessary to protect and assist the complainant.

Formal Complaints

A Formal Complaint is a document – including an electronic submission - filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within Chestnut Hill College's education program or activity and requesting initiation of the procedures consistent with the Chestnut Hill College Policy on Sex Discrimination, Sexual Harassment and Sexual Violence to investigate the allegation of sexual harassment.

To file a Formal Complaint, a complainant must provide the Title IX Coordinator a written, signed complaint describing the facts alleged. A report filed through the online Title IX Reporting and Concern Form is not considered a formal complaint if it is filed anonymously. If a complainant does not wish to make a Formal Complaint, the Title IX Coordinator may determine a Formal Complaint is necessary. The Title IX Coordinator will inform the complainant of this decision in writing, and the complainant need not participate in the process further but will receive all notices issued under this Policy.

Once a Formal Complaint has been filed, the College will use its best efforts to process the incident (this includes investigation of facts, hearing notification, the hearing, deliberation, notification of the outcome of the hearing and the appeal process) within 90 business days. Circumstances may arise that require the extension of time frames, including extension beyond 90 days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the parties or witnesses, the effect of a concurrent criminal investigation, any intervening school break or vacation, or other unforeseen circumstances. In the event that the investigation and resolution exceed this time frame, the College will notify all parties of the reason for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness.

Alcohol and Drug Use Amnesty

The health and safety of every student is of utmost importance. The Colleges recognize that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourage students to report incidents of sexual misconduct. A witness to or individual who experience sexual misconduct, acting in good faith, who discloses any incident of sexual misconduct to College officials or law enforcement will not be sanctioned under the College's code of conduct for violations of alcohol and/or drug use policies occurring at or near the time of the incident(s) of sexual harassment or sexual violence. This amnesty provision also applies to student groups making a report of sexual misconduct. Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes.

Supportive Measures

Complainants (as defined above), who report allegations that could constitute sexual misconduct under this policy, have the right to receive supportive measures from the College regardless of whether they desire to file a complaint. Supportive measures are non-disciplinary and non-punitive and may include, as appropriate and as reasonably available:

- referral to counseling or medical services
- extensions of deadlines or other course-related adjustments
- modifications of work or class schedules
- campus escort services
- restrictions on contact between the parties (no contact orders)
- changes in work or housing locations
- leaves of absence
- increased security and monitoring of certain areas of the campus

Supportive measures will remain private to the extent possible. Some College officials will be notified of supportive measures as needed for implementation.

Emergency Removal

As a residential educational institution, the College has a responsibility to protect the community from potential harm. The College retains the authority to remove a respondent from either institution's program or activity on an emergency basis, where the College (1) undertakes an individualized safety and risk analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual misconduct or gender-based discrimination justifies a removal.

If a College official determines such removal is necessary, the respondent will be provided notice and an opportunity to challenge the decision immediately following the removal.

If appropriate, the College will work with the respondent to continue his/her course of study online.

Investigation

In order to assure a prompt and equitable resolution to the complaint, complainants will be asked to provide details of the reported incident, either verbally or in writing, detailing the specifics of the incident, names of individuals, date, time, place, specifics which occurred, witnesses to the events described, etc. This complaint will start the College's investigation of the events reported.

- An investigation will be conducted once a complaint is filed.
- The person who makes the report is the complainant and the individual named in the report is the respondent.
- Upon receipt of a formal complaint, the Title IX Coordinator will draft a Notice of Allegations that will be sent to the respondent. The Notice of Allegations will include the identity of the complainant, the alleged conduct violations, and the dates of these allegations. This Notice of Allegations will be received prior to the beginning of an investigation. The Notice of Allegations will also state that the respondent is presumed not responsible and explain the use of an advisor of choice.
    - There may be extenuating circumstances in which a complainant requests that the College investigate allegations confidentially. The College cannot promise complete confidentiality. Information can only be shared within the College if there is a "legitimate educational need." In order for information to be shared outside of the College, a complainant would need to give explicit permission or that information would need to be subpoenaed. It should be noted that the

College's ability to thoroughly investigate and resolve incidents of sexual misconduct may by limited should the complainant not want his or her name or any identifiable information shared.

- The College bears the responsibility of conducting the investigation and collecting all evidence. All evidence collected, including copies of statements (as described below) will be shared with both parties.
- The respondent will be given the opportunity to provide his/her version of the reported incident. This can occur either verbally or in writing by the respondent to the investigator; the respondent has the right to decline this option.
- The College will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- The complainant's statement will be shared with the respondent.
- The respondent's statement (if provided) will be shared with the complainant.
- At the conclusion of the investigation, both parties will have an equal opportunity to review all evidence collected.
- **The parties will have ten (10) business days to inspect and review the evidence and submit a written response by email to the investigator. The investigator will consider the parties' written responses before completing the Investigative Report. The parties and their advisors must sign an agreement not to photograph, copy or disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the College adjudication process.**
- At the conclusion of the investigation, and following the 10-day review period, the investigator(s) will prepare an Investigative Report to be used by the Title IX Coordinator and hearing panel (if applicable).
- The College will use its best efforts to complete its investigation within 21 business days of the date it receives the complaint, to allow 10 days for review of this investigation, to allow 5 days for the completion of the investigative report (upon completion of these 10 days), and to schedule a disciplinary hearing within 14 business days of the completion of the Investigative Report.
    - At times, a thorough investigation may take longer than 21 days. In instances where extra time is needed, both parties will be notified of the reasons and an expected completion date.
- The parties may mutually agree to extend these time periods.

Hearing and Resolution

- Upon completion of the investigation, the College will schedule a hearing. As described above, every effort will be made to schedule a hearing within 14 business days of the completion of the Investigative Report.
- Both parties have the right to an advisor of choice; this advisor may be, but does not need to be, and attorney. If a party does not select an advisor of choice the College may provide one, at no charge, to the party.
- All hearings will be held using a live format. This may occur in person or virtually via the use of a video conferencing platform.
- The College cannot compel anyone to attend or participate in the hearing. However, if any party decides to not participate in the hearing, then the College cannot use any statements made by that individual in determining responsibility.
- The complainant and respondent are both subject to live cross examination by the advisor of choice for the other party (i.e. the advisor of choice for the complainant may cross examine the respondent and vice versa). Cross examination is not permitted directly by the complainant or respondent. Cross examination related to establishing credibility will generally be permitted, but questions regarding a party's previous sexual history will generally not be permitted. If a complainant or respondent refuses to participate in cross examination the College cannot use any statements previously made by that individual in determining responsibility.
- All hearings will be recorded and transcribed.
- Every effort is made to collect all information during the investigation. In the event that additional information is presented, both parties need to submit this additional documentation to the Title IX Coordinator at least 48 hours prior to the hearing; the Title IX Coordinator will share this information with the respective parties. Both parties will be shown a copy of the Statements provided by the other party; this includes Statements from any witnesses of fact.
    - Additional information presented at this point may result in the investigation being reopened.
- At least 72 hours' notice will be given to both complainant and respondent to appear at the hearing.
- In determining a remedy, the College may take into consideration the prior disciplinary history of the respondent.
- The College utilizes a preponderance of evidence as the standard of proof in all disciplinary proceedings; this standard is met if the proposition is more likely to be true than not true. Preponderance of evidence is the acceptable standard for civil cases.
- A written decision, complete with sanctions, if any, will be received within 10 business days after the hearing.
- The written decision will include the allegations, procedural steps that were followed, findings of fact, conclusions drawn based upon findings of fact, conclusions applying the facts to this policy and the Student Code of Conduct, a rationale for the findings for each charge, and appeal procedures.

- The complainant and respondent will be notified of the outcome of the hearing; this notification will be made in writing and will occur as concurrently as possible.
- The process will terminate if the respondent is no longer a student or employee.
  - Please note that the College will still provide appropriate accommodations to the complainant if the respondent is no longer a student or employee. If the respondent is a student, the College reserves the right to place a hold on the account and withhold transcripts.
- The College will cooperate to the extent permitted by law with criminal proceedings.
- The College does not condone retaliation towards the respondent or the complainant.

Any claims of retaliation will be investigated and those individuals will be subject to disciplinary action. Please see the end of this policy for additional information on retaliation.

Sanctions for Students

Individuals found responsible for violating this policy may face one or more of the following sanctions. The severity of the incident, past judicial record, attitude, and willingness to make amends will be taken into consideration when determining sanctioning.

- Disciplinary Warning: notice to the student, orally or in writing, that continuation or repetition of the conduct found wrongful, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- Disciplinary Probation: an official written notice to a student that violation of College policies, regulations, or patterns contrary to College standards or expectations, will not be tolerated. Repeated offenses or violations of any conditions of probation will result in more severe action, including possible suspension or expulsion. Disciplinary probation lasts for a stated time.
- Educational Sanctions: including counseling, reflection papers, research papers, classes and/or community engagement/service.
- Fines: fines range from $10 to $200 for punitive purposes and/or restitution.
- Restitution: the student or group may be required to make payment to the College, or to other persons, groups or organizations for damages to or misappropriation of property.
- Loss of Residency: a student will be required to leave the College residence community and may forfeit any housing costs. The student will be barred from entering all residence halls during the time of removal from the campus. A student who loses residency may be considered for future on-campus accommodations at the discretion of the Chief Student Life Officer and the Director of Campus Life.
- Disciplinary Residence Hall Room Change: an action that requires a student to vacate his/her current room and relocate to another room because of the disciplinary process.
- Restrictions of Housing Lottery: an action may exclude a student from participation in a particular housing lottery or affect his/her ranking in a particular lottery.
- Suspension: separation of the student/group from the College for a specified period of time. This could include exclusion from classes and other privileges or College activities.
- Expulsion: termination (after due process) of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the order of expulsion.

Appeals

- Both parties have the right to appeal. A letter of appeal should be addressed to the Title IX Coordinator within 3 business days of receipt of the decision. Appeals may only be submitted on the following grounds:
  - evidence of improper or inadequate procedure;
  - prejudicial conduct;
  - disproportionate penalty;
  - new evidence, not available at the time of the investigation.
- An appeal based on new evidence, not available at the time of the hearing will be referred back to the investigative process. Following the completion of the new evidence, the original hearing panel will reconvene for a second hearing.
- Upon receipt of an appeal for improper or inadequate procedure, the Title IX Coordinator will review the case from initial complaint to resolution to determine if there was improper or inadequate procedure.
- Upon receipt of an appeal for prejudicial conduct or disproportionate penalty, the Title IX Coordinator will convene a specially trained appeals board

- If an appeal meets none of the above criteria, the complainant and/or respondent will be notified that the appeal does not meet the criteria to move forward.
- The respondent's and/or complainant's letter(s) of appeal, the hearing panel's decision letter, and all other documents used in the hearing will comprise the official file to be used by the Appeal's Board.
- The parties will receive written notice of an appeal decision within 10 business days.
- Appeals will go a specially trained appeals board. While the College Appeals Board consists of faculty, staff, administrators or students as appointed by the President, no students will serve on appeals related to violations of the Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence.
- The non-appealing party will be notified that the appeal has been filed. Once it is formed, the Appeals Board will notify the parties if additional documentation is requested and the time period for its submission. All documentation reviewed by the Board will be made available in advance for both parties to review and submit comments; comments will be shared with one another. If evidence is discovered after the conclusion of the hearing, this new evidence will be reviewed by the Appeals Board. Both parties will be made aware of any new evidence. The Appeals Board will, after reviewing all available evidence and documentation, make a recommendation to the Title IX Coordinator or her designee. In cases involving a recommendation of suspension or expulsion, the recommendation of the Appeals Board will be issued to the President. In cases not involving suspension or expulsion, there is no right for either party to appeal to the President. Both parties will receive written notice of the appeal decisions within 10 business days after the Appeals Board has received any additional documentation it may request. As stated earlier, the review of the Appeals Board is limited to fact-based issues, this includes evidence of improper or inadequate procedure, prejudicial conduct and/or disproportionate penalty.
- Sanctions, such as interim suspension from College housing or from the College itself, or from employment may be imposed during the appeals process at the decision of the Chief Student Life Officer or the Assistant to the President for Administration and Special Projects.

Alternative Resolution

Parties who do not wish to participate in the full investigation and hearing process (as described above) may request Alternative Resolution by the College. The Title IX Coordinator will determine if Alternative Resolution is appropriate upon the written submission of a request by either party. Factors in considering the appropriateness of the alternative resolution process include, but are not limited to, the gravity of the allegations, whether there is an ongoing threat of harm or safety to the campus, whether the respondent is a repeat offender, and whether the parties are participating in good faith. This determination is not subject to appeal. In order to proceed, both parties must agree to this resolution. Either party may withdraw from the alternative resolution process at any time and resume the formal grievance process described above; the College, acting in good faith, may also determine, at any point in the process, that the Alternative Resolution process is not appropriate and may resume the formal grievance process. Both parties also agree that the findings reached in the Alternative Resolution process are binding and cannot be appealed. Alternative Resolution is not permitted for allegations that involve sexual misconduct by faculty or staff against students.

Alternative Resolution typically takes the form of either Administrative Resolution or Mediation. In Administrative Resolution, the respondent agrees to and accepts responsibility for the charges (issued in writing through the Notice of Allegations as described above). A hearing panel will then be convened to determine sanctioning. At this hearing, the parties will have the opportunity to speak, including giving an impact statement, but there will be no cross examination and the facts will not be in question. The hearing panel will issue a written determination that includes sanctions, rational for these sanctions, and appeal procedures. Both parties will have the right to appeal the sanctions.

During mediation, any potential investigation will halt. If the mediation results in a resolution, the disciplinary process will be concluded, and the matter will be closed. If a resolution cannot be reached, the matter will be referred back to the Title IX Coordinator to re-evaluate other options for resolution, including investigation. During mediation, a facilitator will guide a discussion between the parties. In circumstances where the parties do not wish to meet face to face, either party can request that the facilitator conduct separate meetings. Whether or not the parties agree to meet face to face, each party will be permitted to bring an advisor of their choice to any meetings. At the conclusion of the mediation, the agreement reached between the parties will be signed by both parties.

Records of the outcomes of Alternative Resolution are maintained by the Title IX Coordinator.

Interim Measures

Upon the filing of a complaint, the Title IX Coordinator will review the allegations and determine the necessity and scope of any interim measures to prevent further acts of harassment, misconduct, or retaliation and to provide a safe educational and work environment. The range of interim measures may include, but not be limited to:

- Adjusting the complainant's or respondent's work schedule, assignment, or location for employment.
- Changing the complainant's or respondent's academic schedule, allowing the complainant to take an incomplete in one or more courses, allowing the complainant to drop (or retake) a course without penalty, or complete course work via alternate delivery methods.
- Providing an escort to ensure safe movement between classes, work sites, and other activities.
- Allowing the complainant to withdraw from or retake a class without penalty, or extending deadlines for examinations or other assignments.
- Providing access to tutoring or other academic support.
- Putting the respondent on paid administrative leave until the conclusion of the investigation.
- Issuing a no contact order.

An individual's failure to comply with restrictions imposed by interim measures is a violation of this policy and a basis for disciplinary action, up to and including termination of employment.

Procedures for Faculty and Staff

Any person who believes he or she has experienced sexual misconduct, as defined in the College's Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence, may file a complaint against the Chestnut Hill College faculty, staff, or administration member (the person filing a complaint is referred to as a "complainant"). The procedures outlined below are designed to create a fair and confidential process for the complainant and respondent, while also ensuring a community built on appropriate relationships and respect for all. As acts of sexual misconduct present a threat to the community, the President is kept apprised of all training and prevention efforts, as well as allegations of sexual misconduct.

Investigation of a Complaint

Investigator

The Title IX Coordinator will designate an Investigator (ordinarily a member of Human Resources, the Office of the President, or when necessary, an outside third-party investigator) specifically trained in sexual misconduct investigations to conduct a prompt, thorough, and fair investigation of any sexual misconduct complaint against a College faculty or staff member. Every effort will be made to eliminate any possible or perceived bias in the selection of an investigator.

With the exception of sanctioning (described below), the Investigation, Hearing, and Resolution processes described above will be followed for cases involving faculty or staff. Alternative Resolution is not an option for allegations involving sexual misconduct by a faculty or staff member against a student.

Sanctioning

If there is a finding of responsibility, the hearing panel will submit a report to the Vice President for Academic Affairs (if the respondent is full-time faculty), the Dean of the respective college (if the respondent is adjunct faculty) or the Director of Human Resources (if the respondent is staff) to make a final determination as to the appropriate disciplinary sanction, per policies outlined in the Faculty Manual and Staff Handbook, for the respondent's violation of the Policy. In the event that the respondent is a tenured faculty member, procedures outlined in the Termination of Contract and Dismissal policy (Faculty Manual Policy F301.1) will be followed. If a conflict of interest exists that could create real or perceived bias against either the complainant or the respondent, another Vice President may be appointed. All decisions related to suspension or termination of employment are made by the President.

Imposition of Sanctions

- **Suspension or Termination of Faculty**
  Any disciplinary sanction that involves the suspension or termination of a faculty member will be conducted pursuant to the procedures outlined in the Faculty Handbook.
- **Disciplinary Actions against Staff**
  Disciplinary sanctions involving staff will be consistent with any applicable policies outlined in the Staff Handbook.

Appeals

The respondent has the right to appeal the investigative determination and the sanction imposed. Appeals will be submitted to the Title IX Coordinator and will be handled by a third party contracted service.

The College's determination as to whether the respondent's conduct violated the Policy will be presumed to have been reached reasonably and appropriately, by a preponderance of the evidence. Therefore, an appeal is available only on the following grounds:

- **evidence of improper or inadequate procedure;**
- **prejudicial conduct;**
- **disproportionate penalty;**
- **new evidence, not available at the time of the hearing.**

Any appeal must be in writing and should be filed with the Title IX Coordinator within ten (10) calendar days of the date of receipt of the relevant Vice President's final decision.

Preservation of Records

A confidential record of all complaints, including their disposition, will be maintained by the Title IX Coordinator.

Retaliation

Chestnut Hill College strictly prohibits retaliation against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations of sex discrimination, sexual harassment, and sexual violence. Therefore, any retaliation, intimidation, threats, coercion, or discrimination against any such individual, undertaken or attempted either directly or by someone acting on behalf of another, will be addressed in the most serious way by the College, and individuals who engage in such actions are subject to discipline up to and including suspension, exclusion, or dismissal. These behaviors will result in subsequent disciplinary proceedings. Anyone who is aware of possible retaliation or has other concerns regarding the response to a complaint of sexual misconduct should report such concerns to the Title IX Coordinator or to any Deputy Coordinator, who shall take appropriate actions to address such conduct in a prompt and equitable manner.

To File a Complaint with the Office of Civil Rights

Anyone who wishes to file a complaint with the Office of Civil Rights (OCR) may do so through the mail, email or online. Prior to filing a complaint with OCR against an institution, a potential complainant may want to find out about the institution's grievance process and use that process to have the complaint resolved. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process. For more information on filing a complaint, please visit the OCR website at http://www2.ed.gov/about/offices/list/ocr.

Record Keeping

After a matter is concluded, the individual who conducted the investigation shall prepare a written summary of the matter. The purpose of the summary is (1) to insure the College is aware of repeat incidents by the same individual and (2) for record keeping purposes so the College can evaluate the effectiveness of its anti-harassment policy and procedures. This summary will be kept in a separate file which may be consulted for the two purposes stated.

Supplemental Information

Definitions of Sexual Misconduct

- ***Sexual Harassment***

  Sexual Harassment is defined as:
  - unwelcome, gender-based verbal or physical conduct that is,

- sufficiently severe, pervasive and objectively offensive that it,
- unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the College's educational program and/or activities, or is
- based on power differentials (quid pro quo, i.e. where an employee or student is informed their job or academic progress is dependent on their providing sexual favors to someone with authority over them), the creation of a hostile environment, or retaliation.

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention; to punish a refusal to comply with a sexual based request; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; gender-based bullying.

Sexual harassment also includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex/gender or sex/gender-stereotyping, even if the acts do not involve conduct of a sexual nature.

A single, isolated incident of sexual harassment alone may create a hostile environment if the incident is sufficiently severe. The more severe the conduct the less need there is to show a repetitive series of incidents to create a hostile environment, particularly if the harassment is physical.

- ***Sexual Assault***

Sexual assault is defined as having sexual intercourse or sexual contact with another individual without consent, including:
- by the use or threat of force or coercion;
- without effective consent; or
- where that individual is incapacitated.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth, or any other part of the body that is touched in a sexual manner. Sexual contact also includes attempted sexual intercourse.

Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand, etc.) or object, or oral penetration involving mouth to genital contact.

It is important to note that a person who is incapacitated cannot consent to sexual activity. Consent to engage in sexual activity must be knowing and voluntary; it must exist from the beginning to end of each instance of sexual activity and for each form of sexual contact. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Consent is active, not passive. Incapacitation may result from the use of alcohol and/or drugs. Incapacitation and consent are further defined at the end of this policy.

Sexual contact and sexual intercourse are defined in additional detail below:

NON-CONSENSUAL SEXUAL CONTACT

Non-Consensual Sexual Contact is:
- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force.

Sexual Contact includes:

- Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

NON-CONSENSUAL SEXUAL INTERCOURSE

Non-Consensual Sexual Intercourse is:

- any sexual intercourse
- however slight,
- with any object,
- by a man or woman upon a man or a woman,
- that is without consent and/or by force.

Intercourse includes:

- vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

- ***Sexual Exploitation***

  Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
  - Invasion of sexual privacy;
  - Prostituting another individual;
  - Non-consensual video or audio-taping of sexual activity;
  - Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
  - Engaging in voyeurism;
  - Knowingly transmitting an STI/D or HIV to another individual;
  - Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
  - Sexually-based stalking and/or bullying may also be forms of sexual exploitation

- ***Stalking***

  Stalking occurs when a person engages in a course of conduct or repeatedly commits acts toward another person, including following the person without proper authority, under circumstances that demonstrate either of the following:
  - place the person in reasonable fear of bodily injury; or
  - reasonably cause substantial emotional distress to the person.

  Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

  Examples of stalking include:
  - unwelcome and repeated visual or physical proximity to a person;
  - repeated oral or written threats;
  - extortion of money or valuables;
  - unwelcome/unsolicited written communication, including letters, cards, emails, instant messages, and activity through social media or other online mediums;
  - unwelcome/unsolicited communications about a person, their family, friends, or co-workers; or
  - sending/posting unwelcome/ unsolicited messages with an assumed identity; or
  - implicitly threatening physical contact;
  - or any combination of these behaviors directed toward an individual person.

- ***Intimate Partner Violence: Domestic Violence or Dating Violence***

  Intimate-partner violence, also referred to as dating violence, domestic violence, and relationship violence, includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with that person. It may involve one act or an ongoing pattern of behavior. Intimate-partner violence

can encompass a broad range of behavior, including, but not limited to, physical violence, sexual violence, emotional violence, and economic abuse. Intimate-partner violence may take the form of threats, assault, property damage, or violence or threat of violence to one's self, one's sexual or romantic partner, or to the family members or friends of the sexual or romantic partner. Intimate-partner violence affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

- ***Bullying or Intimidation***

  Bullying includes any intentional electronic, written, verbal, or physical act or a series of acts directed at another individual or individuals that is severe, persistent, or pervasive and that has the intended effect of doing any of the following: (i) substantially interfering with a student's education; (ii) creating a threatening environment; or (iii) substantially disrupting the orderly operation of the College. Bullying is prohibited, and participating in such acts will result in disciplinary action. Bullying that is based on gender, sexual orientation, gender identity, or gender expression, or based on any other protected classification as outlined in the College's *Non-Discrimination Policy* will be handled under this policy.

  Intimidation is any verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person(s) in the group to fear for her/his physical well-being. Intimidation is prohibited and will result in disciplinary action.

  Anyone who attempts to use bullying or intimidation to retaliate against someone who reports an incident, brings a complaint, or participates in an investigation in an attempt to influence the judicial process will be in violation of retaliation as described within this policy and will be subject to disciplinary action.

ADDITIONAL APPLICABLE DEFINITIONS:

- Consent: Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. The lack of a "no" cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.
- Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
- Previous relationships or prior consent cannot imply consent to future sexual acts.
- The College affirms a "yes means yes" standard for consent; by this standard, consent is an affirmative, conscious and voluntary agreement to engage in sexual activity

- Force: Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent ("Have sex with me or I'll hit you. Okay, don't hit me, I'll do what you want.").
  - Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
  - NOTE: There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.
  - In order to give effective consent, one must be of legal age.
  - Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.
    - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why or how" of their sexual interaction).
    - This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another individual is a violation of this policy. More information on these drugs can be found at http://www.911rape.org/
- Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.
- The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.

- For reference to the pertinent state statutes on sex offenses, please see http://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/18/00.031..HTM.

External Resources
The Women's Center of Montgomery County
Several offices in the surrounding area
Click here for direct contact information: https://wcmontco.org/contact-us/

Medical Care for Sexual Assault
Philadelphia Sexual Assault Response Center (PSARC)
300 E. Hunting Park Avenue
Philadelphia, PA 19124
215-685-3251
Hotline: 215-425-1625

24 Hour Hotlines
The Women's Center of Montgomery County: 800.773.2424*
Women Organized Against Rape: 215.985-3333*
National Sexual Assault Hotline: 800-656-HOPE*
Philadelphia Domestic Violence Hotline: 866-SAFE-041

Sexual Harassment
Women's Law Project: 215.928.9801
Philadelphia Commission on Human Relations: 215.686.4692

Prosecution
Special Victims Unit: 215.685.3251
Police Sex Crimes Unit: 215.685.1180/81/82 Rape Prosecution Unit 215.686.8083

Please note that these resources are in Philadelphia. For locations outside of Philadelphia please call 911.
*These resources are confidential

Campus Wide Prevention Efforts
Prevention efforts focus not only on education, but also primary prevention techniques such as bystander intervention, as well as providing alternative programming for individuals. Alternative programming sometimes has an educational component, but sometimes it is purely designed to provide an alcohol and drug free environment for individuals, thus helping to minimize their own risk. Examples of programs are included in the chart below:

Type of Program	Examples
Lectures & Workshops	• Escalation Workshop • "DUI: A Powerful Lesson" – Mark Sterner • Women Organized Against Rape Workshop • Healthy Choices Orientation Session
Awareness Programs	• It's On Us Week of Action • Alcohol 101 (in first year seminars and for policy violators) • Denim Day Sobriety/Safe Drinking Pledge • It's On Us Pledge • DUI Simulator • Virtual Bar • Various Residence Hall Programs • National Collegiate Alcohol Awareness Week • Day of Silence
Alcohol Free Programming	• Fridays After Dark (Fridays after 9 pm), • Midnight Madness (funded by an NCAA CHOICES grant) • Alternative programming on high risk days (Super Bowl,

	World Series, Halloween, St. Patrick's Day, etc.)
Training	• Step UP to be a Dear Neighbor (bystander intervention training) • Responsible Employee/Campus Security Authority Training with Faculty, Staff, Resident Assistants and other paraprofessional staff • Sexual Harassment Training
Electronic	• Social Media campaigns • It's On Us Campaign • Use of campus wide TVs

Educational Resources
Our goal is to always prevent an incident from occurring. With this goal in mind, the remaining section includes examples of policy violations and risk reduction tips.

Risk Reduction Tips
Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk of experiencing a non-consensual sexual act. Below, suggestions to avoid committing a non-consensual sexual act are also offered:

- If you have limits, make them known as early as possible.
- Tell a sexual aggressor "NO" clearly and firmly.
- Try to remove yourself from the physical presence of a sexual aggressor.
- Find someone nearby and ask for help.
- Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

1. Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
2. Understand and respect personal boundaries.
3. DON'T MAKE ASSUMPTIONS about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
4. Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
5. Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.
6. Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don't abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

Examples

- Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to come up to his room. From 11:00 pm until 3:00 am, Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. He keeps at her, and begins to question her religious convictions, and accuses her of being "a prude." Finally, it seems to Bill that her resolve is weakening, and he convinces her to give him a "hand job" (hand to genital contact). Amanda would never had done it but for Bill's incessant advances. He feels that he successfully seduced her, and that she wanted to do it all along, but was playing shy and hard to get. Why else would she have come up to his room alone after the party? If she really didn't want it, she could have left.

Bill is responsible for violating the Non-Consensual or Forced Sexual Contact section of this policy. It is likely that a College hearing would find that the degree and duration of the pressure Bill applied to Amanda are unreasonable. Bill coerced Amanda into performing unwanted sexual touching upon him. Where sexual activity is coerced, it is forced. Consent is not effective when forced. Sex without effective consent is sexual misconduct.

- Jiang is a junior and Beth is a sophomore. Jiang comes to Beth's dorm room with some mutual friends to watch a movie. Jiang and Beth, who have never met before, are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, and are soon becoming more intimate. They start to make out. Jiang verbally expresses the desire to have sex with Beth. Beth, who was abused by a baby-sitter when she was five, and has not had any sexual relations since, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with her, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop, but cannot. Beth is stiff and unresponsive during the intercourse. Is this a policy violation?

  Jiang would be held responsible in this scenario for Non-Consensual Sexual Intercourse. It is the duty of the sexual initiator, Jiang, to make sure that he has mutually understandable consent to engage in sex. Though consent need not be verbal, it is the clearest form of consent. Here, Jiang had no verbal or non-verbal mutually understandable indication from Beth that she consented to sexual intercourse. Of course, wherever possible, students should attempt to be as clear as possible as to whether or not sexual contact is desired, but students must be aware that for psychological reasons, or because of alcohol or drug use, one's partner may not be in a position to provide as clear an indication as the policy requires. As the policy makes clear, consent must be actively, not passively, given.

- Sam and Chris are at a party. Sam is not sure how much Chris has been drinking, but is pretty sure it's a lot. After the party, Sam walks Chris to Chris' room, and Chris comes on to Sam, initiating sexual activity. Sam asks if Chris is really up to this, and Chris says yes. Clothes go flying, and they end up in Chris' bed. Suddenly, Chris runs for the bathroom. When Chris returns, Chris' face is pale, and Sam thinks Chris may have thrown up. Chris gets back into bed, and they begin to have sexual intercourse. Sam is having a good time, though Sam can't help but notice that Chris seems pretty groggy and passive, and Sam thinks Chris may have even passed out briefly during the sex, but Sam does not let that stop him. When Sam runs into Chris the next day, Sam thanks Chris for the wild night. Chris remembers nothing, and decides to make a complaint to the Dean.

  This is a violation of the Non-Consensual Sexual Intercourse Policy. Sam should have known that Chris was incapable of making a rational, reasonable decision about sex. Even if Chris seemed to consent, Sam was well aware that Chris had consumed a large amount of alcohol, and Sam thought Chris was physically ill, and that Chris passed out during sex. Sam should be held accountable for taking advantage of Chris in that intoxicated condition. This is not the level of respectful conduct expected of students.

Minors on Campus Policy

Part I. Purpose and Scope of Policy

Purpose: This statement sets forth Chestnut Hill College's policy regarding children under the age of 18 (Minors) who participate in the College's programs and activities, taking place on campus and in facilities or under the direction of the College at other locations. The College makes every effort to conduct its operations and maintain facilities consistent with its Mission. While there may be occasion when the presence of Minors on campus may be appropriate, Minors are not permitted to be unsupervised or unescorted on the College's campus at any time.
To promote the protection of Minors, this policy describes the requirements of administrators, faculty, staff, students, volunteers and others who interact with Minors. Any College employee who suspects that a Minor, who is on the College's campus for any reason or is participating in a College-sponsored activity at another location, has been the victim of child abuse shall immediately report the suspected abuse consistent with the College's Child Protective Services Policy which can be found in our Staff Handbook and Faculty Handbook.

Scope: This policy applies to all administration, staff, faculty, and students of the College; campus visitors; volunteers; and individuals or organizations engaging in or conducting activities associated with the College or doing business at or with the College in which Minors will be physically present and participating. Regardless of their physical location, College programs, including but not limited to athletic camps, academic programs, and student organizations that involve Minors, fall within the scope of this policy. All College Programs that involve Minors, whether they are limited to daily activities or involve the housing of Minors in residence halls, fall within the scope of this policy. This policy does not apply to enrolled College students who are Minors.

DEFINITIONS

The following words and phrases when used herein shall have the meanings given to them in this section unless clearly indicated

otherwise:

- **"Adult."** Any individual who is not a Minor as defined herein.
- **"Applicant."** An individual who applies for a position as an Employee (as defined herein).
- **"Campus."** The property owned by Chestnut Hill College located generally at 9601 Germantown Avenue and 9220-9250 Germantown Avenue, Philadelphia, PA 19118.
- **"College."** Chestnut Hill College.
- **"Employee."** Any individual who is employed by Chestnut Hill College. The term includes an independent contractor that has been hired or retained by Chestnut Hill College.
- **"Minor."** Any individual who is not registered as a student at Chestnut Hill College and who is under the age of eighteen (18).
- **Sponsored Programs."** Programs, activities, and events conducted by or on behalf of the College, whether for academic, athletic, recreational, or other purposes and whether on or off College premises, that serve Minors.

  Sponsored Programs do not include any College undergraduate or graduate academic programs in which Minors are enrolled for academic credit, including but not limited to high school students enrolled in undergraduate academic programs, as well as events on campus that are open to the general public and which Minors may attend at the discretion of their parent(s) or guardian(s). Outside entities that conduct or provide Sponsored Programs are required to comply with this Policy, and to demonstrate that appropriate screening and training in accordance with Parts II, III, IV and V of this Policy have been conducted prior to commencing services. Contracts with outside entities for such Sponsored Programs should make reference to this Policy.
- **"Program Leader."** The College's point person for the Program who manages or coordinates the Program. This person is responsible for ensuring all the items on the check-list are carried out appropriately.
- **"Supervising Adult."** An Adult who interacts with, supervises, chaperones, accompanies (other than a parent or legal guardian) or otherwise oversees Minors in programs or activities and/or residential facilities and who is responsible for that Minor's conduct and safety while on Campus, paid or unpaid.

Part II. General Requirements for Sponsored Programs

A. **Notice and Registration**
All Sponsored Programs must be registered with The Human Resources Office by submitting a Minors on Campus Registration Form (See example attached as Appendix A to this Policy) at least 60 days prior to the first scheduled date of participation by Minors.

In the event the Sponsored Program involves the housing of Minors in College residence halls overnight, the Program Leader of the Sponsored Program must provide participating Minors with personal safety information including how to contact Campus Safety Services while on campus. Additionally, Residence Life must be notified to ensure that all required forms are completed before Minors are permitted to remain in the residence halls.

If any program involves the transportation of a Minor, the Program Leader must contact in writing the Senior Vice President for Financial Affairs and Chief of Staff for prior approval. Such authorization will include, but may not be limited to, the written permission of a parent or legal guardian.

B. **Screening Requirements**
All persons who will have contact with Minors in a Sponsored Program are subject to the following screening requirements: Pennsylvania Criminal Record Search and Pennsylvania Child Abuse Clearance. The Director of the Program or Activity in consultation with the Director of Human Resources will determine which persons will be subject to additional fingerprinting, FBI and other clearances.
Any person who is subject to screening requirements by this Policy is under a continuing obligation, as long as he/she continues to participate in a Sponsored Program, to disclose immediately any new felony or misdemeanor conviction to the College. The College may accept successful documented background clearances from the governmental agencies (*e.g.*, School Districts) that may have been completed within one (1) years of the start date of employment or participation with the program or activity.

Persons who have a break in service or enrollment will be subject to re-screening to reengage in a Sponsored Program and would otherwise be subject to screening pursuant to this Policy.

It is the responsibility of the Program Leader to ensure that each Supervising and Participating Adult (including the College's students involved in the Sponsored Program) has submitted the required background check request form and has received clearance to participate. The Office of Human Resources will maintain a list of adults who have been cleared to

participate. The failure of the Supervising Adult to fulfill his or her obligations under this section of the Policy shall be subject to discipline, up to and including removal from the Sponsored Program.

Should any screening indicate a criminal record, the Director of Human Resources in consultation with legal counsel if necessary, will determine whether the person may participate in a Sponsored Program. All screening will be conducted, and all information and results will be used, in accordance with applicable laws, regulations, and College policies and procedures. The College reserves the right to take appropriate action with respect to employees or students whose falsification or failure to disclose information on employment or admission applications or other College documents is revealed as a result of screening pursuant to this Policy, up to and including immediate termination of employment or expulsion.

C. **Training Requirements**

All program staff (paid and volunteers, including the College's student staff members) must receive training on the conduct requirements of this Policy and on protecting Minors from any form of abuse and on mandatory reporting of suspected child abuse. Human Resources will coordinate and facilitate training at the request of a Sponsored Program.

Part III. Unaffiliated Minors

A. **General Rules for Unaffiliated Minors**

Minors are not allowed to visit the classrooms, labs, offices, resource centers, or the library unless they are accompanied by a Supervising Adult and are on an official tour or official program or activity of the College. At no time other than the above cases are Minors allowed in classrooms, labs, offices, resource centers, or the library during, before, or after regularly scheduled class time, even when attended by a parent or guardian.

Even when accompanied by a Supervising Adult, pre-high school age Minors are prohibited from laboratories and other areas where significant potential safety hazards may exist.

Persons over the age of eighteen (18) who are not registered as students of Chestnut Hill College and who, because of certain developmental disabilities, require Adult supervision for purposes of their own safety, are considered Minors for purposes of this Policy.

Childcare is not provided on Campus for the Minor children of administration, staff, faculty, students, volunteers, or visitors. Minor children may not be left unattended in any College building or anywhere on Campus. No facility or office on campus is to be used in lieu of paid child care or for unsupervised recreation for children.

Minors may not use the swimming pool facilities, fitness center, playing fields or any sport equipment unless their parents or legal guardians have signed the required Waiver and Release and the Minor is using the facilities as part of a Sponsored Program or Organized Approved Program by a third party at the College. Any Minor using these facilities must be accompanied at all times by a Supervising Adult.

The College will require any Minor and Supervising Adult who is causing a disturbance on Campus or who is in violation of this Policy to leave the Campus immediately.

B. **Residence Halls**

The rules regarding overnight stays by Minors in connection with third party programs or camps/clinics are more fully described below in Part IV. and V.

The College permits Overnight visits by prospective students, and therefore the prospective student must comply with all College rules and regulations including the policies contained in the sections entitled "Overnight Guests" and "Visitation" in our Student Handbook. In addition to the policies referenced in the Student Handbook, a prospective student on an Official Athletic Visit must also comply with the Athletics Department's policy on Official Visits by prospective students.

Minors who are not participating in a Sponsored Program, including siblings, relatives, and friends, who visit with a matriculated College student in a residence hall must also abide by all College rules and regulations including the all the policies contained in the sections entitled "Overnight Guests" and "Visitation" in our Student Handbook.

Children are not allowed in high-risk areas under any circumstances such as: laboratories, studios, mechanical rooms, garages, food preparation areas, or any areas containing power tools or machinery with exposed moving parts.

C. **Minor Children of Employees**

Chestnut Hill College values family life and has worked to develop employment policies and benefits that are supportive of families. Children are welcome on campus when the purpose of their visit is to attend classes or to participate in activities specifically scheduled and designed for their benefit or for any public event held at the College. While we seek to provide an environment open to work and family issues, the College cannot allow the presence of children (defined as persons below the age of eighteen years old) in the workplace for the following reasons: (1) the potential for interruption of work; (2) health and safety concerns; and (3) liability to the College (4) confidentiality. Please note that this section of the policy does not apply to minor children of employees attending any Sponsored Program or Organized Approved Program by a third party at the College, or attending any public events, held at the College.
The College does not accept liability for injuries to children or visitors on College premises in violation of this policy.

Part IV. Minors Attending Camps/Clinics by Other Entities Approved by the College

Parts IV and V of this Policy applies to organized programs such as, camps, clinics, and any other variety of organized programs offered by third parties who rent the College's Campus facilities (hereinafter, "Camps/Clinics").

The Camp/Clinic personnel are responsible for the safety and conduct of the Minors while on Campus.
The Camp/Clinic personnel must follow the following guidelines for the ratio of Supervising Adults to Minors.

Standard for resident **camps/activities are:**

- One authorized adult for every five campers ages 4 and 5
- One authorized adult for every six campers ages 6 to 8
- One authorized adult for every eight campers ages 9 to 14
- One authorized adult for every ten campers ages 15 to 17

Standard for day camps/activities are:

- One authorized adult for every six campers ages 4 and 5
- One authorized adult for every eight campers ages 6 to 8
- One authorized adult for every ten campers ages 9 to 14
- One authorized adult for every twelve campers ages 15 to 17

Minors may not enter or use areas of the Campus which are not made available to the Camp/Clinic. Minors may not use College equipment unless the use has been pre-arranged by the Camp/Clinic and approved by the College prior to the Camp/Clinic.
If a Minor stays overnight as part of a Camp/Clinic, the Adult supervision must follow the guidelines for ratio of Supervising Adults versus Minors for resident camps described above.

When the College leases space to a Camp/Clinic for an overnight event, the Camp/Clinic must obtain signed permission from the parent or legal guardian of each Minor attending the Camp/Clinic which acknowledges that the College has no responsibility for the safety of their children during this event. The permission must be in a form acceptable to the College and it must release and hold harmless the College from any liability for injuries to the Minor while he or she is participating in the Camp/Clinic.

Part V. Requirements for Camp/Clinic Personnel

All Camp/Clinic personnel who have direct contact with Minors as part of their duties in connection with the Camp/Clinic, Adults who stay overnight with Minors as part of a Camp/Clinic, and/or volunteers at the Camp/Clinic (hereinafter collectively referred to as "Camp Personnel"), are required to have successful criminal background checks including Pennsylvania Criminal Record Search, FBI Fingerprinting Check, and Pennsylvania Child Abuse Clearance.

The foregoing requirements apply to all Camp Personnel, whether they are employed by a Camp/Clinic which leases space from the College or whether they are employed by the College to work at a Camp/Clinic sponsored by the College.

A successful criminal and child abuse background check will be required of all Camp Personnel, prior to their direct participation with Minors in a Camp/Clinic and at least once every five (5) years thereafter. Background checks may be conducted by an outside contractor, though certain background requests may be accessed directly by the individual (*e.g.*, Pennsylvania Child Abuse History Clearance, http://www.dpw.state.pa.us/resources/documents/pdf/fillin-forms/dpwchildabuse.pdf).

It is the responsibility of the person in charge of the Camp/Clinic to assure that all Camp Personnel have submitted the required background check request forms, have applied for an official clearance statement, and have subsequently obtained the necessary clearances, prior to any participation in the Camp/Clinic.

Any Camp/Clinic renting space from the College must warrant and represent that it has conducted criminal background checks as stated above and obtained official child abuse clearance statements for each of its Camp Personnel and that it has no reason to believe that any of its Camp Personnel is a potential danger to Minors.
The criminal background check will be limited to criminal offenses, including, but not limited to, child abuse, for which an individual has been convicted, has pled guilty to a felony or misdemeanor, or where such charges are currently pending. The College may accept successful documented background clearances from the governmental agencies (*e.g.*, School Districts) that may have been completed within one (1) year of the start date of employment or participation with the Camp/Clinic.

A decision not to permit an individual to participate in a Camp/Clinic will be made by the College. Copies of all background check reports and clearance statements will be retained in the College's Department of Human Resources.

Any Camp/Clinic renting space from the College must carry sufficient insurance to indemnify and hold the College harmless from any claims which may result from an injury to those attending the camp/clinic, including Minors. The amount of the insurance will be established at the time the contracts are signed. The insurance coverage must be sufficient to cover negligence and intentional torts including sexual misconduct toward a Minor.

Part VI. Adult Code of Conduct

While participating in Sponsored Programs, participating in or representing the College in connection with third party Programs, Camps/Clinics,

NO ADULT SHALL:

- Have one-on-one private contact with a Minor. If an Adult is interacting one-on-one with a Minor, it shall be within view of other Adults.
- Participate in a sleep-over under the auspices of a Camp/Clinic except under the following limited circumstances:
  - where a parent or legal guardian of the Minor is present; or
  - where a parent or legal guardian of the Minor has given written consent, and there is at least one other Adult present at all times, and the two Adults remain in each other's presence at all times.
- Engage in abusive conduct, of any kind toward, or in the presence of, a Minor.
- Strike, hit, administer corporal punishment to, or touch in an inappropriate or illegal manner any Minor.
- Engage in the use of alcohol or illegal drugs, or be under the influence of alcohol or drugs.
- Make pornography, in any form, available to Minors or assist Minors in any way in gaining access to pornography.
- Take photographs of Minors unless prior written permission to do so has been obtained from the Minor's parent or legal guardian.
- Engage in any illegal conduct.
- Engage in any sexual activity, make sexual comments, tell sexual jokes or share sexually explicit material with Minors.
- Meet with Minors outside established times and locations for Program activities.
- Engage or communicate with Minors through email, text messages, social networking websites, internet chat rooms, or other forms of social media at any time except and unless there is an educational or programmatic purpose and the content of communication is consistent with the mission and goals of the program and the College.

While participating in Sponsored Programs, participating in or representing the College in connection with third party Programs, Camps/Clinics,

EACH ADULT SHALL:

- Act in a manner that reflects positively on the College.
- Entertain in age-appropriate forums and in places where Minors will not be exposed to or pressured to engage in any illegal activity, including without limitation use of drugs and alcohol or sexual activity.
- Abide by and enforce any applicable curfew.
- Immediately notify Campus Security if a Minor is injured, missing or engaged in illegal or prohibited activity. (215) 242-7777.

- REPORT CONCERNS AND SUSPICIONS: During your contact with Minors, you may notice signs of possible abuse or neglect. A Minor may tell you something suggesting that he or she has been abused. You may witness someone engaging in behavior listed above under the subsection of "No Adult Shall" under Part VI. You should take action and make a report if you reasonably suspect a minor may have been abused or neglected. You do not need definite proof. Resolve any doubts about reporting in favor of making a

report.

- To make a report, take the following steps:
  - **First**, immediately report the information to the Department of Human Services ("DHS") toll-free ChildLine at (800) 932-0313. Within 48 hours of your oral report, you must follow up with a written report to DHS or the county agency assigned to the case. The written report should contain the information set forth on the attached reporting form, to the extent known. For your report, you are not expected to investigate or gather any information you do not already know. The role of investigation lies with DHS and/or law enforcement. Please follow the instructions provided to you by Child-Line for submitting a written report. If you need further information, contact information for DHS is available via http://.www.dhs.state/pa.us and for county agencies in Pennsylvania via http://www.pcya.org/Pages/ContactYourA-gency.aspx.

  - **Second**, immediately after your first notification to DHS, you must report the suspected child abuse to College's Director of Security. Contact Information: **Phone: (215) 242-7777; email: tetip@chc.edu.**

- Immediately discontinue additional and further activities on Campus if and when any allegation of inappropriate conduct or other misbehavior has been made against said Adult at such time that the allegation has been satisfactorily resolved.

***** If you see something, say something. Every member of the College community has an obligation to report immediately instances or suspected instances of the abuse of or inappropriate interactions with Minors.***

The College reserves the right to take any action it believes is reasonably necessary to protect Minors who are on the Campus for any reason.

The Director of Human Resources is authorized to ensure that the policy is applied in a consistent manner throughout the College.

Chestnut Hill College Photography and Videography Policy

At Chestnut Hill College, photography and videography (including capturing audio) are a regular part of how we communicate to the world and to our own College community. College personnel photograph and take videos in the classroom, at public events and in a wide range of other venues. Photos and videos are used for various purposes such as education, news and feature stories as well as for promotional or commercial purposes. As questions of rights, permissions and privacy have been raised in connection with photography and videography practices at CHC, we are providing this guidance to the College community.

In general, authorized College personnel (and the contractors they hire) may videotape and photograph events and people in public areas on CHC's campus. How such materials may be used or distributed however is highly context sensitive, usually requiring an understanding and evaluation of how public or private the **environment** is (for example, a locker room or dormitory versus a street corner), the **individuals** involved (for example, students versus administrators), how identifiable those individuals are, and the **intended use**. There are no "one size fits all" rules regarding use of photographs or video. Instead, it is important for College personnel to understand and consider the following principles, applying (1) a respect for individual's privacy, (2) an understanding of CHC's legal rights in the photos and videos, and (3) best professional judgment:

I. PUBLIC SPACES, PUBLIC FIGURES AND NEWSWORTHY USES

In general, permissions or photo releases are not required to take a photograph or videotape of individuals in public spaces because there is a minimal expectation of privacy in such spaces. Without a full release, however, the use of the materials may be limited. Examples of public spaces at CHC are sporting events, the College campus, Commencement and even at times non-sensitive invited events. The interior of a dorm room would generally not be considered a public space.

Newsworthy or informational uses of photos or videos in general do not require permissions or photo releases from subjects depicted.

Public figures, such as elected officials, celebrities, and prominent speakers have a more limited expectation of privacy than members of the general public, providing even greater latitude in using photographs or video recording of such individuals for news reporting or informational purposes.

Even in newsworthy photographs, care should be used in describing those depicted to avoid creating a misleading impression. For example, the caption of a photograph of a crowd at a demonstration should probably not describe those depicted as "participants" in the demonstration.

II. PERMISSION AND RELEASES

There are a number of scenarios where it is appropriate and often required to obtain permission and/or photo authorization releases to take and use photographs and videography. There are many forms and methods for obtaining agreement from an individual to take and use a photograph or video. One may announce to a group verbally that photos or videos will be taken and how they will be used. One may post a sign indicating the same. One may obtain a written signature on an approved consent form. One may simply ask a subject and get his or her verbal "OK." The best approach will usually depend on circumstances, context, practicability and risk.

- **Students and FERPA.** Certain photos of students are considered "education records" under the Federal Student Privacy Law (FERPA), and cannot be shared publicly without the written consent of the student. Consent is particularly important where:

- Photos prominently show one or a few students, and/or
- Photo images are part of CHC's official functions (such as CHC photo IDs) and/or depict students in their educational or academic environment.

❖ **Commercial Use.** Because liability risks tend to be higher with commercial and/or advertising use, it is advisable to obtain written consent when photos or videos may be used to promote a product or service – and sometimes the College itself. If there is potential commercial use of photos or videos of public figures, there is even greater exposure to liability. The issue of what constitutes "commercial use" is often not clear. The following distinctions may be helpful. Using the image of an individual to market or sell a product, such as a college academic degree program, would likely qualify as a "commercial use." However, a program website showing photos of activities undertaken by people in that program, would likely qualify as an informative, non-commercial use.

❖ **Minor Children and Other Special Circumstances.** It is always important to use professional judgment in taking and using photographs and videos. If the image captured is of a minor child, it is very important to obtain a written photo release of a parent, particularly if the photo is of only a few children (as compared to a very large crowd), and particularly if the photo will be displayed or published broadly. Use judgment and obtain photo releases with other vulnerable populations. Further, obtain photo releases in highly sensitive contexts, such as events where political, identity, or health concerns are central.

❖ **Sensitive Topic Large Gatherings**. In most cases, attendance at a large gathering is not controversial and privacy interests are low. In such cases, permission may not be needed at all. However, if the event is about a topic that may raise privacy issues (for example relating to substance abuse, mental health, identity issues) it is recommended to post a sign or otherwise announce that photos or video will be taken and provide participants an area where they may be without being photographed or video recorded.

III. TEACHING, CLASSROOMS, AND STUDENTS

Class recordings may raise concerns about freedom of expression, academic freedom, copyright and privacy and FERPA. All recordings of classes must comply with College policies and should follow the guidelines below:

Class Recordings with Limited (Class) Availability. In cases where the videos are made accessible only to the students and instructors in the class and academic administrators, students should be informed of the video recording in advance.

Public Posting of Class Recordings. If photos or videos will be posted publicly, or otherwise made available beyond the individuals in the class and academic administrators, the College must inform students of that fact and should make available areas of the classroom where students who do not wish to appear will not be photographed or video recorded. Pursuant to FERPA, in this situation the College may not condition enrollment in the class on the student's agreement that photos or video recordings of them may be publicly distributed.

Students in Other Environments. As described above, even outside of the classroom, if a student or students are identifiable in a photograph or video, FERPA may apply and require that permission be obtained before the photo or video is shared publicly.

IV. EMPLOYMENT USES, FACULTY AND STAFF

Communications officials often take photographs of faculty and staff in their work settings. While there is greater latitude to photograph CHC personnel than students in many contexts, it is still important to be respectful of privacy concerns. Inform faculty and staff that photos or videos are being taken and ensure there are no significant, unaddressed privacy concerns. Further, get permission before using images of identifiable employees for explicit marketing or expressly commercial purposes. In the case of photos or videography of faculty in the classroom, as described in Section III, ensure this is being conducted in accordance with College policies.

V. SOCIAL MEDIA

In keeping with the Guidelines on the Use of Social Media at CHC, it is important to recognize that when conducting CHC business – online and off – one must comply with CHC policies. Because of the powerful ability of social media to broadcast information worldwide, make sure to protect all confidential personal information – only posting what you have permission to post by law, policy, or explicitly by the person(s) in the photo.

VI. COPYRIGHT AND DIGITAL PHOTO MANAGEMENT SYSTEMS

In addition to privacy issues relating to the individuals depicted in photos and videos, communications professionals need to be mindful of potential copyright issues related to the images. Typically, CHC owns the copyright in photos and videos taken by CHC employees as part of their employment duties. Absent a written agreement, however, CHC may not own the copyright to images taken by independent photographers who have been hired to shoot events or campus scenes. Payment to the photographer is not sufficient in itself to convey all rights to CHC. Without a written contract, CHC's use rights may be limited to those purposes CHC can prove were specifically communicated at the time the photographer was hired. For this reason, it is important to have a written agreement with the contractor that states what ownership or use rights CHC will have with respect to the photos or videos produced by the contractor and what rights, if any, the contractor will retain.

Because digital photos and videos may readily be used repeatedly and for different purposes, it is important at the time the material is acquired to understand and document CHC's right in the photos and videos themselves and the nature and scope of releases or permissions from those depicted. It is a best practice to have a digital photo management system that records at a minimum: (1) basic information about the photo (2) any restrictions on publication and (3) any consents or permissions obtained.

Cancellation of Scheduled Classes/Notification Process

The School of Undergraduate Studies reserves the right to cancel any course with insufficient enrollment and to restrict certain courses to special populations. The Office of the Registrar will do its best to notify students of a cancellation so that an alternative choice can be made. All cancellation notices are sent to the student's official @CHC email address.

Participation in Assessment Research Policy

Ongoing assessment of student learning is expected of all colleges and universities. Assessment projects search for evidence of the effectiveness of various instructional techniques and educational experiences by using such tools as surveys, interviews, focus groups, and/or samples of student work. Student participation in assessment surveys, interviews, and/or focus groups is voluntary. All work submitted by a student in fulfillment of course and/or program requirements is considered available for assessment research purposes, unless the student specifically requests otherwise. Written notice of this request must be submitted to the Instructor along with the work. Students will never be individually identifiable in any assessment report.

Syllabi Policy

Every Instructor will provide a syllabus for each course he/she is teaching. These may be printed or provided electronically. It is in the student's best interest to retain the syllabus for each course as it contains information that may be needed in the future – ordinarily, Chestnut Hill College does not release syllabi for courses. Syllabi are not retained for public request. Keep all course syllabi in a safe place for future reference.

Policies Outlined in the Chestnut Hill College Student Handbook

Please see the current academic year's *Chestnut Hill College Student Handbook* for details on the following policies, which are applicable to all Chestnut Hill College students: *Student Code of Conduct*, *various Student Life Policies*, *Missing Student Notification*, and *Substance Abuse Policies.*

Notification of Rights under FERPA

A copy of this information is emailed to every student's @CHC email account at the beginning of the semester and is always available online and in the Office of the Registrar. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. A student should submit to the Registrar, a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, she/he shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the College.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office/U.S. Department of Education/400 Maryland Avenue, SW/Washington, DC 20202.

FERPA Waiver Request

Students who wish to authorize release of their academic information to parents, guardians, spouses or any other individual may do so by signing a FERPA Waiver Request and submitting it to the Office of the Registrar. A sample Waiver may be found at the end of the catalog.

By signing a FERPA Waiver Request, the student is waiving his/her rights under the Family Education Rights and Privacy Act and is asking that grades, grade point averages, course schedules, or academic standing be released to the named person(s) indicated on the

waiver. The requested information will be released to the named person(s), either by mail or in person with photo identification, when the named person makes a written request for the information.

Please note that absolutely no non-directory information relating to academic status (*e.g.*, grades and/or grade point average) will be released by telephone or email whether or not a waiver is submitted. Also, please note that the submission of a Waiver does not include the release of student CHC email or Portal passwords.

Financial Aid

FERPA provides an exception regarding the release of education records information without the consent of the student when the release is related to financial aid. The disclosure is permitted if the information is necessary to determine eligibility for the aid; determine the amount of aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid.

Release of Information via Telephone

Although FERPA does not preclude an institution from disclosing Non-Directory Information via telephone to the student or a FERPA Waiver contact, it is the College's policy that no Non-Directory Information relating to academic status (e.g., grades and/or grade point average) will be released by telephone, whether or not a waiver is submitted.

Billing information, including tuition and fee charges, outstanding balances, and financial aid information, will be communicated via telephone providing the student or FERPA Waiver can correctly answer personally identifiable questions that only the student or FERPA Waiver contact would be able to answer. These questions may include, but are not limited to, CHC Id Number, Permanent address on file, High School or previous College attended, and currently enrolled courses.

Statement Regarding Dependent Students

Institutions are not required to disclose information from the student's education records to a parent of a dependent student. Chestnut Hill College does not accept proof of dependency status in lieu of a FERPA Waiver Request.

School Officials

School officials with a legitimate educational interest may access student education records within the scope of performing their job duties. A school official is deemed to have legitimate educational interest if the information requested is necessary for that official to (a) perform appropriate tasks that are specified in his/her position description of by contact agreement; (b) perform a task related to a student's education; (c) perform a task related to the discipline of a student; (d) provides a service of benefit relating to the student or student's family. Disclosure to a school official having a legitimate educational interest does not constitute authorization to share that information with a third party without written consent.

Statement Regarding Transfer of Education Records

Chestnut Hill College does not release education records to any external third-party, including disciplinary records, without a signed request.

Campus Security/Police Records

To remain exempt from FERPA, law enforcement records are created by the College's law enforcement unit, for a law enforcement purpose, and are maintained separately from education records.

Statement Regarding Reissuing Academic Documents

Chestnut Hill College does not re-release official copies of documents submitted for admission, scholarship application, or any other academic reason. Requested copies of materials in a student's academic file will bear a "FILE COPY" watermark.

Release of Information under Special Circumstances

Records may be released to parents without a signed FERPA Waiver Request from the student under certain exceptions. These include: health or safety emergency; or where the student has been found in violation of the College's code of conduct relating to the use of alcohol and/or another controlled substance if the student is under the age of 21.

Notification of Student's Right to Non-Disclosure of Directory Information

FERPA requires institutions to give public notice to students in attendance of the categories of personally identifiable information which the institution has designated as Directory Information.

Institutions may disclose Directory Information about former students without meeting the notification requirement; however, if a student has requested, at his or her last opportunity as a student, that Directory Information not be disclosed, the institution must continue to honor that request until informed to the contrary by the former student. If requested to withhold directory information by a student after he or she has left the institution, institutions may, but are not required to, comply with the request.

Types of Information Which May be Designated as Directory Information

Chestnut Hill College hereby designates the following information as public or "Directory Information." Such information may be disclosed without a student's previous consent by the College for any purpose, at its discretion:

- Student Name(s)
- Address (local, permanent, and email)*
- Telephone number (local and permanent)

- Date and place of birth
- Program major(s)/concentration(s), and minor(s)
- Student activities including athletics
- Dates of attendance
- Date of graduation, degrees sought/conferred, and other academic awards
- Most recent previous school attended and/or High School
- Academic awards and scholarships, including Dean's List
- Full or Part-time status

** Address information is not provided without a request indicating a reason for the information.*

Procedure to Withhold Directory Information

Chestnut Hill College will not partially withhold Directory Information, so students are advised to think carefully before withholding disclosure as this may prevent third-parties from obtaining critical information in a timely manner, including degree conferral and enrollment verification.

To withhold disclosure of Directory Information, written notification must be provided. Chestnut Hill College assumes that failure on the part of any student to specifically request the withholding of Directory Information indicates individual approval for disclosures. If you wish to restrict the release of Directory Information, please contact Christina Tomasseli, Registrar, who will explain the ramifications and provide a statement for you to sign as indication you do not want Directory Information released. Chestnut Hill College, Office of the Registrar/9601 Germantown Avenue, Philadelphia, PA 19118; 215.248.7005; 215.242.7714 (fax); registrar@chc.edu; www.chc.edu/registrar

Interdisciplinary Honors Program

Marie Grogan, Ph.D., Program Director

The Interdisciplinary Honors Program (IDHP) challenges highly qualified students to pursue a creatively different approach to fulfilling their core requirements. The Program offers seminars that 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.

Applying to the Program

Participants in the Interdisciplinary Honors Program are selected from among qualified and interested applicants to the College. Selection is based on the applicant's interest in the Program, test scores, high school record, writing sample, and personal interview. Only a limited number of students can be accepted each year, and because special enthusiasm and a variety of viewpoints are needed to facilitate learning through discussion, it is not necessarily applicants who rank highest academically who are admitted.

Applicants to Chestnut Hill College who meet the requirements for application to the program will be invited to apply. For further information contact Dr. Marie Grogan at groganm@chc.edu.

IDHP Seminars

IDHP seminars are co-taught by two faculty members from different disciplines and are conducted primarily by group discussion. To ensure fresh and appealing choices, seminars are rotated on a regular basis, and each seminar is offered for a maximum of three years. Since faculty from different academic programs cooperate in teaching, the Program offers a learning experience that crosses program lines and exemplifies the unifying and integrating experience that is a liberal arts education.

IDHP seminars meet for a longer session once a week or twice a week in the normal course blocks. Evaluation of the students' work in each seminar is communicated through interviews scheduled twice a semester where the student and both Seminar Instructors discuss the student's participation, level of performance, and progress. Class meetings are conducted primarily by group discussion, but all types of experience and activity are included as appropriate - lectures, demonstrations, field trips, audiovisual experiences, and more-- and are oriented toward growth in interdisciplinary understanding, discussion, and writing. Seminars are limited to approximately 12 students and registration is by invitation only.

Any student in the School of Undergraduate Studies may request permission to enroll in an Honors seminar; enrollment in a single seminar is limited and preference is given to students pursuing the complete program. Contact the Director for assistance.

Assigning or re-assigning credits from the seminars to a "regular" audit as needed:

Should non-IDHP students take a seminar, it will be at the discretion of the Director of IDHP and the Registrar to determine which category of the Inquiry Curriculum is being fulfilled and to assign the appropriate credit to the student's audit. Similarly, should a student leave IDHP, the Director of IDHP and the Registrar will determine how to re-assign any credits already earned to the appropriate requirements of the Inquiry Curriculum.

Requirements

The Interdisciplinary Honors Program consists of 24 credits: two 3-credit introductory courses fulfill the Reading/Writing and Writing Core Requirements (*IDHP-210: Writing in the Disciplines I* and *IDHP-220: Writing in the Disciplines II*); and three team-taught interdisciplinary year-long seminars fulfill the Inquiry Curriculum courses of the core. Students must complete all other Core Requirements (including *Religious Studies*, *Global Studies* and *Ethics*; as well as the World Language requirement.)

Expectations

The IDHP and Faculty Advisors work closely with students to ensure that program, major, and Core requirements are met and that they maintain a Career Grade Point Average of 3.00 or above. Students earning a grade lower than B in one or more IDHP seminars may be reviewed for continued participation in the program and, if agreed-upon expectations are not met, the student may be dismissed from IDHP. *

*Students dismissed from IDHP, and those who elect to discontinue must follow the Core Curriculum. To that end, *IDHP-210* will be considered equivalent to *LADS-120* and *IDHP-220* will be considered equivalent to *ENGL-101*. IDHP seminars may meet additional *Core Requirements*; the Office of the Registrar will be able to assist with the appropriate equivalencies.

CENTER FOR BUSINESS

The Center for Business at Chestnut Hill College offers Bachelor of Science (BS) degrees in four major programs.
For more information, interested students should contact Rita Borzillo, J.D. at borzillor@chc.edu.

Business also shares three interdisciplinary majors with other Centers.
For information about the world-langauge concentration in **International Business, Language, and Culture**, contact Dr. Mula Garrido at mulagarridoi@chc.edu.

For information about the **Business Analytics** and the **Aviation Science** majors, contact Dr. Jeffrey Carroll at carrollj@chc.edu.

MISSION STATEMENT

Our students are provided with the knowledge and expertise necessary to succeed as value-added professionals in a global business environment. Our programs offer selected specializations in accounting, management, marketing, and international business, language/culture as well as a broader curriculum in business administration. The Business program integrates cultural diversity, equity, social inclusion, and racial justice within a holistic liberal-arts environment. It stresses the importance of effective business applications while incorporating the importance of social responsibility and sustainability to the business world.

FACULTY

Rita K. Borzillo, JD, Assistant Professor of Business & Center Chair
Catherine Gilstein, PhD., Assistant Professor of Business & Graduate Program Director for Organizational Leadership
William Rogers, MBA, Assistant Professor of Business
Kim Walczak, D.B.A., MBA, MS, Assistant Professor of Business

MAJOR PROGRAMS

Accounting
Business Administration and Management
International Business, Language & Culture
Marketing

MINOR PROGRAMS

Accounting
Business Administration and Management
International Business, Language & Culture
Marketing
Sports Management

CONCENTRATIONS

Business of Music
Finance
Supply Chain Management

OTHER PROGRAMS AND COURSES

Aviation Science interdisciplinary major
Business Analytics interdisciplinary major
Economics courses

OTHER REQUIREMENTS AND INFORMATION

General Course Options

There are business courses available to undergraduates looking to fulfill a *Core Requirement* or expand on interests without pursuing a minor. The following courses are open to students in any Major; however, they may not be offered every semester and may have Prerequisites. Courses are 3 credits unless indicated. Check the *Course Descriptions* section for information on the following courses for information on the following courses:

ACCT-103: Financial Accounting
BUSN-101: International Business
BUSN-102: Business Ethics *(Fulfills Core Requirement)*
BUSN-104: Introduction to Business
BUSN-120: Law and the Business Enterprise
ECON-101: Principles of Macroeconomics *(Fulfills Core Requirement)*
MKTG-203: Principles of Marketing

Advanced Placement Test Information

Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following tests are equivalent to the courses/credits indicated:

AP TEST	SCORE	EQUIVALENT COURSE
Macroeconomics	3, 4, or 5	ECON-101: Principles of Macroeconomics *(3 credits; Fulfills Core Requirement)*
Microeconomics	3, 4, or 5	ECON-102: Principles of Microeconomics *(3 credits)*

Public Speaking and Technology Requirements

Business majors are encouraged to attend presentations during the academic year that are sponsored by the Business program. The Public Speaking requirement is fulfilled by completing BUSN-498: Senior Seminar, which provide training in public speaking and require students to make oral presentations based on written research projects. The Technology requirement is fulfilled by Business majors by completing CMSM-285: Management Information Systems and CMTC-203: Data Analysis using Excel.

Internships

ACCT/AVSC/BUSN/IBLC/MKTG/ 401 Internship

An internship is designed to provide qualified Junior or Senior Business Majors with an opportunity for direct experience in a profit or non-profit business activity. Graded Pass/Fail only. Repeatable for credit. Students are enrolled in a Canvas Internship course sitre where the will upload the doc umentation as listed below. Supplemental online work includes readings, videos, written assignments, reflections, career-oriented exercises, and participation in events intended to prepare students for a successful transition into careers or post-graduate endeavors. Studnets will meet with their faculty advisor a minimum of three (3) times during the internshjip.

Career Services Department in conjunction with Business faculty assist the student in preparing a resume and other documents to apply for positions, while also directing them on where to search for positions. Once the student finds a position, it must be approved by the faculty member supervising the internship to ensure it meets rigor and academic expectations. The student completes the following documentation: Learning Agreement, Timesheet, Student Journal, Steudent Evaluation in Internshjip. The supervising faculty must complete an Internship Site Visit form (visit may be virtual) and the employer must complete an evaluation of the student performace.

Internships follow the Pennsylvania Department of Education's (PDE) requirement for houirs associated with academic credits. For each credit of intership, a student must intern for 42 hours. Most internships are for 3 credits, or 126 hours. Students do have the ability to alter this (before the add/drop period ends) to register for 1, 2, 3, or 4 credit internships. Students may not register for more than 8 credits of internship in one semester (two 4-credit internships), and students are capped at 12 credits of internship as part of the 120-credit graduation requirement.

Honor Societies

Alpha Alpha Alpha (Tri-Alpha) promotes academic excellence and provides opportunities for growth, leadership development, and community service for the first-generation college students. All first-generation college students, graduate students, faculty, staff and alumni of CHC are eligible to join the Delta Zeta Chapter of the Tri-Alpha Honor Society. In order to be eligible, students must have earned at least 30 credits and have earned a 3.20 GPA. Neither of the student's parents, stepparents or legal guardians have completed a bachelor's degree.

Sigma Beta Delta, established at the College in 2006, is the International Honor Society for Business, Management, and Administration, encourages and recognizes scholarship and accomplishment among students of business, management, and administration. Eligibility for election to membership is limited to those students that rank in the upper 20% of their class and have achieved a Career GPA of 3.50 at the time of invitation to membership following completion of at least one-half of the degree program in which they are enrolled. Transfer students who meet the qualifications for membership may be inducted after they have completed a minimum of one semester of academic work in the Business Program. Eligible students must be approved by the Program.

Degrees and Certificates in the Center for Business

Descriptions of major programs with their accompanying minors and concentrations are in alphabetical order and are followed by descriptions of concentrations and minors that are applicable to several majors in the Center.

Accounting

Rita K. Borzillo, JD, Assistant Professor of Business & Center Chair, BorzilloR@chc.edu

Chestnut Hill College offers a **Bachelor of Science** (BS) in **Accounting** and a minor in **Accounting**. The study of accounting prepares the student for graduate or professional school, or for careers in public, private, or non-profit accounting. 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. The Major in Accounting provides students with both the theoretical background and application of the concepts, technology, and procedures of accounting. Students also study the basic areas of economics, finance, marketing, and management.

Major in Accounting

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Accounting
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
ACCT-213: Intermediate Accounting Theory I
ACCT-214: Intermediate Accounting Theory II
ACCT-216: Taxes
ACCT-223: Cost Accounting
ACCT-333: Auditing
ACCT-363: Advanced Accounting Theory I
ACCT-364: Advanced Accounting Theory II
ACCT-498: Senior Seminar in Accounting
BUSN-104: Introduction to Business *
BUSN-120: Law and the Business Enterprise
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Macroeconomic Principles *(Fulfills Core Requirement)*
ECON-102: Microeconomic Principles
ECON-201: Principles of Finance: Money and Banking
FINA-304: Corporate Finance
MATH-201: Mathematics for Management I/Finite Mathematics
MATH-202: Mathematics for Management II/Applied Calculus
MATH-227: Introduction to Probability and Statistics
MGMT-204: Organization and Management of Human Resources
MGMT-300: Operations Management
MKTG-203: Marketing Principles

Sample Academic Plan

Major in Accounting

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall	15 academic credits	Year One/Spring	15 academic credits
ACCT-103: Financial Accounting		**ACCT-104:** Managerial Accounting	
LADS-120: Liberal Arts Discovery Seminar		**BUSN-104**: Introduction to Business	
WCHC-101: Welcome to CHC		**ENGL-101**: College Writing	
MATH-201: Math for Management I		World Language Requirement #1	
CMTC-203: Data Analysis Using Microsoft Excel		**MATH-202**: Math for Management II	
Year Two/Fall	**15 academic credits**	**Year Two/Spring**	**15 academic credits**
ACCT-213: Intermediate Accounting Theory I		**ACCT-214:** Intermediate Accounting Theory II	
ECON-101: Macroeconomic Principles		**BUSN-120**: Law and the Business Enterprise	
MATH-227: Introduction to Probability and Statistics		**ECON-102**: Microeconomic Principles	
MKTG-203: Marketing Principles		**GLST-201:** Global Awareness Seminar	
World Language Requirement #1		**MGMT-204:** Organization and Management of HR	
Year Three/Fall	**15 academic credits**	**Year Three/Spring**	**15 academic credits**
ACCT-216: Taxes		**ACCT-364:** Advanced Accounting Theory II	
ACCT-223: Cost Accounting		**ACCT-333**: Auditing	
ACCT-363: Advanced Accounting Theory I		Core Requirement	
Core Requirement		One 100, 200, 300-level course in Religious Studies	
ECON-201: Principles of Finance		Core Requirement	
Year Four/Fall	**15 academic credits**	**Year Four/Spring**	**15 academic credits**

CMSM-285: Management Information Systems
MGMT-300: Operations Management
Core Requirement
Core Requirement
ACCT-401: Internship Elective
ACCT-498: Senior Seminar in Accounting
General Elective
General Elective
General Elective
FINA-304: Corporate Finance

Major in Accounting with a Concentration in Finance

The concentration in finance prepares students for finance positions in commercial, retail, and investment banks, securities firms, brokerage firms, to name a few. The concentration provides CHC business majors another option to increase their marketability and expand their career options. The concentration includes 3 courses (9 credits) that are already required for all majors within the Center for Business as well as three Finance Courses (9 credits) for a total of 18 credits.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Accounting with a Concentration in Finance
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
ACCT-213: Intermediate Accounting Theory I
ACCT-214: Intermediate Accounting Theory II
ACCT-216: Taxes
ACCT-223: Cost Accounting
ACCT-333: Auditing
ACCT-363: Advanced Accounting Theory I
ACCT-364: Advanced Accounting Theory II
ACCT-498: Senior Seminar in Accounting
BUSN-104: Introduction to Business *
BUSN-120: Law and the Business Enterprise
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Macroeconomic Principles *(Fulfills Core Requirement)*
ECON-102: Microeconomic Principles
ECON-201: Principles of Finance: Money and Banking
FINA-181: Introduction to Investments and Securities
FINA-304: Corporate Finance
FINA- 336: Financial Markets and Institutions
FINA-352: International Financial Markets
MATH-201: Mathematics for Management I/Finite Mathematics
MATH-202: Mathematics for Management II/Applied Calculus
MATH-227: Introduction to Probability and Statistics
MGMT-204: Organization and Management of Human Resources
MGMT-300: Operations Management
MKTG-203: Marketing Principles

Sample Academic Plan

Major in Accounting with a Concentration in Finance

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall	15 academic credits	Year One/Spring	15 academic credits
ACCT-103: Financial Accounting		**ACCT-104:** Managerial Accounting	
LADS-120: Liberal Arts Discovery Seminar		**BUSN-104**: Introduction to Business	
WCHC-101: Welcome to CHC		**ENGL-101**: College Writing	
MATH-201: Math for Management I		World Language Requirement #1	
CMTC-203: Data Analysis Using Microsoft Excel		**MATH-202**: Math for Management II	
Year Two/Fall	**15 academic credits**	**Year Two/Spring**	**15 academic credits**
ACCT-213: Intermediate Accounting Theory I		**ACCT-214:** Intermediate Accounting Theory II	
ECON-101: Macroeconomic Principles		**BUSN-120**: Law and the Business Enterprise	
MATH-227: Introduction to Probability and Statistics		**ECON-102**: Microeconomic Principles	
MKTG-203: Marketing Principles		**GLST-201:** Global Awareness Seminar	
World Language Requirement #1		**MGMT-204:** Organization and Management of HR	
Year Three/Fall	**15 academic credits**	**Year Three/Spring**	**15 academic credits**
ACCT-216: Taxes		**ACCT-364:** Advanced Accounting Theory II	
ACCT-223: Cost Accounting		**ACCT-333**: Auditing	
ACCT-363: Advanced Accounting Theory I		FINA-336: Financial Markets	

ECON-201: Principles of Finance	One 100, 200 or 300-level course in Religious Studies
FINA-181: Intro to Investments	Core Requirement
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
CMSM-285: Management Information Systems	ACCT-498: Senior Seminar in Accounting
FINA-352: International Financial Markets	General Elective
MGMT-300: Operations Management	General Elective
Core Requirement	General Elective
ACCT-401: Internship Elective	FINA-304: Corporate Finance

Major in Accounting with Concentration in Supply Chain Management

This is a suggested academic plan only

Year One/Fall — 15 academic credits	**Year One/Spring — 15 academic credits**
ACCT-103: Financial Accounting	ACCT-104: Managerial Accounting
LADS-120: Liberal Arts Discovery Seminar	BUSN-104: Introduction to Business
WCHC-101: Welcome to CHC	ENGL-101: College Writing
MATH-201: Math for Management I	World Language Requirement #1
CMTC-203: Data Analysis Using Microsoft Excel	MATH-202: Math for Management II
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
ACCT-213: Intermediate Accounting Theory I	ACCT-214: Intermediate Accounting Theory II
ECON-101: Macroeconomic Principles	BUSN-120: Law and the Business Enterprise
MATH-227: Introduction to Probability and Statistics	ECON-102: Microeconomic Principles
MKTG-203: Marketing Principles	GLST-201: Global Awareness Seminar
World Language Requirement #1	MGMT-204: Organization and Management of HR
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
ACCT-216: Taxes	ACCT-364: Advanced Accounting Theory II
ACCT-223: Cost Accounting	ACCT-333: Auditing
ACCT-363: Advanced Accounting Theory I	MGMT-205: Project Management
Core Natural Science Requirement	One 100, 200 or 300-level course in Religious Studies
MGMT-105: Principles of Management	Core Arts Requirement
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
CMSM-285: Management Information Systems	ACCT-498: Senior Seminar in Accounting
MGMT-300: Operations Management	FINA-304: Corporate Finance
ECON-201: Principles of Finance	Core History
ACCT-401: Internship Elective	Core Literature
MGMT-206: Supply Chain Management	General or Business Elective

Minor in Accounting

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits and may not be offered every semester.

Requirements for the Minor in Accounting
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
ACCT-213: Intermediate Accounting Theory I
ACCT-214: Intermediate Accounting Theory II
BUSN-120: Law and the Business Enterprise or PSCI-117: Business Law
*One Accounting Elective**

Accounting Electives:
ACCT-216: Taxes
ACCT-223: Cost Accounting
ACCT-333: Auditing

Business Administration and Management

Rita K. Borzillo, JD, Assistant Professor of Business & Center Chair, BorzilloR@chc.edu

Chestnut Hill College offers a **Bachelor of Science** (BS) in **Business Administration and Management** as well as a minor in **Business Administration**. The **Business Administration and Management curricula** are designed to provide the student with knowledge in the basic areas of accounting, economics, finance, marketing, operations management, and entrepreneurship.

Major in Business Administration and Management

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions;

Special Topics courses are repeatable for credit, as are all the *Internship* courses (course number 401). Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Business Administration and Management with General Business Concentration
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
BUSN-104: Introduction to Business
BUSN-120: Law and the Business Enterprise
BUSN-498: Senior Seminar in Business
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Macroeconomic Principles *(Fulfills Core Requirement)*
ECON-102: Microeconomic Principles
ECON-201: Principles of Finance
ECON-211: Introduction to Global Economics
FINA-304: Corporate Finance
MATH-201: Mathematics for Management I/Finite Mathematics
MATH-202: Mathematics for Management II/Applied Calculus
MATH-227: Introduction to Probability and Statistics
MGMT-204: Organization and Management of Human Resources
MGMT-300: Operations Management
MGMT-302: Entrepreneurship or MGMT-303: Strategic Management
MKTG-203: Marketing Principles
Three Business Program Electives (*9 credits minimum*)

Business Program Electives:

ACCT-213: Intermediate Accounting Theory I
ACCT-214: Intermediate Accounting Theory II
ACCT-216: Taxes
ACCT-223: Cost Accounting
ACCT-281: Special Topics in Accounting
ACCT-333: Auditing
ACCT-363: Advanced Accounting Theory I
ACCT-364: Advanced Accounting Theory II
ACCT-481: Advanced Special Topics in Accounting
BUSN-101: International Business
BUSN-102: Business Ethics
BUSN-252: Business of Music
BUSN-270: Business Communications
BUSN-281: Special Topics in Business
BUSN-401: Internship in Business
BUSN-481: Advanced Special Topics in Business
BUSN-490: Independent Study in Business
ECON-109: Environmental Economics
ECON-312: History of Economic Thought
FINA-181: Introduction to Investments and Securities
FINA-205: Personal Finance, Budgeting and Investments
FINA-336: Financial Markets and Institutions
FINA-352: International Financial Management
MGMT-105: Principles of Management
MGMT-205: Project Management
MGMT-206: Purchasing and Supply Chain Management
MGMT-281: Special Topics in Management
MGMT-302: Entrepreneurship
MGMT-303: Strategic Management
MGMT-304: Culture in International Decision-Making
MGMT-401: Internship in Management
MGMT-481: Advanced Special Topics in Management
MGMT-490: Independent Study in Management
MKTG-205: Consumer Behavior
MKTG-206: International Marketing
MKTG 210: Social Media Marketing
MKTG-230: Media Literacy
MKTG-253: Retailing
MKTG-254: Advertising
MKTG-255: Public Relations
MKTG-256: Personal Selling and Sales Force Management
MKTG-310: Marketing Research
MKTG-365: Marketing Management
SPMA-210: Introduction to Sports Management
SPMA-220: Event Planning
SPMA-230: Facilities Management
SPMA-285: Sports Media Communication
SPMA-320: Sports Law
SPMA-330: Sports Marketing
SPMA-340: Sports Finance

Sample Academic Plan

Major in Business Administration and Management

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. Declaration of minor not required for graduation. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
ACCT-103: Financial Accounting	**ACCT-104:** Managerial Accounting
BUSN-104: Introduction to Business	**ENGL-101:** College Writing
LADS-120: Liberal Arts Discovery Seminar	**MATH-202:** Math for Management II
MATH-201: Math for Management I	One 100, 200, 300-level course in Religious Studies
WCHC-101: Welcome to CHC	**CMTC-203:** Data Analysis Using Microsoft Excel
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
ECON-101: Macroeconomic Principles	**BUSN-120**: Law and the Business Enterprise
GLST-201: Global Awareness Seminar	Core Ethics Requirement **(BUSN-102)**
MATH-227: Introduction to Probability and Statistics	Core Requirement
BUSN-401: Internship Elective	**ECON-102**: Microeconomic Principles

MKTG-203: Marketing Principles	**MGMT-204:** Organization and Management of HR
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
ECON-201: Principles of Finance	**FINA-304**: Corporate Finance
ECON-211: Introduction to Global Economics	**MGMT-302:** Entrepreneurship
Core Requirement	*OR* **MGMT-303:** Strategic Management
Core Requirement	**CMSM-285**: Management Information Systems
Business Elective #1	Business Elective #2
	Core Requirement
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
MGMT-300: Operations Management	**BUSN-498**: Senior Seminar in Business
World Language Requirement #1 or General Elective	World Language Requirement #2 or General Elective
Minor #1 or General or Business Elective #3	Minor #4 or General Elective
Minor #2 or General or Business Elective	Minor #5 or General Elective
Minor #3 or General or Business Elective	Minor #6 or General Elective

Major in Business Administration and Management with a Concentration in Finance

The concentration in finance prepares students for finance positions in commercial, retail, and investment banks, securities firms, brokerage firms, to name a few. The concentration provides CHC business majors another option to increase their marketability and expand their career options. The concentration includes 3 courses (9 credits) that are already required for all majors within the Center for Business as well as three Finance Courses (9 credits) for a total of 18 credits.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as are all the *Internship* courses (course number 401). Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Business Administration and Management with Finance Concentration
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
BUSN-104: Introduction to Business
BUSN-120: Law and the Business Enterprise
BUSN-498: Senior Seminar in Business
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Macroeconomic Principles *(Fulfills Core Requirement)*
ECON-102: Microeconomic Principles
ECON-201: Principles of Finance
ECON-211: Introduction to Global Economics
FINA-181: Introduction to Investment
FINA-304: Corporate Finance
FINA-336: Financial Markets and Institutions
FINA-352: International Financial Markets
MATH-201: Mathematics for Management I/Finite Mathematics
MATH-202: Mathematics for Management II/Applied Calculus
MATH-227: Introduction to Probability and Statistics
MGMT-204: Organization and Management of Human Resources
MGMT-300: Operations Management
MGMT-302: Entrepreneurship or MGMT-303: Strategic Management
MKTG-203: Marketing Principles
Three Business Program Electives (*9 credits minimum)*

Business Program Electives:

ACCT-213: Intermediate Accounting Theory I
ACCT-214: Intermediate Accounting Theory II
ACCT-216: Taxes
ACCT-223: Cost Accounting
ACCT-281: Special Topics in Accounting
ACCT-333: Auditing
ACCT-363: Advanced Accounting Theory I
ACCT-364: Advanced Accounting Theory II
ACCT-481: Advanced Special Topics in Accounting
BUSN-101: International Business
BUSN-102: Business Ethics
BUSN-252: Business of Music
BUSN-270: Business Communications
BUSN-281: Special Topics in Business
BUSN-401: Internship in Business
BUSN-481: Advanced Special Topics in Business
BUSN-490: Independent Study in Business
ECON-109: Environmental Economics
ECON-312: History of Economic Thought
FINA-181: Introduction to Investments and Securities
FINA-205: Personal Finance, Budgeting and Investments
FINA-336: Financial Markets and Institutions
FINA-352: International Financial Management
MGMT-105: Principles of Management
MGMT-205: Project Management
MGMT-206: Purchasing and Supply Chain Management
MGMT-281: Special Topics in Management
MGMT-302: Entrepreneurship
MGMT-303: Strategic Management
MGMT-304: Culture in International Decision-Making
MGMT-401: Internship in Management
MGMT-481: Advanced Special Topics in Management

MGMT-490: Independent Study in Management
MKTG-205: Consumer Behavior
MKTG-206: International Marketing
MKTG 210: Social Media Marketing
MKTG-230: Media Literacy
MKTG-253: Retailing
MKTG-254: Advertising
MKTG-255: Public Relations
MKTG-256: Personal Selling and Sales Force Management
MKTG-310: Marketing Research
MKTG-365: Marketing Management
SPMA-210: Introduction to Sports Management
SPMA-220: Event Planning
SPMA-230: Facilities Management
SPMA-285: Sports Media Communication
SPMA-320: Sports Law
SPMA-330: Sports Marketing
SPMA-340: Sports Finance

Sample Academic Plan

Major in Business Administration and Management with a Concentration in Finance

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. Declaration of minor not required for graduation. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall 15 academic credits	Year One/Spring 15 academic credits
ACCT-103: Financial Accounting	ACCT-104: Managerial Accounting
BUSN-104: Introduction to Business	ENGL-101: College Writing
LADS-120: Liberal Arts Discovery Seminar	MATH-202: Math for Management II
MATH-201: Math for Management I	One 100, 200, 300-level course in Religious Studies
WCHC-101: Welcome to CHC	CMTC-203: Data Analysis Using Microsoft Excel
Year Two/Fall 15 academic credits	**Year Two/Spring 15 academic credits**
ECON-101: Macroeconomic Principles	BUSN-120: Law and the Business Enterprise
GLST-201: Global Awareness Seminar	Core Ethics Requirement (BUSN-102)
MATH-227: Introduction to Probability and Statistics	Core Requirement
General Elective	ECON-102: Microeconomic Principles
MKTG-203: Marketing Principles	MGMT-204: Organization and Management of HR
Year Three/Fall 15 academic credits	**Year Three/Spring 15 academic credits**
ECON-201: Principles of Finance	FINA-304: Corporate Finance
ECON-211: Introduction to Global Economics	MGMT-302: Entrepreneurship
FINA-181: Introduction to Investments	*OR* MGMT-303: Strategic Management
Core Requirement	CMSM-285: Management Information Systems
Business Elective #1	Business Elective #2
	FINA-226: Financial Markets and Institutions
Year Four/Fall 15 academic credits	**Year Four/Spring 15 academic credits**
MGMT-300: Operations Management	BUSN-498: Senior Seminar in Business
World Language Requirement #1 or General Elective	World Language Requirement #2 or General Elective
General or Business Elective #3	General Elective
FINA-352: International Financial Markets	General Elective
BUSN-401: Intership Elective	General Elective

Major in Business Administration with Concentration in Supply Chain Management

This is a suggested academic plan only

Year One/Fall 15 academic credits	Year One/Spring 15 academic credits
ACCT-103: Financial Accounting	ACCT-104: Managerial Accounting
LADS-120: Liberal Arts Discovery Seminar	ENGL-101: College Writing
WCHC-101: Welcome to CHC	One 100, 200, 300-level course in Religious Studies
BUSN-104: Introduction to Business	CMTC-203: Data Analysis Using Microsoft Excel
MATH-201: Math for Management I	MATH-202: Math for Management II
Year Two/Fall 15 academic credits	**Year Two/Spring 15 academic credits**
GLST-201: Global Awareness Seminar	BUSN-120: Law and the Business Enterprise
ECON-101: Macroeconomic Principles	ECON-102: Microeconomic Principles
MATH-227: Introduction to Probability and Statistics	MGMT-204: Organization and Management of HR
MKTG-203: Marketing Principles	Core Literature Requirement
An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies	ECON-102: Microeconomic Principles
Year Three/Fall 15 academic credits	**Year Three/Spring 18 academic credits**
ECON-201: Principles of Finance	FINA-304: Corporate Finance
ECON-211: Introduction to Global Economics	MGMT-302: Entrepreneurship
Core Natural Science Requirement	OR MGMT-303: Strategic Management
Core Natural Science Requirement	CMSM-285: Management Information Systems
MGMT-105: Principles of Management	One 100, 200 or 300-level course in Religious Studies
	Core Arts Requirement
Year Four/Fall 18 academic credits	**Year Four/Spring 15 academic credits**

MGMT-300: Operations Management
MGMT-206: Supply Chain Management
Foreign Language Requirement #1
General or Business Elective
General or Business Elective
General or Business Elective

BUSN-498: Senior Seminar in Business
Foreign Language Requirement #2 or General Elective
Minor #4 or General Elective
Minor #5 or General Elective
Minor #6 or General Elective

Minor in Business Administration and Management

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as *is BUSN-401: Internship in Business*. Courses are 3 credits and may not be offered every semester.

Requirements for the Minor in Business Administration and Management
ACCT-103: Financial Accounting
BUSN-104: Introduction to Business
ECON-101: Principles of Macroeconomics *(Fulfills Core Requirement)*
Three Business Administration Minor Electives *(9 credits)*

Business Administration Minor Electives:

ACCT-213: Intermediate Accounting Theory I
ACCT-214: Intermediate Accounting Theory II
ACCT-216: Taxes
ACCT-223: Cost Accounting
ACCT-281: Special Topics in Accounting
ACCT-333: Auditing
ACCT-363: Advanced Accounting Theory I
ACCT-364: Advanced Accounting Theory II
ACCT-481: Advanced Special Topics in Accounting
BUSN-101: International Business
BUSN-102: Business Ethics
BUSN-252: Business of Music
BUSN-270: Business Communications
BUSN-281: Special Topics in Business
BUSN-401: Internship in Business
BUSN-481: Advanced Special Topics in Business
BUSN-490: Independent Study in Business
ECON-109: Environmental Economics
ECON-312: History of Economic Thought
FINA-181: Introduction to Investments and Securities
FINA-205: Personal Finance, Budgeting and Investments
FINA-336: Financial Markets and Institutions
FINA-352: International Financial Management
MGMT-105: Principles of Management
MGMT-205: Project Management
MGMT-206: Purchasing and Supply Chain Management
MGMT-281: Special Topics in Management
MGMT-302: Entrepreneurship
MGMT-303: Strategic Management
MGMT-304: Culture in International Decision-Making
MGMT-401: Internship in Management
MGMT-481: Advanced Special Topics in Management
MGMT-490: Independent Study in Management
MKTG-205: Consumer Behavior
MKTG-206: International Marketing
MKTG-210: Social Media Marketing
MKTG-230: Media Literacy
MKTG-253: Retailing
MKTG-254: Advertising
MKTG-255: Public Relations
MKTG-256: Personal Selling and Sales Force Management
MKTG-310: Marketing Research
MKTG-365: Marketing Management
SPMA-210: Introduction to Sports Management
SPMA-220: Event Planning
SPMA-230: Facilities Management
SPMA-285: Sports Media Communication
SPMA-320: Sports Law
SPMA-330: Sports Marketing

SPMA-340: Sports Finance

International Business, Language, and Culture

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Chestnut Hill College offers a **Bachelor of Science** (BS) in **International Business, Language, and Culture (IBLC)** with a Concentration in **French, Spanish, German,** or another **approved language** (may require additional study at other institutions at home or abroad), and a minor in **International Business.**

IBLC 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, Spanish, or another language and culture, and a foundation for graduate study. Supporting courses in other programs complement the Major requirements. Students should discuss any plans for a second Major or minor with an advisor as soon as possible. Also offered is the **minor** in **International Business, Language and Culture**.

Seven courses (21 credits) are required in the same world language. At least five of these must be on the 200 level or above. At the Faculty Adviser's discretion, a native speaker of a world language may be permitted to substitute a maximum of four courses (12 credits) in a non-native language to fulfill four of the language courses required in the major. For example, a native Spanish speaker maybe permitted, at the Faculty Adviser's discretion, to take four courses in French to fulfill the Spanish language courses required in the major.

Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of the faculty in the major. Students not meeting these criteria might be recommended for the program by the major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on the academic transcript.

International Experience Abroad

The International Experience Abroad is required of all IBLC majors. It is optional for international students (not American citizens or residents). Students may fulfill this requirement by one or a combination of the following:

- Study abroad at an approved institution in a country where the target language is spoken. Students must take at least one course in the target language. The Study Program must extend for a minimum of one month. A semester is recommended.
- An approved internship abroad in a country where the target language is spoken. The student must demonstrate some use of the language.
- An approved work-study tour of three to five companies in a country where the target language is spoken. The student must demonstrate some use of the language.

In order to participate in any of these options, students must have the approval of the Chairs of Business and World Languages as well as the Internship Coordinator and Study Abroad Director where appropriate. The student is expected to earn academic credits for study abroad, internships, or a work-study tour. Credits earned in any of these activities with a C or better will be accepted by Chestnut Hill College provided that all the College regulations for Study Abroad and Internships have been observed. Some options for study abroad are the University of Salamanca, Spain, the American Business School in Paris, France and CEFAM in Lyon, France. Consult the Office of Study Abroad for further information and other possibilities.

An internship in United States is highly recommended for all IBLC students, in addition to the required International Experience. Students are expected to fulfill all the Internship requirements and earn academic credit.

Major in International Business, Language and Culture with a Concentration in French

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *FREN-401: Internship in French*.

At the Faculty Advisor's discretion, a native speaker of a **world** language may be permitted to substitute a maximum of four courses (12 credits) in a non-native language to fulfill four of language courses required in the major. For example, a native French speaker may be permitted, at the Faculty Advisor's discretion, to take four courses in Spanish to fulfill the French language courses required in the major.

One semester abroad is highly recommended and students work with a Faculty Advisor to determine which semester is the most appropriate for that experience. Enrollment in Summer Session courses may be necessary to complete the program in four years. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in IBLC with Concentration in French
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
BUSN-101: International Business
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Microeconomic Principles *(Fulfills Core Requirement)*
ECON-102: Macroeconomic Principles
ECON-201: Principles of Money and Banking
ECON-211: Introduction to Global Economics
FINA-304: Corporate Finance
FINA-352: International Financial Management
FREN-221: Grammaire et Composition *(Fulfills the Core World Language Requirement)*
FREN-222: Advanced French Conversation
FREN-228: French for the Career World
FREN-231: Introduction à la Culture Française I
FREN-232: Introduction à la Culture Française II
IBLC-498: Senior Seminar in IBLC
MATH-201: Mathematics for Management I
MATH-202: Mathematics for Management II
MATH-227: Introduction to Probability Statistics
MGMT-304: International Business Decision-Making
MKTG-203: Marketing Principles
MKTG-206: International Marketing
PSCI-341: International Political Economy
Two French Electives *(6 credits minimum)*

French Electives:

FREN-103: Intermediate French Culture & Language I **
FREN-214: Intermediate French Culture & Language II **
FREN-231: Intro à la Culture Française/Historical
FREN-232: Intro à la Culture Française/Contemporary
FREN-281: Special Topics in French Culture
FREN-281: Special Topics in French Language
FREN-281: Special Topics in French Literature
FREN-341: Le Dix-septième Siècle
FREN-342: Le Siècle des Lumières
FREN-353: Romantisme et Réalisme
FREN-354: Le Vingtième Siècle
FREN-355: Le Classicisme Éternel
FREN- 361: Littérature Francophone
FREN-401: Internship in French
FREN-481: Advanced Special Topics in French Culture
FREN-481: Advanced Special Topics in French Language
FREN-481: Advanced Special Topics in French Literature

**At the Faculty Advisor's discretion and if warranted by language placement.

Sample Academic Plan

Major in IBLC with Concentration in French

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall	15 academic credits	Year One/Spring	15 academic credits
ACCT-103: Financial Accounting		**ACCT-104:** Managerial Accounting	
LADS-120: Liberal Arts Discovery Seminar		**BUSN-101**: International Business	
FREN-221: Grammaire et Composition		**ENGL-101:** College Writing	
MATH-201: Math for Management I		**FREN-222:** Advanced French Conversation	
WCHC-101: Welcome to CHC		**MATH-202:** Math for Management II	
Year Two/Fall	**15 academic credits**	**Year Two/Spring**	**15 academic credits**
ECON-101: Macroeconomic Principles		Core Requirement	
FREN-231: Introduction à la Culture Française I		General Elective	
GLST-201: Global Awareness Seminar		**ECON-102**: Microeconomic Principles	
MATH-227: Introduction to Probability and Statistics		**FREN-232:** Introduction à la Culture Française II	
One 100, 200, 300-level course in Religious Studies		French Elective #1	
Year Three/Fall	**15 academic credits**	**Year Three/Spring**	**15 academic credits**
ECON-201: Principles of Finance		**CMSM-285**: Management Information Systems	
FREN-228: French for the Career World		Core Requirement	
MGMT-304: International Business Decision-Making		**ECON-211:** Introduction to Global Economics	
MKTG-203: Marketing Principles		**FINA-304**: Corporate Finance	
MKTG-206: International Marketing		**PSCI-341**: International Political Economy	
Year Four/Fall	**15 academic credits**	**Year Four/Spring**	**15 academic credits**
Core Requirement		Core Requirement	
FINA-352: International Financial Management		**IBLC-401:** Intership Elective	
French Elective #2		General Elective	

CMTC-203: Data Analysis Using Microsoft Excel	General Elective
IBLC-498: Senior Seminar in IBLC	General Elective

Major in International Business, Language and Culture with Concentration in German

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *GERM-401: Internship in German*.

At the Faculty Adviser's discretion, a native speaker of a **world** language may be permitted to substitute a maximum of four courses (12 credits) in a non-native language to fulfill four of language courses required in the major. For example, a native German speaker may be permitted, at the Faculty Adviser's discretion, to take four courses in French to fulfill the German language courses required in the major.

One semester abroad is highly recommended and students work with a Faculty Advisor to determine which semester is the most appropriate for that experience. Enrollment in Summer Session courses may be necessary to complete the program in four years. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in IBLC with Concentration in German
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
BUSN-101: International Business
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Microeconomic Principles *(Fulfills Core Requirement)*
ECON-102: Macroeconomic Principles
ECON-201: Principles of Money and Banking
ECON-211: Introduction to Global Economics
FINA-304: Corporate Finance
FINA-352: International Financial Management
IBLC-498: Senior Seminar in IBLC
MATH-201: Mathematics for Management I
MATH-202: Mathematics for Management II
MATH-227: Introduction to Probability Statistics
MGMT-304: International Business Decision-Making
MKTG-203: Marketing Principles
MKTG-206: International Marketing
PSCI-341: International Political Economy
GERM-228: Commercial German
Six German Electives *(18 credits minimum)*

German Electives:

GERM-103: Intermediate German Culture & Language I **
GERM-214: Intermediate German Culture & Language II **
GERM-281: Special Topics in German Culture
GERM-281: Special Topics in German Language
GERM-281: Special Topics in German Literature
GERM-401: Internship in German
GERM 481: Advanced Special Topics in German Culture
GERM 481: Advanced Special Topics in German Language
GERM 481: Advanced Special Topics in German Literature

** At the Faculty Adviser's discretion and if warranted by language placement.

Sample Academic Plan

Major in IBLC with Concentration in German

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
ACCT-103: Financial Accounting	**ACCT-104:** Managerial Accounting
German Elective #1	**BUSN-101**: International Business
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101:** College Writing
MATH-201: Mathematics for Management I	**GERM-228:** Commercial German
WCHC-101: Welcome to CHC	**MATH-202:** Mathematics for Management II
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
ECON-101: Macroeconomic Principles	Core Requirement
German Elective #2	**IBLC-401:** Intership Elective
GLST-201: Global Awareness Seminar	**ECON-102**: Microeconomic Principles
MATH-227: Introduction to Probability and Statistics	German Elective #3
One 100, 200, 300-level course in Religious Studies	German Elective #4
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**

ECON-201: Principles of Finance	**CMSM-285**: Management Information Systems
German Elective #5	Core Requirement
MGMT-304: International Business Decision-Making	**ECON-211:** Introduction to Global Economics
MKTG-203: Marketing Principles	**FINA-304**: Corporate Finance
MKTG-206: International Marketing	**PSCI-341:** International Political Economy
Year Four/Fall **15 academic credits**	**Year Four/Spring** **15 academic credits**
Core Requirement	Core Requirement
FINA-352: International Financial Management	**IBLC-401:** Intership Elective
German Elective #6	General Elective
IBLC-498: Senior Seminar in IBLC	General Elective
CMTC-203: Data Analysis Using Microsoft Excel	General Elective

Major in International Business, Language and Culture with Concentration in Spanish

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *SPAN-401: Internship in Spanish.*

At the Faculty Advisor's discretion, a native speaker of a **world** language may be permitted to substitute a maximum of four courses (12 credits) in a non-native language to fulfill four of language courses required in the major. For example, a native Spanish speaker may be permitted, at the Faculty Advisor's discretion, to take four courses in French to fulfill the Spanish language courses required in the major.

One semester abroad is highly recommended and students work with a Faculty Advisor to determine which semester is the most appropriate for that experience. Enrollment in Summer Session courses may be necessary to complete the program in four years. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in IBLC with a Concentration in Spanish
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
BUSN-101: International Business
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Microeconomic Principles *(Fulfills Core Requirement)*
ECON-102: Macroeconomic Principles
ECON-201: Principles of Money and Banking
ECON-211: Introduction to Global Economics
FINA-304: Corporate Finance
FINA-352: International Financial Management
IBLC-498: Senior Seminar in IBLC
MATH-201: Mathematics for Management I
MATH-202: Mathematics for Management II
MATH-227: Introduction to Probability Statistics
MGMT-304: International Business Decision-Making
MKTG-203: Marketing Principles
MKTG-206: International Marketing
PSCI-341: International Political Economy
SPAN-221: Advanced Grammar and Composition *(Fulfills the Core World Language Requirement)*
SPAN-222: Advanced Conversation
SPAN-228: Spanish for the Career World
SPAN-231: Introduction to Hispanic Culture/Spain
SPAN-232: Introduction to Hispanic Culture/Latin America
Two Spanish Electives *(6 credits)*

Spanish Electives:

SPAN-103: Intermediate Spanish Culture & Language I **
SPAN-214: Intermediate Spanish Culture & Language II **
SPAN-230: Spain/Works of Lorca
SPAN-261: Hispanic Literature I
SPAN-262: Hispanic Literature II
SPAN-263: Hispanic Literature III
SPAN-281: Special Topics in Spanish Culture
SPAN-281: Special Topics in Spanish Language
SPAN-281: Special Topics in Spanish Literature
SPAN-354: Contemporary Spanish Lit
SPAN-355: Contemp Latin Am Lite
SPAN-361: Literary Works/Movies
SPAN-362: Hispanic Women Writers
SPAN-481: Advanced Special Topics in Spanish Culture
SPAN-481: Advanced Special Topics in Spanish Language
SPAN-481: Advanced Special Topics in Spanish Literature
SPAN-490: Independent Study in Spanish

****At the Faculty Advisor's discretion and if warranted by language placement.**

Sample Academic Plan

Major in IBLC with Concentration in Spanish

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
ACCT-103: Financial Accounting	**ACCT-104:** Managerial Accounting
LADS-120: Liberal Arts Discovery Seminar	**BUSN-101**: International Business
MATH-201: Math for Management I	**ENGL-101:** College Writing
SPAN-221: Advanced Grammar and Composition	**MATH-202:** Math for Management II
WCHC-101: Welcome to CHC	**SPAN-222:** Advanced Conversation
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
ECON-101: Macroeconomic Principles	Core Requirement
GLST-201: Global Awareness Seminar	General Elective
MATH-227: Introduction to Probability and Statistics	**ECON-102**: Microeconomic Principles
One 100, 200, 300-level course in Religious Studies	**SPAN-232:** Introduction to Hispanic Culture/Latin America
SPAN-231: Introduction to Hispanic Culture/Spain	Spanish Elective #1
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
ECON-201: Principles of Finance	**CMTC-285**: Management Information Systems
MGMT-304: International Business Decision-Making	Core Requirement
MKTG-203: Marketing Principles	**ECON-211:** Introduction to Global Economics
MKTG-206: International Marketing	**FINA-304**: Corporate Finance
SPAN-228: Spanish for the Career Field	**PSCI-341:** International Political Economy
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
FINA-352: International Financial Management	Core Requirement
Spanish Elective #2	**IBLC-401:** Intership Elective
Core Requirement	General Elective
IBLC-498: Senior Seminar in IBLC	General Elective
CMTC-203: Data Analysis Using Microsoft Excel	General Elective

Minor in International Business, Language and Culture

The International Business, Language and Culture Minor is designed to provide students with an understanding of the theory, structure and process of international economics, 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.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits and may not be offered every semester.

Requirements for the Minor in International Business, Language and Culture
ACCT-103: Financial Accounting
ECON-101: Principles of Macroeconomics *(Fulfills Core Requirement)*
ECON-211: Introduction to Global Economics
MGMT-304: Culture in International Decision-Making
PSCI-341: International Political Economy
One World Language Elective on 200 level or higher *(3 credits; Fulfills the Core World Language Requirement)*

World Language Electives:

FREN-103: Inter French Culture/Language I
FREN-104: Intermediate French II
FREN-221: Grammaire et Composition Avancée
FREN-222: Advanced French Conversation
FREN-228: French for the Career World
FREN-231: Introduction à la Culture Française I
FREN-232: Introduction à la Culture Française II
FREN-281: Special Topics in French
FREN-361: Le Monde Francophone
SPAN-103: Inter Spanish Culture/Language I
SPAN-104: Intermediate Spanish II
SPAN-222: Advanced Conversation
SPAN-228: Spanish for the Career World
SPAN-230: Spain through the Works of Lorca
SPAN-231: Introduction to Hispanic Culture/Spain
SPAN-232: Introduction to Hispanic Culture/Latin Am
SPAN-261: Hispanic Literature I

SPAN-262: Hispanic Literature II
SPAN-263: Hispanic Literature III
SPAN-281: Special Topics in Spanish

Marketing

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Chestnut Hill College offers a **Bachelor of Science (BS) in Marketing** as well as a minor in **Marketing**. The Marketing program is designed to provide students with an in-depth exposure to 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.

Major in Marketing

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *MKTG-401: Internship in Marketing.* Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Marketing
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
BUSN-104: Introduction to Business
BUSN-120: Law and the Business Enterprise
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Principles of Macroeconomics *(Fulfills Core Requirement)*
ECON-102: Principles of Microeconomics
ECON-201: Principles of Finance: Money and Banking
FINA-304: Corporate Finance
MATH-201: Mathematics for Management I/Finite Mathematics
MATH-202: Mathematics for Management II/Applied Calculus
MATH-227: Introduction to Probability and Statistics
MGMT-302: Entrepreneurship or MGMT-303: Strategic Management
MKTG-203: Marketing Principles
MKTG-205: Consumer Behavior
MKTG-310: Marketing Research
MKTG-365: Marketing Management
MKTG-498: Senior Seminar in Marketing
Three Marketing Electives *(9 credits minimum)*

Marketing Electives:

BUSN-270: Business Communications
MKTG-200: Writing for Digital Media
MKTG-206: International Marketing
MKTG-210: Social Media Marketing
MKTG-250: Social Media and Society
MKTG-253: Retailing
MKTG-254: Advertising
MKTG-255: Public Relations
MKTG-256: Personal Selling and Sales Force Management
MKTG-262: Public Relations Writing
MKTG-281: Special Topics in Marketing
MKTG-401: Internship in Marketing
MKTG-481: Advanced Special Topics in Marketing
MKTG-490: Independent Study in Marketing
SPMA-220: Event Planning
SPMA-330: Sports Marketing

Sample Academic Plan

Major in Marketing

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
ACCT-103: Financial Accounting	**ACCT-104:** Managerial Accounting
BUSN-104: Introduction to Business	**CMTC-203:** Data Analysis Using Microsoft Excel
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101:** College Writing
MATH-201: Math for Management I	**MATH-202:** Math for Management II
WCHC-101: Welcome to CHC	**MKTG-203:** Marketing Principles
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
ECON-101: Macroeconomic Principles	**BUSN-120**: Law and the Business Enterprise
GLST-201: Global Awareness Seminar	Core Requirement
MATH-227: Introduction to Probability and Statistics	General Elective
MKTG-205: Consumer Behavior	**ECON-102**: Microeconomic Principles

One 100, 200, 300-level course in Religious Studies	**MGMT-204:** Organization and Management of HR
Year Three/Fall **15 academic credits**	**Year Three/Spring** **15 academic credits**
Core Requirement	**CMSM-285**: Management Information Systems
Core Requirement	**FINA-304**: Corporate Finance
ECON-201: Principles of Finance	Marketing Elective #1
MGMT-302: Entrepreneurship	Marketing Elective #2
OR **MGMT-303:** Strategic Management	**MKTG-365:** Marketing Management
MKTG-310: Marketing Research	
Year Four/Fall **15 academic credits**	**Year Four/Spring** **15 academic credits**
Core Requirement	**MKTG-498**: Senior Seminar in Marketing
Core Requirement	**World** Language Requirement #2
World Language Requirement #1	General or Business Elective
MKTG-401: Intership Elective	General or Business Elective
General or Business Elective	Marketing Elective #3

Major in Marketing with a Concentration in Finance

The concentration in finance prepares students for finance positions in commercial, retail, and investment banks, securities firms, brokerage firms, to name a few. The concentration provides CHC business majors another option to increase their marketability and expand their career options. The concentration includes 3 courses (9 credits) that are already required for all majors within the Center for Business as well as three Finance Courses (9 credits) for a total of 18 credits.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *MKTG-401: Internship in Marketing.* Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Marketing with a Concentration in Finance
ACCT-103: Financial Accounting
ACCT-104: Managerial Accounting
BUSN-104: Introduction to Business
BUSN-120: Law and the Business Enterprise
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
ECON-101: Principles of Macroeconomics *(Fulfills Core Requirement)*
ECON-102: Principles of Microeconomics
ECON-201: Principles of Finance: Money and Banking
FINA-181: Introduction to Investments
FINA-304: Corporate Finance
FINA-336: Financial Markets and Institutions
FINA-352: International Financial Markets
MATH-201: Mathematics for Management I/Finite Mathematics
MATH-202: Mathematics for Management II/Applied Calculus
MATH-227: Introduction to Probability and Statistics
MGMT-302: Entrepreneurship or MGMT-303: Strategic Management
MKTG-203: Marketing Principles
MKTG-205: Consumer Behavior
MKTG-310: Marketing Research
MKTG-365: Marketing Management
MKTG-498: Senior Seminar in Marketing
Three Marketing Electives *(9 credits minimum)*

Marketing Electives:

BUSN-270: Business Communications
MKTG-200: Writing for Digital Media
MKTG-206: International Marketing
MKTG-210: Social Media Marketing
MKTG-250: Social Media and Society
MKTG-253: Retailing
MKTG-254: Advertising
MKTG-255: Public Relations
MKTG-256: Personal Selling and Sales Force Management
MKTG-262: Public Relations Writing
MKTG-281: Special Topics in Marketing
MKTG-401: Internship in Marketing
MKTG-481: Advanced Special Topics in Marketing
MKTG-490: Independent Study in Marketing
SPMA-220: Event Planning
SPMA-330: Sports Marketing

Sample Academic Plan

Major in Marketing with a Concentration in Finance

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall 15 academic credits	Year One/Spring 15 academic credits
ACCT-103: Financial Accounting	ACCT-104: Managerial Accounting
BUSN-104: Introduction to Business	CMTC-203: Data Analysis Using Microsoft Excel
LADS-120: Liberal Arts Discovery Seminar	ENGL-101: College Writing
MATH-201: Math for Management I	MATH-202: Math for Management II
WCHC-101: Welcome to CHC	MKTG-203: Marketing Principles
Year Two/Fall 15 academic credits	**Year Two/Spring 15 academic credits**
ECON-101: Macroeconomic Principles	BUSN-120: Law and the Business Enterprise
GLST-201: Global Awareness Seminar	Core Requirement
MATH-227: Introduction to Probability and Statistics	General Elective
MKTG-205: Consumer Behavior	ECON-102: Microeconomic Principles
One 100, 200, 300-level course in Religious Studies	MGMT-204: Organization and Management of HR
Year Three/Fall 15 academic credits	**Year Three/Spring 15 academic credits**
Core Requirement	CMSM-285: Management Information Systems
ECON-201: Principles of Finance	FINA-304: Corporate Finance
FINA-181: Introduction to Investments	FINA-336: Financial Markets and Institutions
MGMT-302: Entrepreneurship	Marketing Elective #1
OR MGMT-303: Strategic Management	MKTG-365: Marketing Management
MKTG-310: Marketing Research	
Year Four/Fall 15 academic credits	**Year Four/Spring 15 academic credits**
Core Requirement	MKTG-498: Senior Seminar in Marketing
FINA-352: International Financial Markets	World Language Requirement #2
World Language Requirement #1	Marketing Elective #3
MKTG-401: Intership Elective	Core Requirement
Marketing Elective #2	General or Business Elective

Major in Marketing with a Concentration in Supply Chain Management

This is a suggested academic plan only

Year One/Fall 18 academic credits	Year One/Spring 15 academic credits
CMTC-203: Data Analysis Using Microsoft Excel	ACCT-104: Managerial Accounting
ACCT-103: Financial Accounting	ENGL-101: College Writing
LADS-120: Liberal Arts Discovery Seminar	MATH-202: Math for Management II
WCHC-101: Welcome to CHC	MKTG-203: Marketing Principles
BUSN-104: Introduction to Business	Marketing Elective #1
MATH-201: Math for Management I	
Year Two/Fall 15 academic credits	**Year Two/Spring 15 academic credits**
ECON-101: Macroeconomic Principles	BUSN-120: Law and the Business Enterprise
GLST-201: Global Awareness Seminar	Core Literature Requirement
MATH-227: Introduction to Probability and Statistics	ECON-102: Microeconomic Principles
MKTG-205: Consumer Behavior	MGMT-204: Organization and Management of HR
General Elective	One 100, 200, 300-level course in Religious Studies
Year Three/Fall 15 academic credits	**Year Three/Spring 15 academic credits**
Core Natural Science Requirement	CMSM-285: Management Information Systems
ECON-201: Principles of Finance	FINA-304: Corporate Finance
MGMT-302: Entrepreneurship OR MGMT-303: Strategic Management	MKTG-365: Marketing Management
MKTG-310: Marketing Research	Marketing Elective #1
MGMT-105: Principles of Management	MGMT-205: Project Management
Year Four/Fall 15 academic credits	**Year Four/Spring 15 academic credits**
BUSN 102: Business Ethics (Core Ethics Requirement)	MKTG-498: Senior Seminar in Business
Foreign Language Requirement #1 or General Elective	Foreign Language Requirement
MGMT-206: Supply Chain Management	Marketing Elective #3
Core History	MKTG-401: Intership Elective
Marketing Elective #2	Studies
	General Elective

Minor in Marketing

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *MKTG-401: Internship in Marketing.* Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Marketing
MKTG-203: Marketing Principles
MKTG-205: Consumer Behavior

or MKTG-310: Marketing Research
MKTG-254: Advertising
MKTG-365: Marketing Management
Two Marketing Minor Electives *(6 credits)*

Marketing Minor Electives:

BUSN-270: Business Communication
MKTG-200: Writing for Digital Media
MKTG-206: International Marketing
MKTG-210: Social Media Marketing
MKTG-250: Social Media and Society
MKTG-253: Retailing
MKTG-255: Public Relations
MKTG-256: Personal Selling and Sales Force Management

Minor in Sports Management

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits and may not be offered every semester. Requirements are developed on case-by-case basis at the discretion of the Business Program.

Requirements for the Minor in Sports Management
Six Sports Management Minor Electives *(18 credits)*

Sports Management Minor Electives*:

SPMA-210: Introduction to Sports Management
SPMA-220: Event Planning
SPMA-230: Facilities Management
SPMA-285: Sports Media Communication
SPMA-320: Sports Law
SPMA-330: Sports Marketing
SPMA-340: Sports Finance
SPMA-401: Internship in Sports Management
SPMA-281: Special Topics in Sports Management

*Additional SPMA courses may be approved by the Center for Business on a case by case basis.

Concentrations and Minors Applicable to Multiple Majors

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Concentration in Business of Music

Chestnut Hill College offers a concentraion in the Business of Music. The concentration provides students another option to increase their marketability and expand their career options. There are a variety of roles and opportunities in the business of music that include general business opportunities, specialization in music or artists, and the utilization of the internet and streaming services to promote music. Opportunities exist in music publising, live music production, stage and tech set-up, audio production and engineering, film and video game composition, streaming and radio, copyright and legal work, and many more. This concentration will assist students in understanding the structure within the music iindustry and equips them with the business background necessary for success in this field.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the concentration. Courses are 3 credits and may not be offered every semester. Requirements are developed on case-by-case basis at the discretion of the Business Program.

Curriculum Requirements for the Concentration: The concentration in the Business of Music includes 3 courses (9 credits) that are already required for all majors within the Center for Business as well as 3 Busienss of Music Credits and an Intersnhip. (12 credits).

Required Courses for all majors in the Center for Business:

BUSN 104: Introduction to Business: 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. (*Required course for all majors in the Center for Business)*

ACCT 103: Financial Accounting Credits: 3 Letter Grade A study of the basic accounting cycle and financial statement preparation as applied to service and merchandising enterprises. Analyzes the accounting system of a small business. (*Required course for all majors in the Center for Business)*

MKTG 203: Marketing Principles Credits: 3 Letter Grade 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. (*Required course for all majors in the Center for Business)*

Courses for the Business of Music Concentration

MUSC 120: Introduction to Western Music (A) Credits: 3 Letter Grade Stresses the attitudes, skills and techniques required for success in the music profession. This includes elementary development of music theory and sight singing skills along with an introduction to important composers and masterworks of Western art music. Core: Art/Music requirement

OR

MUSC 201: **Music Theory** I Credits: 3 Letter Grade A fundamental study of music theory, including scales, intervals, basic triad formation and melodic organization. (Student must pass a pre-test which is for College Music Theory I) Core: Art/Music requirement

Offered in alternate years:

MUSC 203: **Global Music**: Credits: 3 Letter Grade 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. Core: Art/Music requirement.

AND/OR

MUSC 130: Computers and Music Creation Credits: 3 Letter Grade Using the computer as a tool for musical expression, examines the technical capabilities of technology for artistic expression through contemporary sonic art/music production. After an overview of the fundamentals of acoustics and digital sampling, the class will explore the digital sonic/musical techniques of audio recording, software synthesis, sound editing and mixing, and final production.

BUSN 252: Business of Music Credits: 3 Letter Grade An introduction to 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. **Cross listed: MUSC-252**

Internship for the Business of Music Concentration (3 credits):

BUSN 401: (cross listed at MUSC 401) Internship in Business Credits: 3 Pass/Fail A program designed to provide qualified Junior or Senior Business. An internship is required of all Center for Business majors.

Concentration in Finance

The purpose of this concentration is to provide a foundation of finance, financial markets, investments, and securities to prospective students looking to work in banking, investment, other private, not-for-profit industry, and government agencies. The concentration provides CHC business majors another option to increase their marketability and expand their career options. The concentration includes 3 courses (9 credits) that are already required for all majors within the Center for Business as well as three Finance Courses (9 credits) for a total of 18 credits.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the concentration. Courses are 3 credits and may not be offered every semester. Requirements are developed on case-by-case basis at the discretion of the Business Program.

Courses in the Finance Concentration

ACCT 103	Financial Accounting
ECON 201	Principles of Finance – Money & Banking
FINA 304	Corporate Finance
FINA 181	Introduction to Investments and Securities
FINA 352	International Financial Markets
FINA 336	Financial Markets and Institutions

Curriculum Requirements for the Concentration: The concentration in Finanace includes 3 courses (9 credits) that are already required for all majors within the Center for Business as well as 3Finance coursesa (9 credits).

Required Courses for all majors in the Center for Business:

ACCT 103: Financial Accounting (3cr) A study of the basic accounting cycle and financial statement preparation as applied to service and merchandising enterprises. Analyzes the accounting system of a small business. (*Required course for all majors in the Center for Business)*

ECON 201: Principles of Finance – Money & Banking (3cr) 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: ECON-101. (*Required course for all majors in the Center for Business)*

FINA 304: Corporate Finance (3cr) 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 funds needs for a venture, cost of capital, as well as decisions related to the uses of alternate sources of funds. Prerequisites: ACCT-104, MATH201, and ECON-201. (*Required course for all majors in the Center for Business)*

Courses for the Finance Concentration (9 credits):

FINA 181: Introduction to Investments and Securities (3cr) Introduction to the stock market, its' regulations, and its' operations. Some attention is given to other negotiable instruments and their markets. Prerequisite: ECON-101

FINA 352: International Financial Markets (3cr) 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: BUSN-101 or BUSN-104; ECON-102 and ECON-211. FINA-201 is recommended, but not required.

FINA 336: Financial Markets and Institutions (3cr) 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: ECON-201.

Concentration in Supply Chain Management

The purpose of the concentration is to provide a foundation of management, project management, and purchasing/supply chain management to students looking to work in the logistics, operations, or distribution manager areas in private, or not-for-profit industries or government agencies. Supply chain management involves overseeing the entire life cycle of the goods or services a company produces.

Curriculum Requirements for the Concentration: The concentration in supply chain management includes 3 courses (9 credits) that are already required for all majors within the Center for Business as well as 3 Project/Supply Chain Courses (9 credits).

Required Courses for all majors in the Center for Business:

BUSN 104: Introduction to Business: 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. (*Required course for all majors in the Center for Business)*

ECON 211: Introduction to Global Economics: 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. Core: Social Sciences requirement. Prerequisites: BUSN-101 or BUSN-104, and ECON-101. MATH-201 is recommended, but not required. (*Required course for all majors in the Center for Business)*

MATH 227: Intro to Probability and Statistics: 3 Credits: Provides an overview of descriptive and inferential statistics with applications to business and other areas of study. Topics include summarizing data, elements of probability, discrete and continuous distributions, sampling, linear regression, confidence intervals, hypothesis testing. MATH-227 serves as the required statistics course for business majors, and may also be taken by other students who need or are interested in an introductory statistics course. Credit may not be given for both MATH 227 and MATH 262. Prerequisite: MATH-104 or Math Placement Level 1, or 2. (*Required course for all majors in the Center for Business)*

Courses for the Supply Chain Management Concentration (9 credits):

MGMT 105: Principles of Management: 3 Credits: 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.

MGMT 205: Project Management: 3 Credits: Introduces the systems approach to the management of complex tasks or projects whose objectives are explicitly stated in terms of time, cost and performance parameters. The key elements addressed include: scope, schedule, budget, quality, human resources, communications, risk and procurement. The course will review how these elements fit into a project management plan, as well as how they are executed and controlled. Prerequisites: BUSN-104; and MATH-122, or Level 1 or 2 on the Math Proficiency Test.

MGMT 206: Purchasing/Supply Chain Management: 3 Credits: Explores the traditional purchasing function as it has evolved from a narrowly defined activity into a professional supply management function driven by technology and people. The student will be expected to apply theory to solving problems relating to the basic concepts of purchasing, materials and supply management, cost analysis and negotiation strategies, capital acquisition process, and professional services procurement. Other areas to be covered include: legal aspects of purchasing, materials management, inventory management, Just-in-Time Purchasing, E-purchasing, supplier selection and evaluation, global sourcing, supply chain power, Total Quality Management (TQM), price determination, equipment acquisition and disposal, and procuring professional services. Prerequisites: BUSN-101 or BUSN-104; ECON-102; and ACCT-104.

CENTER FOR DATA AND SOCIETY

The Center for Data and Society at Chestnut Hill College offers Bachelor of Arts (BA) degrees in two major areas and Bachelor of Science (BS) degrees in eight major areas.
For more information, interested students should contact the faculty member listed in the Degrees and Certificates section below.

For information about business requirements in the **Business Analytics** and **Aviation** majors, contact Rita Borzillo, J.D. at BorzilloR@chc.edu.

MISSION STATEMENT

The Center for Data and Society (D & S) is a collaboration among the computer, information, mathematical, and social sciences that investigates how data and information shape the communities in which we live.

FACULTY

Jeffrey Carroll, Ph.D. Center Chair & Associate Professor
Alexander Furia, Ph.D., Assistant Professor of Mathematics
Allyson Hiltgen, M.S., Instructor of Computer Science
Jacqueline Reich, Ph.D., Associate Professor of Political Science & Discipline Chair, Political Science and International Affairs
Sarah Rody, Ph.D., Associate Professor of Mathematics & Discipline Chair, Mathematical Sciences
Anselee Trotta, M.S, Assistant Professor of Mathematics
Andrea Wentzell, M.A., Instructor of Computer Science & Discipline Chair, Computer and Information Sciences

MAJOR PROGRAMS

Aviation Science
Business Analytics
Computer and Information Sciences with a Concentration in Application Development
Computer and Information Sciences with a Concentration in Artificial Intelligence and Machine Learning
Computer and Information Sciences with a Concentration in Interactive Design
Computer and Information Sciences with a Concentration in Management
Computer and Information Sciences with a Concentration in Programming
Computer and Information Sciences with a Concentration in Technology
Cybersecurity with a Concentration in Governance, Risk, & Compliance
Cybersecurity with a Concentration in Technical Forensics
Cybersecurity with a Concentration in Threat & Risk Assessment
Data Science
Digital Forensics
International Affairs
Mathematical and Computer Sciences
Mathematics
Mathematics with Co-Major in Secondary Education
Political Science

MINOR PROGRAMS

Application Development
Artificial Intelligence and Machine Learning
Business Analytics
Computer Management
Computer Science Programming
Cybersecurity Governance, Risk, & Compliance
Cybersecurity Threat and Risk Assessment
Cybersecurity Studies
Data Science
Data Studies for Social Good
Digital Forensics
European Union/European Studies
Information Management
Interactive Design
International Affairs
Legal Studies
Mathematics
Mathematics for Business Majors
Mathematics for Education Majors
Political Science

Technical Forensics
Technology

CERTIFICATIONS
Several courses offered in Computer and Information Sciences prepare students for the ACE, CompTIA A+, Network+, Security+, Cloud+, and Server+ certifications.

Degrees and Certificates in The Center for Data and Society

Descriptions of major programs with their accompanying minors and concentrations are in alphabetical order and are followed by descriptions of concentrations and minors that are applicable to several majors in the Center.

Aviation Science

Jeffrey Carroll, Ph.D. Center Chair & Associate Professor of Political Science, CarrollJ@chc.edu

The Aviation Science program's mission is to develop future aviation leaders through comprehensive flight training, aviation management education, and real-world experience, fostering critical thinking, safety, and innovation for careers in aviation and related fields.

B.S. in Aviation Science offers two concentrations with two different curricular pathways: 1) Professional Pilot Concentration and 2) Aviation Business Management Concentration. The CHC Aviation Science program's mission is to develop future aviation leaders through comprehensive flight training, aviation management education, and real-world experience, fostering critical thinking, safety, and innovation for careers in aviation and related fields.

Major in Aviation Science – Professional Pilot Concentration

This concentration is designed for the student who wants to obtain an academic degree and a professional pilot license, providing opportunities for employment in the aviation industry for graduates. The Professional Pilot Concentration is designed to prepare students for career options that include private pilot, professional pilot, and certified flight instructor. This concentration is a Federal Aviation Administration Part 141-approved program. Students are taught by experienced professionals who bring real-world knowledge to the courses they teach. The student experience is grounded in the mission of the Sisters of St. Joseph's which prepares students to integrate their professional goals with commitment to service, social justice and the "good neighbor."

AVSC110 Private Pilot Flight
AVSC120 Private Pilot Ground School I
MATH201 Math for Mgmt I / Finite Mathematics
AVSC121 Private Pilot Ground School II
BUSN104 Introduction to Business
MATH202 Mathematics for Management II (Calculus)
ECON101 Principles of Microeconomics
AVSC220 Instrument Flight
AVSC210 Instrument Pilot Ground School
AVSC130 Aerodynamics and Aircraft Performance
AVSC310 Commercial Pilot Flight
AVSC230 Commercial Pilot Ground School
PHYS121 Principles of Physics
AVSC240 Air Traffic Control
AVSC250 Aviation Weather
CMTC203 Data Analysis Using Microsoft Excel
DATA101 Introduction to Data Analysis
AVSC410 Instructional Flight (CFI)
AVSC320 Flight Instructor Ground School
AVSC350 Aircraft Systems
MATH227 Intro to Probability and Statistics
AVSC340 Aviation Safety
AVSC360 Aviation Regulatory Process
AVSC140 Aviation Ethics
AVSC330 Air Carrier Operations
DATA210 Data Visualization
AVSC430 Human Factors in Aviation
AVSC498 Senior Seminar in Aviation Management
Total Credits for Program (including Core): 129

Major in Aviation Science – Aviation Business Management Concentration

This concentration is designed to guide the student in developing advanced skills in leadership and administration and prepare them for a wide range of positions at the management level in the aviation industry without being a pilot. Courses in the program are a mix of

aviation and business, economics, finance, accounting, and marketing courses designed to prepare students for positions with airports, airlines, flight operations, and the FAA. The student experience is grounded in the mission of the Sisters of St. Joseph's which prepares students to integrate their professional goals with commitment to service, social justice and the "good neighbor."

For information about the business requirements for this concentration, *Rita K. Borzillo, JD, Assistant Professor of Business & Center Chair, BorzilloR@chc.edu*

AVSC120 Private Pilot Ground School I
MATH201 Math for Mgmt I / Finite Mathematics
AVSC121 Private Pilot Ground School II
PHYS121 Principles of Physics
BUSN104 Introduction to Business
ECON101 Principles of Microeconomics
MATH202 Mathematics for Management II (Calculus)
AVSC130 Aerodynamics and Aircraft Performance
ECON201 Principles of Finance
ACCT103 Financial Accounting
ECON102 Microeconomic Principles
CMTC203 Data Analysis Using Microsoft Excel
AVSC250 Aviation Weather
MATH227 Intro to Probability and Statistics
MGMT204 Human Resource Management
DATA101 Introduction to Data Analysis
ACCT104 Managerial Accounting
AVSC370 Introduction to General Aviation Management
AVSC380 Aviation Finance
CMSM285 Management Information Systems
AVSC340 Aviation Safety
AVSC360 Aviation Regulatory Process
AVSC140 Aviation Ethics
FINA304 Corporate Finance
AVSC330 Air Carrier Operations
AVSC420 Aviation Marketing Management
DATA210 Data Visualization
AVSC420 Aviation Marketing Management
ECON211 Introduction to Global Economics
MGMT205 Project Management
AVSC498 Senior Seminar in Aviation Management

Total Credits for Concentration (including Core): 128

Business Analytics

Major in Business Analytics

Sarah Rody, Ph.D., Discipline Chair & Associate Professor of Mathematics, RodyS@chc.edu

Business Analytics is an interdisciplinary major that combines skills in business, mathematics, and computing. It is designed to meet the demands of the 21st century workforce and its reliance on important technical skills to acquire, synthesize, and communicate data.
A minimum career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions. *Special Topics* courses are repeatable for credit, as is *DATA401: Internship in Business Analytics*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Business Analytics
BUSN-102: Business Ethics
BUSN-104: Introduction to Business
ACCT-103: Financial Accounting
CMSC-200: Introduction to Programming I
CMSC-201: Introduction to Programming II
CMTC-203: Data Analysis Using Microsoft Excel
CMTC-284: Introduction to Database Design and Development
DATA-101: Introduction to Data Analytics
DATA-210: Data Visualization
ECON-101: Macroeconomic Principles
ECON-102: Microeconomic Principles
ECON-211: Introduction to Global Economics

MATH-201: Math for Mgmt I / Finite Mathematics
MATH-227 or 262: Probability and Statistics
MGMT-105: Principles of Management
MGMT-205: Project Management
DATA 498: Senior Seminar in Business Analytics
Two Business Analytics program electives (6 credits minimum)

Business Analytics Electives:

ACCT-104: Managerial Accounting
BUSN-281: Special Topics in Business
MGMT-281: Special Topics in Management (Technology Emphasis)
CMDF-281: Introduction to GIS Mapping
CMTC-202: Website Analytics & SEO
CMSC-251: Data Structures
CMSC-279: History, Trends, and Ethical Issues in CS
CMSM-285: Management Information Systems
DATA-220: Data Mining
DATA-401: Internship in Data Science / Business Analytics
MATH-261: Discrete Mathematics
MATH-273: Advanced Probability and Statistics
PSCI-341: International Political Economy

Sample Academic Plan

Major in Business Analytics

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
BUSN-104: Introduction to Business	**BUSN-102:** Business Ethics
ACCT-103: Financial Accounting	**CMSC-200:** Introduction to Programming I
MATH-201: Math for Mgmt I / Finite Mathematics	**DATA-101:** Introduction to Data Analytics
Core **WCHC-101:** Welcome to CHC	**ENGL-101/105:** College Writing
Core **LADS-120:** Liberal Arts Discovery Seminar	Core Foreign Language or Core Inquiry Requirement
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
ECON-101: Macroeconomic Principles	**ECON-102:** Microeconomic Principles
CMSC-201: Introduction to Programming II	**CMTC-203:** Data Analysis Using Microsoft Excel
MATH-227 or **262:** Probability and Statistics	**CMTC-284:** Introduction to Database Design and Development
GLST-201: Global Awareness Seminar	Core Foreign Language or Core Inquiry Requirement
Core Foreign Language Requirement	Elective or Minor
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
DATA-210: Data Visualization	**ECON-211:** Introduction to Global Economics
MGMT-105: Principles of Management	**MGMT-205:** Project Management
Religious Studies Requirement	Core Inquiry Requirement
Core Inquiry Requirement	Core Real World Problems Requirement
Elective or Minor	Elective or Minor
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
DATA-401: Internship in Business Analytics	**DATA 498:** Senior Seminar in Business Analytics
Core Inquiry Requirement	Elective or Minor
Elective or Minor	Elective or Minor
Elective or Minor	Elective or Minor
Elective or Minor	Elective or Minor

Minor in Business Analytics

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Business Analytics
BUSN 104: Introduction to Business
CMSC 110: Introduction to Computer Science or CMSC200: Introduction to Programming I (Dependent on Math Placement)
DATA 101: Introduction to Data Analytics
DATA 210: Data Visualization
MATH 227 or 262: Intro to Probability and Statistics
MGMT 205: Project Management

Computer Sciences

Andrea Wentzell, M.A., Discipline Chair and Instructor of Computer and Information Sciences, WentzellA@chc.edu

The **Bachelor of Science** (BS) in **Computer and Information Sciences (CIS)** is designed to prepare students for graduate study and/or careers in computer science and related fields. Six concentrations within the major enable students to specialize in areas related to their future career goals. Students take a variety of courses that introduce them to programming concepts, data structures, computer algorithms, computer architecture, networking, and cybersecurity. Students must participate in an internship that enables them to apply their academic knowledge and gain experience in the workplace.

Students declaring a Major in Computer and Information Sciences should schedule an initial placement interview with a faculty member either at orientation or at another convenient time. Based on the student's prior experience, *CMSC-110: Introduction to Computer Science*, *CMSC-200: Introduction to Programming I*, and *CMTC-190: Introduction to Computer Hardware and Peripherals* may not be required; students will be advised to register for the next level of appropriate coursework.

The following concentrations are currently offered within the CIS major and will be selected by majors in their first year:

- Management
- Programming
- Application Development
- Interactive Design
- Technology
- Artificial Intelligence and Machine Learning

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major unless an exception is noted. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *CMSC-401: Internship in Computer and Information Sciences*. Courses are three credits unless indicated and may not be offered every semester.

Major in Computer and Information Sciences

All CIS majors must take the following 10 courses, worth 30 credits. CMSC-200 may require the prerequisite CMSC-110 dependent on student experiences and math placement scores. In addition to these 10 courses, students will select a concentration consisting of 11 to 13 additional courses.

Requirements for the Major in Computer and Information Sciences
CMSC-200: Introduction to Programming I*
CMSC-201: Introduction to Programming II
CMSC-205: Systems Analysis and Design
CMSC-279: History, Trends, and Ethical Issues in CS
CMSC-311: Research Methods *
CMSC-401: Internship in Computer and Information Sciences or CMSC-375: Simulated Workplace Lab
CMSC-498: Senior Seminar in Computer and Information Sciences
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-260: Applied Operating Systems
CMTC-284: Introduction to Database Design and Development
+ Concentration Requirements 11 to 13 additional courses

*Student must earn a grade of C or better.

Major in Computer and Information Science with a Concentration in Application Development

The CIS concentration in Application Development works to prepare students for careers in computer science, in both front-end and back-end of applications, including websites and mobile applications. Students finishing this concentration often find positions as application developers, back-end developers, front-end developers, etc. In addition to the 10 CIS major classes, students who opt to concentrate in Application Development will take the following 13 courses worth 39 credits, with the total major being worth 69 credits.

Concentration in Application Development
Major Classes (30 Credits) +
CMSC-251: Data Structures
CMSC-285: Algorithms in AI/ML
CMSC-286: Robotics
CMSC-300: Application Development and Design
CMSC-305: Mobile Application Development
CMSC-405: Programming Languages
CMTC-200: Introduction to Web Development and Design
CMTC-201: UX, UI, & Accessibility
CMTC-275: Advanced Web Development and Design
CMTC-255: Web Content Management
CMTC-282: JavaScript
Pick two (2) of the following courses:

- CMTC-195: Photo Management and Editing
- CMTC-210: Illustration Design
- CMTC-202: Website Analytics & SEO
- CMTC-216: Introduction to 3D Printing
- CMTC-276: Advanced 3D Printing
- CMTC-230: Data Communications
- CMTC-290: Server Concepts
- CMTC-293: Cloud Computing Concepts

Major in Computer and Information Science with a Concentration in Artificial Intelligence and Machine Learning

The CIS concentration in Artificial Intelligence and Machine Learning (AI & ML) prepares students for careers in computer science that focus on programming and data sciences. This is more in-depth into the programming and technical side of AI & ML compared to the B.S. in Data Science. Students finishing this concentration go on to graduate programs or find positions as back-end developers. In addition to the 10 CIS major classes, students who opt to concentrate in AI & ML will take the following 12 courses worth 36 credits, with the total major being worth 66 credits.

Concentration in Artificial Intelligence and Machine Learning
Major Classes (30 Credits) +
CMSC-251: Data Structures
CMSC-285: Algorithms in AI/ML
CMSC-286: Robotics
CMSC-350: Computer Architecture and Logic Design
CMSC-405: Programming Languages
DATA-101: Introduction to Data Analytics
DATA-210: Data Visualization
MATH-203: Calculus I
MATH-227 or 262: Introduction to Probability and Statistics
MATH-261: Discrete Methods in Mathematics
MATH-325: Game Theory
DATA-220: Data Mining

Major in Computer and Information Science with a Concentration in Interactive Design

The CIS concentration in Interactive Design works to prepare students for careers in computer graphics and interactive design. Students finishing this concentration often find positions in many fields, potentially as layout designers, graphic designers, or UI/UX developers. In addition to the 10 CIS major classes, students who opt to concentrate in Interactive Design will take the following 13 courses worth 39 credits, with the total major being worth 69 credits.

Concentration in Interactive Design
Major Classes (30 Credits) +
CMTC-195: Photo Management and Editing
CMTC-200: Introduction to Web Development and Design
CMTC-201: UX, UI, & Accessibility
CMTC-202: Website Analytics & SEO
CMTC-210: Illustration Design
CMTC-212: Animation Design
CMTC-215: Digital Layout Design
CMTC-255: Web Content Management
CMSM-285: Management Information System
CMTC-275: Advanced Web Development and Design
CMTC-216: Introduction to 3D Printing
CMTC-276: Advanced 3D Printing
CMTC-282: JavaScript

Major in Computer and Information Science with a Concentration in Management

The CIS concentration in Management works to prepare students for careers in computer science that are more related to project management and provide a general understanding of working within team environments. Graduates in CIS Management may become team leaders at Managed Service Providers. In the long term, they may look at careers as IT Business Development, IT Director, Chief Technology Officer, etc. Students may look to pursue an MBA or a similar degree after graduation. In addition to the 10 CIS major classes, students who opt to concentrate in Management will take the following 13 courses worth 39 credits, with the total major being worth 69 credits.

Concentration in Management
Major Classes (30 Credits) +
CSEC-235: Introduction to Cybersecurity
CMSM-285: Management Information Systems
CMTC-203: Data Analysis Using Microsoft Excel
CMTC-200: Introduction to Web Development and Design
CMTC-230: Data Communications
BUSN-104: Introduction to Business
MATH-227 or 262: Probability and Statistics
MGMT-205: Project Management
MGMT-105: Principles of Management
CMTC-255: Web Content Management Systems
CMTC-201: UX, UI & Accessibility
Pick two (2) of the following courses: CMTC-290: Server Concepts CMTC-293: Cloud Computing Concepts CSEC 384: Database Security DATA-101: Introduction to Data Analytics DATA-210: Data Visualization

Major in Computer and Information Science with a Concentration in Programming

The CIS concentration in Programming works to prepare students for careers in computer science that are related more to the back-end of programs. This concentration is very much in line with the original computer science majors of the early computing age in the 1960/70s, with strict structures of programming and mathematics. Students finishing this concentration often move on to graduate schools or find positions as application developers, back-end developers, etc. In addition to the 10 CIS major classes, students who opt to concentrate in Programming will take the following 13 courses worth 39 credits, with the total major being worth 69 credits.

Concentration in Programming
Major Classes (30 Credits) +
CMSC-251: Data Structures
CMSC-285: Algorithms in AI/ML
CMSC-286: Robotics
CMSC-300: Application Development and Design
CMSC-305: Mobile Application Development
CMSC-350: Computer Architecture and Logic Design
CMSC-405: Programming Languages
CMTC-230: Data Communications
MATH-203: Calculus I
MATH-227 or 262: Introduction to Probability and Statistics
MATH-261: Discrete Methods in Mathematics
Pick two (2) of the following courses: CSEC-234: Introduction to Cybersecurity CSEC-384: Database Security DATA-101: Introduction to Data Analytics DATA-220: Data Mining CMTC-282: JavaScript

Major in Computer and Information Science with a Concentration in Technology

The CIS concentration in Technology prepares students for careers in computer science that focus more on the technical and repair aspects. Students finishing this concentration often find positions at Managed Service Providers and organizations as help desk and service technicians. In addition to the 10 CIS major classes, students who opt to concentrate in Programming will take the following 11 courses worth 33 credits, with the total major being worth 66 credits.

Concentration in Technology
Major Classes (30 Credits) +
CMSC-251: Data Structures
CMSC-350: Computer Architecture and Logic Design
CMTC-230: Data Communications
CMTC-290: Server Concepts
CMTC-293: Cloud Computing Concepts
CMSM-285: Management Information System
CSEC-235: Introduction to Cybersecurity
CSEC-384: Database Security
CSEC-270: Linux Operating Systems in Security
MGMT-205: Project Management
MATH-203: Calculus I

Sample Academic Plans for Computer and Information Sciences

The following are *suggested academic plans only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major and concentration. **The minimum number of Academic Credits required for graduation is 120.**

Major in Computer and Information Sciences Concentration in Management

Year One/Fall	15 academic credits	Year One/Spring	15 academic credits
CMSC-110: Introduction to Computer Science		**CMSC-200:** Introduction to Programming I	
CMTC-190: Intro to Computer Hardware and Peripherals		**CMSC-205:** Systems Analysis and Design	
BUSN-104: Introduction to Business OR **CMTC-200:** Introduction to Web Development and Design		**CMTC-230:** Introduction to Data Communications	
		CMTC-284: Introduction to Database Design and Development	
Core **WCHC-101:** Welcome to CHC		**ENGL-101:** College Writing	
Core **LADS-120:** Liberal Arts Discovery Seminar			
Year Two/Fall	**15 academic credits**	**Year Two/Spring**	**15 academic credits**
CMSC-201: Introduction to Programming II		**CMSC-279:** History, Trends, and Ethical Issues in CS	
CMTC-201: UX, UI, & Accessibility		**CMTC-203:** Data Analysis Using Microsoft Excel	
CMTC-260: Applied Operating Systems		**CSEC-235:** Introduction to Cybersecurity	
GLST-201: Global Awareness Seminar		Core Inquiry Requirement	
Core Foreign Language Requirement		Core Foreign Language or Core Inquiry Requirement	
Year Three/Fall	**15 academic credits**	**Year Three/Spring**	**15 academic credits**
CMSM-285: Management Information Systems		**CMTC-255:** Web Content Management Systems	
BUSN-104: Introduction to Business OR **CMTC-200:** Introduction to Web Development and Design		**MGMT-205:** Project Management	
		MATH-227 or **262:** Probability and Statistics	
MGMT-105: Principles of Management		Core Inquiry Requirement	
Core Religious Studies Requirement		Core Real World Problems Requirement	
Core Inquiry Requirement			
Year Four/Fall	**15 academic credits**	**Year Four/Spring**	**15 academic credits**
CMSC-311: Research Methods		**CMSC-498:** Senior Seminar	
CMSC-401: Internship		Major Choice Class	
Major Choice Class		Elective / Minor	
Core Inquiry Requirement		Elective / Minor	
Elective / Minor		Elective / Minor	

Major in Computer and Information Sciences Concentration in Programming

Year One/Fall	15 academic credits	Year One/Spring	18 academic credits
CMSC-110: Introduction to Computer Science		**CMSC-200:** Introduction to Programming I	
CMTC-190: Intro to Computer Hardware and Peripherals		**CMSC-205:** Systems Analysis and Design	
Core **WCHC-101:** Welcome to CHC		**CMTC-230:** Introduction to Data Communications	
Core **LADS-120:** Liberal Arts Discovery Seminar		**CMTC-284:** Introduction to Database Design and Development	
Core Foreign Language Requirement		**ENGL-101/105:** College Writing	
		Core Foreign Language or Core Inquiry Requirement	
Year Two/Fall	**15 academic credits**	**Year Two/Spring**	**15 academic credits**
CMSC-201: Introduction to Programming II		**CMSC-251:** Data Structures	
CMTC-260: Applied Operating Systems		**CMSC-279:** History, Trends, and Ethical Issues in CS	
MATH-203: Calculus I		**MATH-227** or **262:** Probability and Statistics	
GLST-201: Global Awareness Seminar		Core Inquiry Requirement	
Core Religious Studies Requirement		Core Inquiry Requirement	
Year Three/Fall	**15 academic credits**	**Year Three/Spring**	**15 academic credits**
CMSC-285: Algorithms in AI & ML		**CMSC-286:** Robotics	
CMSC-300: Application Development and Design		**CMSC-305:** Mobile Application Development	
CMSC-350: Computer Architecture and Logic Design		**CMSC-405:** Programming Languages	
MATH-261: Discrete Methods in Mathematics		Real World Problems Requirement	
Core Inquiry Requirement		Major Choice Class	
Year Four/Fall	**15 academic credits**	**Year Four/Spring**	**15 academic credits**
CMSC-311: Research Methods		**CMSC-498:** Senior Seminar	
CMSC-401: Internship		Elective / Minor	
Major Choice Class		Elective / Minor	
Core Inquiry Requirement		Elective / Minor	
Elective / Minor		Elective / Minor	

Major in Computer and Information Sciences Concentration in Application Development

Year One/Fall	15 academic credits	Year One/Spring	15 academic credits
CMSC-110: Introduction to Computer Science		**CMSC-200:** Introduction to Programming I	
CMTC-190: Intro to Computer Hardware and Peripherals		**CMSC-205:** Systems Analysis and Design	

CMTC-200: Introduction to Web Development and Design	**CMTC-275:** Advanced Web Development and Design
Core **WCHC-101:** Welcome to CHC	**CMTC-284:** Introduction to Database Design and Development
Core **LADS-120:** Liberal Arts Discovery Seminar	**ENGL-101/105:** College Writing
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
CMSC-201: Introduction to Programming II	**CMSC-251:** Data Structures
CMTC-201: UX, UI, & Accessibility	**CMSC-279:** History, Trends, and Ethical Issues in CS
CMTC-260: Applied Operating Systems	**CMTC-282:** JavaScript
GLST-201: Global Awareness Seminar	Core Foreign Language or Core Inquiry Requirement
Core Religious Studies Requirement	Core Inquiry Requirement
Core Foreign Language Requirement	
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
CMSC-285: Algorithms in AI & ML	**CMSC-286:** Robotics
CMSC-300: Application Development and Design	**CMSC-305:** Mobile Application Development
Core Inquiry Requirement	**CMSC-405:** Programming Languages
Core Inquiry Requirement	**CMTC-255:** Web Content Management
Core Inquiry Requirement	Real World Problems Requirement
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
CMSC-311: Research Methods	**CMSC-498:** Senior Seminar
CMSC-401: Internship	Major Choice Class
Major Choice Class	Elective / Minor
Core Inquiry Requirement	Elective / Minor
Elective / Minor	Elective / Minor

Major in Computer and Information Sciences Concentration in Interactive Design

Year One/Fall — 15 academic credits	**Year One/Spring — 15 academic credits**
CMSC-110: Introduction to Computer Science	**CMSC-200:** Introduction to Programming I
CMTC-190: Intro to Computer Hardware and Peripherals	**CMSC-205:** Systems Analysis and Design
CMTC-200: Introduction to Web Development and Design	**CMTC-275:** Advanced Web Development and Design
Core **WCHC-101:** Welcome to CHC	**CMTC-284:** Introduction to Database Design and Development
Core **LADS-120:** Liberal Arts Discovery Seminar	**ENGL-101/105:** College Writing
Year Two/Fall — 18 academic credits	**Year Two/Spring — 15 or 18 academic credits**
CMSC-201: Introduction to Programming II	**CMTC-202:** Website Analytics & SEO
CMTC-195: Photo Management and Editing	**CMTC-210:** Illustration Design
CMTC-201: UX, UI, & Accessibility	**CMSC-279:** History, Trends, and Ethical Issues in CS
CMTC-260: Applied Operating Systems	**CMTC-282:** JavaScript
GLST-201: Global Awareness Seminar	Core Foreign Language or Core Inquiry Requirement
Core Foreign Language Requirement	
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
CMTC-212: Animation Design	**CMTC-215:** Digital Layout Design
CMTC-216: Introduction to 3D Printing	**CMTC-255:** Web Content Management
CMSM-285: Management Information Systems	**CMTC-276:** Advanced 3D Printing
Core Religious Studies Requirement	Real World Problems Requirement
Core Inquiry Requirement	Core Inquiry Requirement
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
CMSC-311: Research Methods	**CMSC-498:** Senior Seminar
CMSC-401: Internship	Elective / Minor
Core Inquiry Requirement	Elective / Minor
Core Inquiry Requirement	Elective / Minor
Elective / Minor	Elective / Minor

Major in Computer and Information Sciences Concentration in Technology

Year One/Fall — 15 academic credits	**Year One/Spring — 15 or 18 academic credits**
CMSC-110: Introduction to Computer Science	**CMSC-200:** Introduction to Programming I
CMTC-190: Intro to Computer Hardware and Peripherals	**CMSC-205:** Systems Analysis and Design
Core **WCHC-101:** Welcome to CHC	**CMTC-230:** Introduction to Data Communications
Core **LADS-120:** Liberal Arts Discovery Seminar	**CMTC-284:** Introduction to Database Design and Development
Core Foreign Language Requirement	**ENGL-101/105:** College Writing
	Core Foreign Language or Core Inquiry Requirement
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
CMSC-201: Introduction to Programming II	**CMSC-251:** Data Structures
CMTC-260: Applied Operating Systems	**CMSC-279:** History, Trends, and Ethical Issues in CS
CMTC-290: Server Concepts	**CMTC-293:** Cloud Computing Concepts
GLST-201: Global Awareness Seminar	**CSEC-235:** Introduction to Cybersecurity
Core Religious Studies Requirement	Core Inquiry Requirement
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**

CMSC-350: Computer Architecture and Logic Design	**CSEC-270:** Linux Operating System in Security
CMSM-285: Management Information Systems	**CSEC-384:** Database Security
MATH-203: Calculus I	**MGMT-205:** Project Management
Core Inquiry Requirement	Core Inquiry Requirement
Core Inquiry Requirement	Real World Problems Requirement
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
CMSC-311: Research Methods	**CMSC-498:** Senior Seminar
CMSC-401: Internship	Elective / Minor
Core Inquiry Requirement	Elective / Minor
Elective / Minor	Elective / Minor
Elective / Minor	Elective / Minor

Major in Computer and Information Sciences Concentration in Artificial Intelligence and Machine Learning

Year One/Fall — 15 academic credits	**Year One/Spring — 18 academic credits**
CMSC-110: Introduction to Computer Science	**CMSC-200:** Introduction to Programming I
CMTC-190: Intro to Computer Hardware and Peripherals	**CMSC-205:** Systems Analysis and Design
Core **WCHC-101:** Welcome to CHC	**CMTC-284:** Introduction to Database Design and Development
Core **LADS-120:** Liberal Arts Discovery Seminar	**ENGL-101/105:** College Writing
Core Foreign Language Requirement	Core Foreign Language or Core Inquiry Requirement
Year Two/Fall — 18 academic credits	**Year Two/Spring — 18 academic credits**
CMSC-201: Introduction to Programming II	**CMSC-251:** Data Structures
CMTC-260: Applied Operating Systems	**CMSC-279:** History, Trends, and Ethical Issues in CS
DATA-101: Introduction to Data Analytics	**DATA-210:** Data Visualization
MATH-203: Calculus I	**MATH-227** or **262**: Probability and Statistics
GLST-201: Global Awareness Seminar	Core Inquiry Requirement
Core Religious Studies Requirement	Core Inquiry Requirement
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
CMSC-285: Algorithms in AI & ML	**CMSC-286:** Robotics
CMSC-350: Computer Architecture and Logic Design	**CMSC-405:** Programming Languages
DATA-220: Data Mining	**MATH-325:** Game Theory
MATH-261: Discrete Methods in Mathematics	Real World Problems Requirement
Core Inquiry Requirement	Major Choice Class
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
CMSC-311: Research Methods	**CMSC-498:** Senior Seminar
CMSC-401: Internship	Elective / Minor
Core Inquiry Requirement	Elective / Minor
Elective / Minor	Elective / Minor
Elective / Minor	Elective / Minor

Minor in Application Development

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Application Development
CMSC-110: Introduction to Computer Science (may be waived depending on Math Placement Score
CMSC-200: Introduction to Programming I
CMSC-201: Introduction to Programming II
CMTC-200: Introduction to Web Development and Design
Pick two (2) of the following courses: CMTC-201: UX, UI & Accessibility CMTC-202: Website Analytics & SEO CMSC-251: Data Structures CMTC-275: Advanced Web Development and Design CMTC-255: Web Content Management CMTC-282: JavaScript CMSC-300: Application Development and Design

Minor in Artificial Intelligence and Machine Learning

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in AI & Machine Learning
CMSC-110: Introduction to Computer Science (may be waived depending on Math Placement Score
CMSC-200: Introduction to Programming I
CMSC-201: Introduction to Programming II
CMSC-251: Data Structures
CMSC-285: Algorithms in AI/ML
Pick one (1) of the following courses: CMSC-350: Computer Architecture and Logic Design CMSC-286: Robotics DATA-101: Introduction to Data Analytics DATA-220: Data Mining

Minor in Computer Management

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Computer Management
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-230: Data Communications
CMTC-260: Applied Operating Systems
CMTC-284: Introduction to Database Design and Development
CMSM-285: Management Information Systems
CMSC-205 Systems Analysis and Design

Minor in Computer Science Programming

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Computer Science Programming
CMSC-110: Introduction to Computer Science (may be waived depending on Math Placement Score
CMSC-200: Introduction to Programming I
CMSC-201: Introduction to Programming II
CMSC-251: Data Structures
Pick two (2) of the following courses: CMSC-205: Systems Analysis and Design CMTC-284: Introduction to Database Design and Development CMSC-350: Computer Architecture and Logic Design CMTC-300: Application Development and Design CMTC-282: JavaScript CMSC-305: Mobile Application Development CMSC-405: Programming Languages

Minor in Information Management

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Information Management
CMSC-200: Introduction to Programming I
CMTC-203: Data Analysis using Excel
CMTC-200: Introduction to Web Design and Development
CMTC-230: Introduction to Data Communications
CMTC-284: Introduction to Database Design and Development

One of the following:
- CMSC-201: Introduction to Programming II;
- CMTC-202: Website Analytics and Search Engine Optimization
- CMTC-255: Web Content Management Systems; or
- Special Topics course related to Information Management

Minor in Interactive Design

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Interactive Design
CMTC-200: Introduction to Web Development and Design
CMTC-201: UX, UI & Accessibility
CMTC-202: Website Analytics & SEO
CMTC-275: Advanced Web Development and Design
Pick two (2) of the following courses: CMTC-195: Photo Management and Editing CMTC-210: Illustration Design CMTC-212: Animation Design CMTC-215: Digital Layout Design CMTC-215: Intro to 3D Printing CMTC-255: Web Content Management CMTC-276: Advanced 3D Printing CMTC-282: JavaScript

Minor in Technology

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Technology
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-230: Data Communications
CMTC-260: Applied Operating Systems
CMTC-290: Server Concepts
CMTC-293: Cloud Computing Concepts
CMSM-285: Management Information Systems

Cybersecurity

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Major in Cybersecurity

The Bachelor of Science (BS) in Cybersecurity is designed to prepare students for careers in Cybersecurity and/or graduate study. The program offers a number of computer science and information technology foundational courses. The specialized courses in cybersecurity are designed by industry subject matter experts and include practical work with hardware and software to develop useful skills. Students learn ethical hacking, incident response, and the detection and prevention of security incidents. In addition to practical skills, the program incorporates experiential learning by including an internship requirement, which enables students to apply their academic knowledge and gain experience in the workplace.

Students declaring a Major in Cybersecurity should schedule an initial placement interview with a faculty member either at orientation or at another convenient time. Based on the students' prior experience, *CMSC-110: Introduction to Computer Science*, *CMSC-200: Introduction to Programming I*, and *CMTC-190: Introduction to Computer Hardware and Peripherals* may not be required; students will be advised to register for the next level of appropriate coursework.

The following concentrations are currently offered within the Cybersecurity major and will be selected by majors in their first year:

- Threat & Risk Assessment
- Governance, Risk, & Compliance
- Technical Forensics

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major unless an exception is noted. An Independent Study may be available with appropriate permissions; Special Topics courses are repeatable for credit, as is *CSEC-401: Internship in Cybersecurity*. Courses are 3 credits unless indicated and may not be offered every semester.

Major Classes in Cybersecurity

All Cybersecurity majors must take the following 10 courses, worth 30 credits. CMSC-200 may require students to take CMSC-110 depending on students' experiences and Math placement scores. In addition to these 10 courses, students will select a concentration consisting of 14 additional courses.

Requirements for the Major in Cybersecurity
CMSC-200: Introduction to Programming I*
CMSC-201: Introduction to Programming II
CMSC-205: Systems Analysis and Design
CMSC-279: History, Trends, and Ethical Issues in CS
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-260: Applied Operating Systems
CMTC-284: Introduction to Database Design and Development
CSEC-311: Research Methods*
CSEC-401: Internship in Computer and Information Sciences or CSEC-375: Simulated Workplace Lab
CSEC-498: Senior Seminar in Computer and Information Sciences
+ Concentration Requirements - 14 additional courses

*Student must earn a grade of C or better.

Cybersecurity Concentration in Governance, Risk, & Compliance

The Cybersecurity concentration in Governance, Risk, & Compliance prepares students for careers in the management of cybersecurity teams and projects. Graduates may join teams at Cybersecurity firms or government agencies. Students may look to pursue a master's degree, an MBA, or a similar degree after graduation. In addition to the 10 Cybersecurity major classes, students who opt to concentrate in Governance, Risk, & Compliance will take the following 14 courses worth 42 credits, with the total major being worth 72 credits.

Concentration in Governance, Risk, & Compliance
Major Classes (30 Credits) +
CMDF-140: Law & the Digital Footprint
CMDF-250: E-Discovery
CMSM-285: Management Information Systems
CRJU-223: Criminal Law OR LEGL 103: Civil Litigation
CRJU-225: Criminal Procedure
CMTC-230: Introduction to Data Communications
CSEC-140: Technology & Law: Identifying Risks
CSEC-235: Introduction to Cybersecurity
CSEC-380: AI & Cybersecurity
DATA-210: Data Visualization
MATH-127: Intro to Probability and Statistics **OR** MATH-262: Probability and Statistics
BUSN-104: Introduction to Business **OR** MGMT-105: Principles of Management

MGMT-205: Project Management
PSCI 119: Technology, Society, and Public Policy

Cybersecurity Concentration in Technical Forensics

The Cybersecurity concentration in Technical Forensics prepares students for careers in defensive cybersecurity. Graduates may join teams at Cybersecurity firms or government agencies. Students may look to pursue a master's degree, an MBA, or a similar degree after graduation. In addition to the 10 Cybersecurity major classes, students who opt to concentrate in Technical Forensics will take the following 14 courses worth 42 credits, with the total major being worth 72 credits.

Concentration in Technical Forensics
Major Classes (30 Credits) +
CMDF-105: Digital Forensics I
CMDF-140: Law & the Digital Footprint
CMDF-205: Digital Forensics II
CMDF-250: E-Discovery
CMDF-300: Advanced Digital Forensics
CMTC-230: Introduction to Data Communications
CMTC-290: Server Concepts
CMTC-293: Cloud Computing Concepts
CRJU-223: Criminal Law OR LEGL 103: Civil Litigation
CRJU-225: Criminal Procedure
CSEC-235: Introduction to Cybersecurity
CSEC-280: Network Forensics & Packet Analysis
CSEC-285: Applied Cryptography
CSEC-380: AI & Cybersecurity

Cybersecurity Concentration in Threat & Risk Assessment

The Cybersecurity concentration in Threat & Risk Assessment prepares students for careers in offensive cybersecurity. Graduates may join teams at Cybersecurity firms or government agencies. Students may look to pursue a master's degree, an MBA, or a similar degree after graduation. In addition to the 10 Cybersecurity major classes, students who opt to concentrate in Threat & Risk Assessment will take the following 14 courses worth 42 credits, with the total major being worth 72 credits.

Concentration in Threat & Risk Assessment
Major Classes (30 Credits) +
CMDF-105: Digital Forensics I
CMTC-230: Introduction to Data Communications
CMTC-290: Server Concepts
CMTC-293: Cloud Computing Concepts
CSEC-140: Technology & Law: Identifying Risks
CSEC-235: Introduction to Cybersecurity
CSEC-270: Linux Operating System in Security
CSEC-275: IPv6 / Networking and Security
CSEC-280: Network Forensics & Packet Analysis
CSEC-285: Applied Cryptography
CSEC-361: Security & Defense I
CSEC-362: Security & Defense II
CSEC-380: AI & Cybersecurity
CSEC-384: Database Security

Sample Academic Plans

The following are *suggested academic plans only*; they are not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major and concentration. **The minimum number of Academic Credits required for graduation is 120.**

Major in Cybersecurity Concentration in Threat & Risk Assessment

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
• CMTC-190: Intro to Computer Hardware and Peripherals • CSEC-140: Technology & Law: Identifying Risks • Foreign Language • WCHC-101: Welcome to CHC	• CMSC-110: Introduction to Computer Science • CMSC-205: Systems Analysis and Design • CMTC-230: Introduction to Data Communications • Foreign Language • ENGL-101: College Writing

- LADS-120: Liberal Arts Discovery Seminar

Year Two/Fall	15 academic credits
• CMDF-105: Digital Forensics I • CMSC-200: Introduction to Programming I • CMTC-260: Applied Operating Systems • CSEC-235: Introduction to Cybersecurity • GLST-201: Global Awareness Seminar	

Year Two/Spring	15 academic credits
• CMSC-201: Introduction to Programming II • CMSC-279: History, Trends, and Ethical Issues in CS • CMTC-284: Introduction to Database Design and Development • Religion • Core Inquiry	

Year Three/Fall	15 academic credits
• CSEC-285: Applied Cryptography • CSEC-361: Security & Defense I • CSEC-384: Database Security • Core Inquiry • Core Inquiry	

Year Three/Spring	15 academic credits
• CSEC-270: Linux Operating System in Security • CSEC-275: IPv6 / Networking and Security • CSEC 362: Security & Defense II • CSEC-380: AI & Cybersecurity • Real World Problems	

Year Four/Fall	15 academic credits
• CMTC-290: Server Concepts • CSEC-280: Network Forensics & Packet Analysis • CSEC-311: Research Methods • CSEC-401: Internship • Core Inquiry	

Year Four/Spring	15 academic credits
• CSEC-498: Senior Seminar • CMTC-293: Cloud Computing Concepts • Core Inquiry • Elective / Minor • Elective / Minor	

Major in Cybersecurity Concentration in Governance, Risk, & Compliance

Year One/Fall	15 academic credits
• CMTC-190: Intro to Computer Hardware and Peripherals • CSEC-140: Technology & Law: Identifying Risks • Foreign Language • WCHC-101: Welcome to CHC • LADS-120: Liberal Arts Discovery Seminar	

Year One/Spring	15 academic credits
• CMSC-110: Introduction to Computer Science • CMSC-205: Systems Analysis and Design • Core Inquiry • Foreign Language • ENGL-101: College Writing	

Year Two/Fall	15 academic credits
• CMDF-140: Law & the Digital Footprint • CMSC-200: Introduction to Programming I • CMTC-260: Applied Operating Systems • CSEC-235: Introduction to Cybersecurity • GLST-201: Global Awareness Seminar	

Year Two/Spring	15 academic credits
• CMSC-201: Introduction to Programming II • CMSC-279: History, Trends, and Ethical Issues in CS • CMTC-284: Introduction to Database Design and Development • Religion • Core Inquiry	

Year Three/Fall	15 academic credits
• BUSN-104: Introduction to Business • CRJU-223: Criminal Law • CMSM-285: Management Information Systems • MATH-127: Introduction to Probability and Statistics • Core Inquiry	

Year Three/Spring	15 academic credits
• CMDF-250: E-Discovery • CRJU-225: Criminal Procedure • CSEC 380: AI & Cybersecurity • MGMT-205: Project Management • Core Inquiry	

Year Four/Fall	15 academic credits
• CSEC-311: Research Methods • CSEC-401: Internship • PSCI-119: Technology, Society, and Public Policy • DATA-210: Data Visualization • Core Inquiry	

Year Four/Spring	15 academic credits
• CSEC-498: Senior Seminar • Core Inquiry • Elective / Minor • Elective / Minor • Real World Problems	

Major in Cybersecurity Concentration in Technical Forensics

Year One/Fall	15 academic credits
• CMTC-190: Intro to Computer Hardware and Peripherals • CSEC-140: Technology & Law: Identifying Risks • Foreign Language • WCHC-101: Welcome to CHC • LADS-120: Liberal Arts Discovery Seminar	

Year One/Spring	15 academic credits
• CMSC-110: Introduction to Computer Science • CMSC-205: Systems Analysis and Design • CMTC-230: Introduction to Data Communications • Foreign Language • ENGL-101: College Writing	

Year Two/Fall	15 academic credits
• CMDF-105: Digital Forensics I • CMSC-200: Introduction to Programming I • CMTC-260: Applied Operating Systems • CSEC-235: Introduction to Cybersecurity • GLST-201: Global Awareness Seminar	

Year Two/Spring	15 academic credits
• CMSC-201: Introduction to Programming II • CMTC-284: Introduction to Database Design and Development • CMDF-205: Digital Forensics II • Religion • Core Inquiry	

Year Three/Fall	15 academic credits
• CMDF-300: Advanced Digital Forensics • CMSC-279: History, Trends, and Ethical Issues in CS • CRJU-223: Criminal Law • CSEC-285: Applied Cryptography • Core Inquiry	

Year Three/Spring	15 academic credits
• CMDF-250: E-Discovery • CRJU-225: Criminal Procedure • CSEC-380: AI & Cybersecurity • Core Inquiry • Real World Problems	

Year Four/Fall	15 academic credits
• CMTC-290: Server Concepts • CSEC-311: Research Methods • CSEC-401: Internship • Core Inquiry • Elective / Minor	

Year Four/Spring	15 academic credits
• CSEC-498: Senior Seminar • CMTC-293: Cloud Computing Concepts • Core Inquiry • Elective / Minor • Elective / Minor	

Minor in Cybersecurity Governance, Risk, & Compliance

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Cybersecurity Governance, Risk, & Compliance
CMDF-250: E-Discovery
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-230: Introduction to Data Communications
CSEC-140: Technology & Law: Identifying Risks
CSEC-235: Introduction to Cybersecurity
Pick one (1) of the following courses: • CMSC-205: Systems Analysis and Design • CRJU-223: Criminal Law • CRJU-225: Criminal Procedure • DATA-101: Intro to Data Analytics • MGMT-204: Organization/Management of HR • MGMT 205: Project Management • PSCI-119: Technology, Society, and Public Policy

Minor in Cybersecurity Studies

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Cybersecurity Studies
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-230: Introduction to Data Communications
CSEC-140: Technology & Law: Identifying Risks
CSEC-235: Introduction to Cybersecurity
Pick two (2) of the following courses: • CMDF-105: Digital Forensics I • CSEC-361: Security & Defense I • CSEC-362: Security & Defense II • CSEC-380: AI & Cybersecurity

Minor in Cybersecurity Threat & Risk Assessment

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Cybersecurity Threat & Risk Assessment
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-230: Introduction to Data Communications
CSEC-235: Introduction to Cybersecurity
CSEC-361: Security & Defense I
Pick two (2) of the following courses:
• CSEC-275: IPv6/Networking and Security
• CSEC-285: Applied Cryptography
• CSEC-280: Network Forensics & Packet Analysis
• CSEC-362: Security & Defense II
• CSEC-380: AI & Cybersecurity

Minor in Technical Forensics

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Technical Forensics
CMDF-105: Digital Forensics I
CMDF-140: Law & the Digital Footprint
CMDF-205: Digital Forensics II
CMTC-190: Introduction to Computer Hardware and Peripherals
Pick two (2) of the following courses:
• CMDF-250: E-Discovery
• CMDF-300: Advanced Digital Forensics
• CMDF-320: Legal and Technical Writing in Digital Forensics
• CRJU-223: Criminal Law
• CRJU-225: Criminal Procedure
• LEGL-103: Civil Litigation

Data Science

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Major in Data Science

Data Science is an interdisciplinary field that lies at the intersection of mathematics, social statistics and computing. Data Science employs techniques such as data mining (analyzing large datasets for correlations) and data visualization (use of graphs, charts, maps and other illustrations). It also considers the ethical implications of handling data and the machines that rely on them.

A minimum career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An Independent Study may be available with appropriate permissions. Special Topics courses are repeatable for credit, as is *DATA401: Internship in Data Science.* **Courses are 3 credits unless indicated and may not be offered every semester.**

Requirements for the Major in Data Science
DATA-101: Introduction to Data Analytics
MATH-203: Calculus I
MATH-204: Calculus II
MATH-251: Linear Algebra
MATH-252: Calculus III
MATH-262: Probability and Statistics
MATH-273: Advanced Probability and Statistics
CMSC-200: Introduction to Programming I
CMSC-201: Introduction to Programming II
CMSC-251: Data Structures
CMTC-284: Database Design and Development
CMSC-285: Algorithms in AI and Machine Learning

CMTC-203: Data Analysis Using Excel
CMSC-279: History, Trends and Ethics
DATA 210: Data Visualization
DATA 498: Senior Seminar in Data Science
Two Data Science program electives (6 credits minimum)

Data Science Electives:
MATH-261: Discrete Methods in Mathematics
CMSC-286: Robotics
CMSC-405: Programming Languages
CMDF-281: Introduction to GIS Mapping
DATA 220: Data Mining
DATA-281: Special Topics in Data
DATA-401: Internship in Data Science / Business Analytics

Sample Academic Plan

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
BUSN-104: Introduction to Business	**MATH-204:** Calculus II
ACCT-103: Financial Accounting	**CMSC-200:** Introduction to Programming I
MATH-203: Calculus I	**DATA-101:** Introduction to Data Analytics
Core **WCHC-101:** Welcome to CHC	**ENGL-101/105:** College Writing
Core **LADS-120:** Liberal Arts Discovery Seminar	Core Foreign Language or Core Inquiry Requirement
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
CMSC-201: Introduction to Programming II	**CMTC-203**: Data Analysis Using Microsoft Excel
MATH-251: Linear Algebra	**CMSC-279:** History, Trends and Ethics
MATH-262: Probability and Statistics	**CMTC-284:** Introduction to Database Design and Development
GLST-201: Global Awareness Seminar	**MATH-252:** Calculus III
Core Foreign Language Requirement	Core Foreign Language or Core Inquiry Requirement
	Elective or Minor
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
DATA 210: Data Visualization	**CMSC-251:** Data Structures
MATH-273: Advanced Probability and Statistics	Core Inquiry Requirement
Core Religious Studies Requirement	Real World Problems Requirement
Core Inquiry Requirement	Elective or Minor
Elective or Minor	
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
DATA-401: Internship in Data Science	**DATA-498:** Senior Seminar in Data Science
CMSC-285: Algorithms in AI and Machine Learning	Elective or Minor
Core Inquiry Requirement	Elective or Minor
Elective or Minor	Elective or Minor
Elective or Minor	Elective or Minor

Minor in Data Science

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Business Analytics
DATA 101: Introduction to Data Analytics
DATA 281: Data Visualization
CMSC 200: Introduction to Programming I
CMSC 201: Introduction to Programming II
CMTC 203: Data Analysis Using Excel
MATH 227 or 262: Probability and Statistics

Digital Forensics

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Students need to pass a criminal background check (Federal and State) as most positions require a background check or security clearances for employment.

Major in Digital Forensics

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major unless an exception is noted. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *CMDF-401: Internship in Digital Forensics*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Digital Forensics
CMDF-105: Digital Forensics I
CMDF-140: Law & the Digital Footprint
CMDF-205: Digital Forensics II
CMDF-300: Advanced Digital Forensics
CMDF-311: Research Methods in Digital Forensics**
CMDF-320: Legal and Technical Writing in Digital Forensics
CSEC-235: Introduction to Cybersecurity
CMDF-401: Internship in Digital Forensics OR CMDF-375: Simulated Workplace Lab
CMDF-498: Seminar in Digital Forensics
CMSC-200: Introduction to Programming I
CMSC-279: History, Trends, and Ethical Issues
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-230: Introduction to Data Communications
CMTC-260: Applied Operating Systems
CMTC-284: Introduction to Database Design and Development
CRJU-122: Introduction to Criminal Justice
CRJU-225: Criminal Procedure
Two of the following courses: CMDF-240: Legal Issues in Digital Forensics II Courses from CMDF or CSEC approved by the program advisor.

**Student must earn a grade of C or better

Sample Academic Plan

Major in Digital Forensics

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits/16 credits total	Year One/Spring — 15 academic credits
CMDF-140: Law & the Digital Footprint	**CMTC-230:** Introduction to Data Communications
CMTC-190: Intro to Computer Hardware and Peripherals	Religious Studies
CMSC-200: Intro to Programming I	**CMDF-105:** Digital Forensics I
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101:** College Writing
WCHC-101: Welcome to CHC	World Language Requirement
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
GLST-201: Global Awareness Seminar	**CMDF-205:** Digital Forensics II
World Language Requirement or General Elective)	**CMSC-279:** History, Trends, and Ethical Issues
Mathematics Elective	**CMTC-284**: Intro to Database Design & Development
Core Requirement	Core Requirement
	Minor #1 or Computer or General Elective
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
Major Elective #1	**CMDF-311:** Research Methods in Digital Forensics
CMDF-300: Advanced Digital Forensics	**CMTC-260:** Applied Operating Systems
CMDF-320: Legal & Technical Writing	**CRJU-122**: Introduction to Criminal Justice
Core Requirement	Minor #2 or Computer or General Elective
Core Requirement	Minor #3 or Computer or General Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
CMDF-401: Internship in Digital Forensics **OR**	**CRJU-225:** Criminal Procedure
CMDF-375: Simulated Workplace Lab	Major Elective #2
CMDF-498: Seminar in Digital Forensics	Minor #6 or General Elective
Core Requirement	Core Requirement
Minor #4 or Computer or General Elective	**CSEC-235:** Introduction to Cybersecurity
Minor #5 or Computer or General Elective	

Minor in Digital Forensics

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Digital Forensics
CMDF-105: Digital Forensics I
CMDF-205: Digital Forensics II

CMDF-300: Advanced Digital Forensics
CMDF-320: Technical Writing in Digital Forensics
or CSEC-235: Introduction to Cybersecurity
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-230: Introduction to Data Communications

OTHER REQUIREMENTS AND INFORMATION for Computer Sciences, Cybersecurity, and Digital Forensics

Advanced Placement Test Information

Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following test is equivalent to the course/credit indicated:

AP TEST	SCORE	EQUIVALENT COURSE
Computer Science A	3, 4, or 5	**CMSC-200:** Introduction to Programming I *(3 credits)*

Departmental Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of the faculty in the major. Students not meeting these criteria might be recommended for the program by the major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on the academic transcript.

Honor Societies

Qualified students may be invited to join *Epsilon Pi Tau*, the International Honor Society for Technology. Students need to complete at least 18 credits of computer science, computer technology, digital forensics, and/or cyber security courses and maintain a Career GPA of 3.25 and a GPA of 3.25 in the Major. Eligible students are also required to be in the top 35% of their class and have approval of the Program.

Students majoring in Computer and Information Science may be invited by the program to join *Sigma Zeta*, the natural science and mathematics honor society founded in 1925. The society is dedicated to encouraging and fostering the attainment of knowledge in mathematics, computer science, and the natural sciences. Criteria for eligibility for membership include a minimum of 15 credits in the Major, a grade point average of 3.00 in the Major, and a 3.00 Career GPA, plus Program approval.

Clubs and Teams

Programming Team

Students who enjoy programming and have shown proficiency in programming are welcome to become members of the Programming Team. The team competes in Programming Contests sponsored by the Consortium for Computing Sciences in Colleges. The team holds weekly practices in preparation for the Programming Contests. Students interested in becoming a member of the Programming Team should contact Andrea Wentzell at wentzella@chc.edu.

Internship Opportunities

All qualified students in the program are required to participate in an internship that enables them to apply their academic knowledge and gain experience in the workplace. Students work closely with the Director of Experiential Learning in Career Services and a Program internship advisor to complete the internship process. Students with a GPA of at least 2.5 normally complete a 3-credit internship after their sophomore year. A 3-credit internship requires a minimum of 126 hours. With permission of the program, students may complete a 2-credit internship (84 hours) or a 4-credit internship (168 hours) in its place. Students with a GPA lower than 2.5 will complete an alternative course: Simulated Workplace Lab. Students with a GPA of 2.5 or above may elect to take this alternative course in place of completing an internship, although they are encouraged to complete an internship when possible.

General Course Options

In addition to courses for majors and minors, the program offers several courses for students of any Major interested in pursuing an interest without completing a minor. Courses are three credits unless indicated. Courses are open to students of any Major meeting the indicated Prerequisites and may not be offered every semester. Check the *Course Descriptions* for information on the following courses:

Computer and Information Sciences:

CMSC-110: Introduction to Computer Science
CMSC-200: Introduction to Programming I
CMSC-205: Systems Analysis and Design
CMSC-279: Computer Science: History, Trends, and Ethical Issues
CMTC-284: Introduction to Database Design and Development
CMTC-190: Introduction to Computer Hardware and Peripherals
CMTC-195: Photo Management and Editing
CMTC-200: Introduction to Web Development and Design
CMTC-201: UX, UI, & Accessibility
CMTC-202: Website Analytics & SEO
CMTC-216: Introduction to 3D Printing
CMSM-285: Management Information Systems

Digital Forensics:

CMDF-105: Digital Forensics I
CMDF-140: Law & the Digital Footprint

Cybersecurity:
CSEC-140: Technology & Law: Identifying Risks

International Affairs

Jacqueline Reich, Ph. D, Discipline Chair & Associate Professor of Political Science, ReichJ@chc.edu, Room 375, Fournier Hall. Telephone: 215.753.3630

Major in International Affairs

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in International Affairs
MCOM-160: Public Speaking
GLBL-401: Internship in International Affairs
GLBL-498: Senior Seminar in International Affairs
One Global Awareness Seminar – choose one (3 credit minimum): GLST-201: Global Awareness Seminar or GLST-281: Special Topics
One Global Justice Elective (3 credit minimum)
One International Relations course – choose one (3 credit minimum): PSCI-140: Introduction to World Politics or PSCI-240: Theories of International Relations
One Technology elective – choose one (1 credit minimum): CMTC-203: Data Analysis Using Microsoft Excel or CSEC-140: Technology & Law: Identifying Risks or CMDF-281: Intro to GIS Mapping
One Skills Competency Area – choose one (6 credit minimum): Two World Language Electives *(6 credits)* or Four Data Analysis Electives *(12 credits)* or Four Communication for Advocacy Electives *(12 credits)*
Three International Affairs Core Electives *(9 credits minimum)*
Four additional International Affairs Concentration Electives in one of the five International Affairs concentrations, chosen in consultation with the advisor *(12 credits)*

International Affairs Core Electives (Choose three):

BIOL-106: Ecology/Env Issues *(4 credits; Fulfills Core Req)*
BUSN-101: International Business
GEOG-201: World Geography: Humanity and the Environment
HIST-102: Western Civilization: Protestant Reformation to Present
PSCI-130: The Rule of Law
RLST -206: World Religions
SOCI-255: Culture and Society

Global Justice Elective (Choose one):

CRJU -325: Restorative Justice
RLST -244: Global Theology/The Cry for Justice
RLST -217: Contemporary Moral Issues
RLST-220: Forgiveness and Reconciliation

International Affairs Skills Competency (choose one Skills Category):

World Language (choose two in the same language):

FREN-102: Elementary French II
FREN 103: Intermediate French Culture and Language I
FREN-214: Intermediate French Culture and Language II
FREN-221: Grammaire et Composition Avancée
FREN-222: Advanced French Conversation
FREN-228: French for the Career World
FREN-231: Introduction à la Culture Française I
FREN-232: Introduction à la Culture Française II
FREN-233: Expériences dans la Civilisation Française
FREN-234: The French Regions: Culture & Tradition
FREN-281: Special Topics in French
RUSS-101: Elementary Russian I
RUSS-102: Elementary Russian II
RUSS-214: Intermediate Russian Culture and Language II
RUSS-281: Special Topics in Russian
RUSS-481: Advanced Special Topics in Russian
SPAN-102: Elementary Spanish II
SPAN 103: Intermediate Spanish Culture and Language I
SPAN-214: Intermediate Culture and Language II
SPAN-220: Spanish for Heritage Speakers
SPAN-221: Advanced Grammar/Composition
SPAN-222: Advanced Conversation
SPAN-228: Spanish for the Career World
SPAN-230: Spain/Works of Lorca
SPAN-231: Introduction to Hispanic Culture I/Spain
SPAN-232: Introduction to Hispanic Culture II/Latin America
SPAN-261: Hispanic Literature I
SPAN-262: Hispanic Literature II
SPAN-263: Hispanic Literature III
SPAN-281: Special Topics in Spanish

Data Analysis Skills Competency (choose two mathematics or two computer science courses):

MATH-201: Math for Mgmt I/Finite Mathematics
MATH-202: Math for Mgmt II/Applied Calculus
MATH-227: Intro to Probability and Statistics or MATH 262 Probability and Statistics

CMTC-203: Data Analysis Using Microsoft Excel
CMTC-230: Introduction to Data Communications
CSEC-140: Technology & Law: Identifying Risks
CMDF-281: Introduction to GIS Mapping (cross-listed with BUSN 281)

Communication for Advocacy Skills Competency (take MCOM-230, one MCOM elective, one ARTS elective, and one CMTC elective):

MCOM-230: Media Literacy

Choose one of the following Communication electives:

MCOM-221: Videography
MCOM-223: Audio Production
MCOM-200: Writing for Digital Media (WI)
MCOM-261: Public Relations
MCOM-262: Public Relations Writing (WI)

Choose one of the following Arts electives:

ARTH-101: Western Art: Prehistoric to Gothic
ARTH-102: Western Art: Early Renaissance to Modern
MUSC-101: Music in Western Culture
MUSC-103: Introduction to Music Theory

Choose one of the following Computer Technology electives:

CMTC-195: Computer Art
CMTC-200: Intro to Web Development
CMTC-201: Web Design
CMTC-210: Computer Graphics Design/Photoshop
CMTC-255: Web Content Management Systems

International Affairs Concentration Electives (student's select four courses from one concentration)**:**

Concentration I: International Conflict, Peace and Security

One Required:

PSCI-240: Theories of International Relations (A fourth Concentration I elective should be taken if PSCI 240 is taken as the required international relations course.)

Choose Any three Additional:

FREN-498: La Guerre et la Paix *(if not taken as world language requirement)*
GLST-201: The Law of War in a Globalizing World *(if not taken as required Global Studies course)*
HIST-104: Topics in Global History
HIST-110: History of East Asia
HIST-214: 20th Century Germany
HIST-220: Rise and Fall of the Soviet Union
HIST-226: Europe in the Age of World War
HIST-231: History of American Foreign Relations
HIST-233: America and the Two World Wars
HIST-246: History of Vietnam
HIST-276: War and Cinema
HIST-278: History of Warfare
HIST-322: Genocide in the Modern World
PSCI-130: The Rule of Law *(If not taken for Core Elective)*
PSCI-235: Government and Politics of Europe / EU
PSCI-240: International Relations Theory
PSCI-241: American Foreign Policy
PSCI-242: International Organization: Law & Public Policy
PSCI-330: Government/Politics/Middle East
PSCI-341: International Political Economy
RLST-217: Contemporary Moral Issues *(If not taken as a Global Justice Elective)*
RLST-220: Forgiveness and Reconciliation *(If not taken as a Global Justice Elective)*
SPAN-481: Special Topics: The Idea of Freedom in Cuban Literature *(if not taken as a world language skills requirement)*

Applicable Only with Permission of the Coordinator:

CRJU-281: Special Topics in Criminal Justice
FREN-481: Advanced Special Topics in French
HIST-281: Special Topics in History
PSCI-281: Special Topics in Political Science
SPAN-481: Advanced Special Topics in Spanish

Concentration II: Global Economy and National Governance

Choose One Required:

PSCI-341: International Political Economy
MGMT-304: Culture in International Decision-Making
ECON-211: Introduction to Global Economics

Choose Any Three Additional:

ECON-211: Introduction to Global Economics
ECON-312: History of Economic Thought
FINA-352: International Financial Management
FREN-228: French for the Career World
FREN-231: Introduction à la Culture Française I
FREN-232: Introduction à la Culture Française II
FREN-233: Expériences dans la Civilisation Française
GEOG-201: World Geography: Humanity and the Environment
HIST-104: Topics in Global History *(if not taken as an International Affairs Core Elective)*
HIST-110: History of East Asia
HIST-212: Culture and Society in Modern Europe
HIST-214: 20th Century Germany
HIST-219: France and the Modern World
HIST-220: Rise and Fall of the Soviet Union
HIST-224: History of Great Britain/Tudors to Present
HIST-260: Introduction to Latin American History
MGMT-304: Culture in International Decision-Making
MKTG-206: International Marketing
PSCI-130: The Rule of Law *(if not taken as an International Affairs Core Elective)*
PSCI-230: Intro/Comparative Politics/Governmental Systems
PSCI-231: Intro/Comparative Politics/Cross-National Themes
PSCI-232: Comparative Democracy
PSCI-235: Government/Politics of Europe and the EU
PSCI-239: Politics of China and East Asia

PSCI-240: Theories of International Relations
PSCI-330: Government/Politics/Middle East
PSCI-341: International Political Economy
SPAN-228: Spanish for the Career World
SPAN-231: Introduction to Hispanic Culture/Spain
SPAN-232: Introduction to Hispanic Culture/Latin America

Applicable Only with Permission of the Coordinator:

CRJU-281: Special Topics in Criminal Justice
FREN-281: Special Topics in French
FREN-481: Advanced Special Topics in French
GERM-281: Special Topics in German
HIST-281: Special Topics in History
ITAL-281: Special Topics in Italian
PSCI-281: Special Topics in Political Science
RUSS-281: Special Topics in Russian
SPAN-481: Advanced Special Topics in Spanish

Concentration III: Global Inequalities and Social Justice

CRJU-325: Restorative Justice
FREN-342: Le Siècle des Lumières
GEOG-201: World Geography: Humanity and the Environment
GLST-281: Special Topics *(if not taken as an International Affairs Core Elective)*
HIST-104: Topics in Global History
HIST-212: Culture and Society in Modern Europe
HIST-228: Women in Modern European Society
HIST-322: Genocide in the Modern World
HIST-325: Women in Global Society
HIST-330: Women's Activism/Modern World)
PSCI-242: International Organization: Law & Public Policy
PSCI-341: International Political Economy
PSYC-109: Psychology of Women
RLST-217: Contemporary Moral Issues
RLST-219: A God Beyond All Names *(If not taken as a Global Justice Elective)*
RLST-220: Forgiveness and Reconciliation *(If not taken as a Global Justice Elective)*
RLST-240: Introduction to Social Justice *(If not taken as a Global Justice Elective)*
RLST-242: Women in Society and Religion *(If not taken as a Global Justice Elective)*
RLST-244: Global Theology and Cry for Justice *(If not taken as a Global Justice Elective)*
SOCI-200: World Justice and Care of Children
SOCI-255: Culture and Society *(If not taken as International Affairs Core Elective)*
SPAN-362: Hispanic Women Writers

Applicable Only with Permission of the Coordinator:

CRJU-281: Special Topics in Criminal Justice
FREN-481: Advanced Special Topics in French
HIST-281: Special Topics in History
PSCI-217: Women in Politics
PSCI-281: Special Topics in Political Science
SPAN-481: Advanced Special Topics in Spanish

Concentration IV: Global Issues of Science, Technology and Environmental Sustainability

BIOL-106: Ecology/Env Issues *(4 credits; Fulfills Core Req)*
BIOL-233: Ecology and Evolutionary Biology
BIOL-413: Conservation and Restoration
CHEM-242: Environmental Chemistry
ECON-109: Environmental Economics
ENGL-277: Ecology and Literature
GEOG-201: World Geography: Humanity and the Environment
PHIL-207: History and Philosophy of Science
PHIL-224: Intro to Ethics and the Environment
PSCI-242: International Organization: Law & Public Policy

Applicable Only with Permission of the Coordinator:

HIST-281: Special Topics in History
PSCI-281: Special Topics in Political Science

Concentration V: Global Art

ARTH-102: Western Art-Early Ren to Mod
ARTH-192: 20th C/Contemporary Art
ARTH-193: American Architecture
ARTH-212: Looking at Landscape Design
ARTH-230: Paris: An Urban History
ARTH-280: The Art of Black Africa
MCOM-232: International Cinema
CSEC-140: Technology & Law: Identifying Risks
ENGL -185: International Tale
ENGL-190: Modern Japanese Literature
ENGL-228: Modern Drama
ENGL-251: African-American Writers
ENGL-260: Diverse Voices in Literature
FREN-354: Le Vingtième Siècle
FREN-355: Le Classicisme Éternel
FREN-361: Le Monde Francophone
HIST-275: Film and History
MUSC-203: Global Music
SPAN-261: Hispanic Literature I
SPAN-262: Hispanic Literature II
SPAN-263: Hispanic Literature III
SPAN-354: Contemp Spanish Literature
SPAN-355: Contemp Latin Am Lit
SPAN-361: Literary Works/Movies
SPAN-362: Hispanic Women Writers

Applicable Only with Permission of the Coordinator:

ARTS-120: Art by Heart
ARTS-172: Introduction to Color My World
ARTS-220: Intermediate Art by Heart
ARTS-272: Intermediate Color My World
ENGL -212: The Art of Travel Writing
ENGL-245: The American Theater
ENGL-267: Contemporary American Literature, 1940-present
ENGL-301: American Novel
ENGL-308: British Novel
ENGL-340: American Seminar
ENGL-342: British Literature Seminar
FREN-281: Special Topics in French
GERM-281: Special Topics in German
ITAL-281: Special Topics in Italian
MUSC-101: Music in Western Culture
MUSC-124: Music in 20th Century America I
MUSC-125: Music in 20th Century America II
RUSS-281: Special Topics in Russian

Sample Academic Plan

Major in International Affairs

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
International Affairs Core Elective #1	**ENGL-101:** College Writing
LADS-120: Liberal Arts Discovery Seminar	World Language 103 (if needed)
WCHC-101: Welcome to CHC	**HIST-102: Western Civilization: Protestant Ref to Present (satisfies Core History Requirement AND International Affairs Core Elective #2)**
World Language 102 (if needed)	**PSCI-140:** Introduction to World Politics
ENGL-100: Essay Writing (if needed)	One 100, 200, 300-level course in Religious Studies
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
Concentration Elective #1	Concentration Elective #2
Core Requirement	Concentration Elective #3
GLST-201: Global Awareness Seminar	Global Justice Elective
An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies	International Affairs Core Elective #3
	World Language Skills Requirement #2
World Language Skills Requirement #1	
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
Concentration Elective #4	Core Requirement
Minor #1 or International Affairs or General Elective	Core Requirement
Minor #2 or International Affairs or General Elective	Minor #3 or International Affairs or General Elective
Writing Intensive Course	Minor #4 or International Affairs or General Elective
GLBL-401: Internship in International Affairs	Minor #5 or International Affairs or General Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
MCOM-160: Public Speaking	**GLBL-498:** Senior Seminar in International Affairs
CMTC-203: Data Analysis Using Microsoft Excel	**International Affairs or** General Elective
Minor #6 or International Affairs or General Elective	**International Affairs or** General Elective
Core Requirement	**International Affairs or** General Elective
International Affairs or General Elective	**International Affairs or** General Elective

Minor in International Affairs – 18 credits

The International Affairs minor is an excellent addition to any field of study. It can add an international dimension to degrees earned in the humanities, social sciences, or the natural sciences. The minor will deepen a student's understanding of global processes begun in the general education graduation requirement GLST 201 Global Studies. It will enhance international engagement and global learning competencies that can make the difference in securing employment in today's globalizing world. The accompanying Capstone Essay is designed for a student to demonstrate advanced milestone or mastery of various facets of global learning as advocated by the American Association of Colleges and Universities (AAC&U).

The minor is multiple-disciplinary and is made up of four parts: one Global Awareness Seminar, one Core International Relations course, one Foundational Core course, and three Electives. Courses taken in the program may be used to satisfy major, minor, other credential and general education requirements. **No more than 9 credits may be in the candidate's major. No more than 9 credits may be in a candidate's second minor.**

GLBL-398 Capstone Essay (0 credits) is required upon completion of course work. The capstone essay will assess the student's global awareness and engagement along six indicators according to advanced benchmark levels 3 or 4 of the AAC&U Global Learning VALUE Rubric. The Capstone Essay will be designed and carried out under supervision of the International Affairs minor advisor.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in International Affairs
One Global Awareness Seminar – choose one (3 credit minimum):
GLST-201: Global Awareness Seminar or GLST-281: Special Topics
One International Relations course – choose one (3 credit minimum):
PSCI-140: Introduction to World Politics or PSCI-240: Theories of International Relations
One International Affairs Core Elective *(3 credits minimum)*
Three International Affairs Electives, chosen in consultation with the advisor *(9 credits)*

International Affairs Core Electives (choose one):
BIOL-106: Ecology/Env Issues *(4 credits; Fulfills Core Req)*
BUSN-101: International Business
GEOG-201: World Geography

HIST-102: Western Civilization: Protestant Reformation to the Present
PSCI-130: The Rule of Law
RLST-206: World Religions
SOCI-255: Culture and Society

International Affairs Electives (choose three):
ARTH-102: Western Art-Early Ren to Mod
ARTH-192: 20th C/Contemporary Art
ARTH-193: American Architecture
ARTH-212: Looking at Landscape Design
ARTH-230: Paris: An Urban History
BIOL-106: Ecology/Env Issues *(4 credits; if not taken as Core Elective)*
BIOL-233: Ecology and Evolutionary Biology *(Corequisite: BIOL-233L. Prerequisite: BIOL-112)*
BIOL-413: Conservation/Restoration Biology *(Corequisite: BIOL-413L. Prerequisite: BIOL-233)*
BUSN-101: International Business *(if not taken as Core Elective)*
CHEM-242: Environmental Chemistry *(Prerequisite: CHEM-215)*
MCOM-232: International Cinema
CRJU-325: Restorative Justice
ECON-109: Environmental Economics *(Prerequisite: ECON-102. MATH-201 is recommended, but not required.)*
ECON-211: Introduction to Global Economics *(Prerequisites: BUSN-101 or BUSN-104, and ECON-101. MATH-201 is recommended, but not required.)*
ECON-312: History of Economic Thought *(Prerequisite: ECON-102.)*
ENGL-190: Modern Japanese Literature
ENGL-228: Modern Drama
ENGL-248: Irish Literature I
ENGL-249: Irish Literature II
ENGL-251: African-American Writers
ENGL-277: Ecology and Literature
FINA-352: International Financial Management *(Prerequisites: BUSN-101 or BUSN-104; ECON-102 and ECON-211. FINA-201 is recommended, but not required)*
FREN-228: French for the Career World
FREN-231: Intro à la Culture Française/Hist
FREN-232: Intro à la Culture Française/Contemporaine
FREN-233: Expériences/Civilisation
FREN-342: Le Siècle des Lumières
FREN-354: Le Vingtième Siècle
FREN-355: Le Classicisme Éternel
FREN-361: Le Monde Francophone
GEOG-201: World Geography
HIST-102: Western Civilization: Protestant Reformation to the Present *(if not taken as a Core Elective)*
HIST-104: Topics in Global History
HIST-106: Survey of Women's History
HIST-110: History of East Asia
HIST-212: Culture/Society in Modern Europe
HIST-214: Modern Germany
HIST-216: The Holocaust
HIST-219: France and the Modern World
HIST-220: Rise and Fall of the Soviet Union
HIST-222: Genocide in the Modern World
HIST-224: History of Gr Britain/Tudors
HIST-226: Europe in the Age of World War
HIST-228: Women in Modern European Society
HIST-229: History of American Immigration
HIST-322: Genocide in the Modern World
HIST-325: Women in Global Society
HIST-330: Revolution, War & Peace: Women's Activism in the Mod. World
HIST-231: History of American Foreign Relations
HIST-233: America and Two World Wars
HIST-246: History of Vietnam
HIST-260: History of Latin America: Colonial Encounters to the Present
HIST-275: Film and History
HIST-276: War and Cinema
HIST-278: History of Warfare
IDHP-343: Politics and Arts of Empires
MGMT-304: Culture in International Decision-making
MKTG-206: International Marketing *(Prerequisite: MKTG-203)*
MUSC-203: Global Music
PHIL-207: History and Philosophy of Science
PHIL-212: History of Modern Philosophy
PHIL-224: Intro to Ethics and the Environment
PHIL-315: Philosophy/History of the Eastern World
PSCI-130: The Rule of Law *(If not taken as an International Affairs Core Elective)*
PSCI-140: Introduction to World Politics *(if not taken as International Relations requirement)*
PSCI-230: Introduction to Comparative Politics: Governmental Systems
PSCI-330: Government and Politics of the Middle East
PSCI-231: Introduction to Comparative Politics: Cross-National Themes
PSCI-232: Comparative Democracy
PSCI-235: Government/Politics of Europe and the EU
PSCI-239: Politics of China and East Asia
PSCI-240: International Relations Theories *(if not taken as International Relations requirement)*
PSCI-241: American Foreign Policy
PSCI-242: International Organization: Law & Public Policy
PSCI-341: International Political Economy
RLST-105: Christianity in Global Context
PSYC-109: Psychology of Women
RLST-206: World Religions *(if not taken as Core Elective)*
RLST-217: Contemporary Moral Issues
RLST-219: A God Beyond All Names
RLST-220: Forgiveness and Reconciliation
RLST-240: Introduction to Social Justice
RLST-242: Women in Society and Religion
RLST-244: Global Theology and Cry for Justice
SOCI-200/CRJU-200: World Justice and Care of Children
SOCI-255: Culture and Society *(if not taken as Core Elective)*
SPAN-228: Spanish for the Career World
SPAN-231: Intro to Hispanic Culture/Spain
SPAN-232: Intro to Hispanic Culture II/ Latin America
SPAN-354: Contemp Spanish Literature
SPAN-355: Contemp Latin Am Lit
SPAN-261: Hispanic Literature I
SPAN-262: Hispanic Literature II
SPAN-263: Hispanic Literature III
SPAN-361: Literary Works/Movies

Applicable Only with Permission of the Coordinator:
CRJU-281: Special Topics in Criminal Justice
ENGL-212: The Art of Travel Writing
ENGL-245: American Theater
ENGL-267: Contemporary American Literature/1940 to present
ENGL-301: The American Novel
ENGL-308: British Novel
ENGL-340: American Seminar
ENGL-342: British Seminar
FREN-281: Special Topics in French
FREN-481: Advanced Special Topics in French
GERM 281: Special Topics in German
HIST-281: Special Topics in History
ITAL-281: Special Topics in Italian
MUSC-101: Music in Western Culture

PSCI-281: Special Topics in Political Science
RUSS-281: Special Topics in Russian
SPAN-281: Special Topics in Spanish
SPAN-481: Advanced Special Topics in French

Advanced Placement Test Information

Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following test is equivalent to the course/credit indicated:

AP TEST	SCORE	EQUIVALENT COURSE
Comparative Government	3	General Elective (*3 credits*)
Comparative Government	4 or 5	*PSCI-230: Introduction to Comparative Politics (3 credits)*

Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of the faculty in the major. Students not meeting these criteria might be recommended for the program by the major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on the academic transcript.

Association

Any student, regardless of Major, who is interested in politics, national affairs, and global controversies, is invited to join the *Students' Political Science Association (SPSA)*. Given the content of their major, International Affairs students are a natural fit for many SPSA activities. SPSA sponsors movies, fieldtrips to places such as Washington, D.C. or the Constitution Center here in Philadelphia, speakers on current events such as the status of the European Union and the Hong Kong protests, and the campus mock Presidential election.

Honor Societies

Sigma Iota Rho is the honor society for international studies. It promotes and rewards scholarship and service among students and practitioners of international studies, international affairs, and global studies to foster integrity and creative performance in the conduct of world affairs. Eligible students must have achieved junior standing, completed at least twenty-one (21) hours of international affairs-related course work, attained a cumulative grade point average of 3.3 or higher in all courses, and a grade point average of at least 3.4 in international affairs-related courses.

Career Development, Public Speaking and Technology Requirements

Students majoring in International Affairs fulfill their career development requirement through internship completion. The public speaking requirement is fulfilled by taking MCOM-160. Public speaking skills are reinforced in PSCI-498: Senior Seminar. International Affairs majors fulfill the technology requirement by taking CMTC-203: Data Analysis Using Microsoft Excel and MCOM-160 where they acquire proficiency in Excel and PowerPoint, respectively. Students may substitute CSEC-140: Technology & Law: Identifying Risks or CMDF-281: Introduction to GIS Mapping for CMTC-203: Data Analysis Using Microsoft Excel to satisfy the technology proficiency requirement. Excel and PowerPoint are Microsoft Office Suite skills in which graduates are expected to be proficient for the 21st century workplace.

Mathematical Sciences

Sarah Rody, Ph.D., Discipline Chair & Associate Professor of Mathematics, RodyS@chc.edu

Major in Mathematical and Computer Sciences

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit; as are *CMSC-401: Internship in Computer and Information Sciences* and *MATH-401: Internship in Mathematics*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Mathematical and Computer Sciences
CMSC-200: Introduction to Programming I and CMSC-201: Introduction to Programming II
CMSC-251: Data Structures in Java *(4 credits)*
CMSC-350: Computer Architecture and Logic Design *(4 credits)*
MATH-203: Calculus I
MATH-204: Calculus II
MATH-251: Linear Algebra
MATH-252: Calculus III
MATH-261: Discrete Methods in Mathematics
MATH-262: Probability and Statistics
MATH-305: Abstract Algebra I
MATH-497: Modern Mathematical Theory I
MATH-498: Senior Seminar in Mathematics/Modern Math Theory II
One Mathematics Elective *(3 credits minimum; 30 credits maximum)*
Three additional Computer and Information Sciences Electives *at the 200 level or above (9 credits)*

Mathematics Electives:

MATH-272: Number Theory
MATH-273: Advanced Probability and Statistics
MATH-281: Special Topics in Mathematics
MATH-306: Abstract Algebra II
MATH-307: Differential Equations
MATH-321: Real Analysis
MATH-331: Mathematical Modeling
MATH-341: Introduction to Operations Research
MATH-342: Fundamentals of Geometry
MATH-481: Advanced Special Topics in Mathematics

Computer and Information Sciences Electives:

CMSC-205: Systems Analysis and Design
CMSC-279: CS: History, Trends/Ethical Issues
CMSC-281: Special Topics in Computer and Information Sciences
CMSC-285: Algorithms in AI
CMSC-286: Robotics
CMSC-295: Web Programming
CMSC-300: Application Development and Design
CMSC-401: Internship in Computer and Information Sciences
CMSC-405: Programming Languages
CMSC-481: Adv Special Topics in Comp/Information Sciences
CMTC-284: Intro. To Database Design & Development

Sample Academic Plan

Major in Mathematical and Computer Sciences

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
CMSC-200: Introduction to Programming I	**CMSC-201:** Introduction to Programming II
MATH-203: Calculus I	One 100, 200, 300-level course in Religious Studies
LADS-120: Liberal Arts Discovery Seminar	**MATH-204:** Calculus II
WCHC-101: Welcome to CHC	**ENGL-101:** College Writing
World Language Requirement	World Language Requirement or General Elective
Year Two/Fall — 15 academic credits	**Year Two/Spring — 16 academic credits**
CMSC Elective #1	Core Requirement
An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies	Core Requirement
GLST-201: Global Awareness Seminar	**CMSC-251:** Data Structures in Java (4 credits)
MATH-251: Linear Algebra	**MATH-252:** Calculus III
MATH-261: Discrete Methods in Mathematics	**MATH-305:** Abstract Algebra I
Year Three/Fall — 15 academic credits	**Year Three/Spring — 16 academic credits**
CMSC Elective #2	CMSC Elective #3
Core Requirement	**CMSC-350**: Computer Architecture and Logic Design (4 credits)
Core Requirement	Core Requirement
Core Requirement	**MATH-262:** Probability and Statistics
Mathematics Elective	**MATH-497:** Modern Mathematical Theory I
Year Four/Fall — 12 academic credits	**Year Four/Spring — 15 academic credits**

MATH-498: Senior Seminar/Modern Mathematical Theory II Minor #1 or Mathematics or General Elective
Minor #2 or Mathematics or General Elective
Minor #3 or Mathematics or General Elective
Mathematics or General Elective
Mathematics or General Elective
Minor #4 or Mathematics or General Elective
Minor #5 or Mathematics or General Elective
Minor #6 or Mathematics or General Elective

Major in Mathematics

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit, as is *MATH-401: Internship in Mathematics*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Mathematics
CMSC-200: Introduction to Programming I and CMSC-201: Introduction to Programming II
MATH-203: Calculus I
MATH-204: Calculus II
MATH-251: Linear Algebra
MATH-252: Calculus III
MATH-261: Discrete Methods in Mathematics
MATH-262: Probability and Statistics
MATH-305: Abstract Algebra I
MATH-497: Modern Mathematical Theory I
MATH-498: Senior Seminar in Mathematics/Modern Mathematical Theory II
Five Mathematics Electives *(15 credits minimum; 30 credits maximum)*

Mathematics Electives:

MATH-272: Number Theory with Applications
MATH-273: Advanced Probability and Statistics
MATH-281: Special Topics in Mathematics
MATH-306: Abstract Algebra II
MATH-307: Differential Equations
MATH-321: Real Analysis
MATH-331: Mathematical Modeling
MATH-341: Introduction to Operations Research
MATH-342: Fundamentals of Geometry
MATH-401: Internship in Mathematics
MATH-481: Advanced Special Topics in Mathematics

Recommended, but not required, course to fulfill Core Requirement:

PHYS-121: Principles of Physics I *(4 credits*

Sample Academic Plan

Major in Mathematics

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation, in this major, is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 credits total
CMSC-200: Introduction to Programming I	**CMSC-201:** Introduction to Programming II
LADS-120: Liberal Arts Discovery Seminar	One 100, 200, 300-level course in Religious Studies
World Language Requirement	**ENGL-101:** College Writing
WCHC-101: Welcome to CHC	World Language Requirement or General Elective
MATH-203: Calculus I	**MATH-204:** Calculus II
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 credits total**
Core Requirement	Core Requirement
An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies	Core Requirement
GLST-201: Global Awareness Seminar	**MATH-252:** Calculus III
MATH-251: Linear Algebra	**MATH-305:** Abstract Algebra I
MATH-261: Discrete Methods in Mathematics	Minor #1 or General Elective
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 credits total**
Core Requirement	Core Requirement
Mathematics Elective #1	**MATH-262:** Probability and Statistics
Mathematics Elective #2	**MATH-497:** Modern Mathematical Theory I
Mathematics Elective #3	Mathematics Elective #4
Minor #2 or General Elective	Minor #3 or General Elective
Year Four/Fall — 15 credits total	**Year Four/Spring — 15 credits total**

MATH-498: Senior Seminar/Modern Mathematical Theory II	Mathematics or General Elective
Mathematics Elective #5	Mathematics or General Elective
Minor #4 or General Elective	Mathematics or General Elective
Minor #5 or General Elective	Core Requirement
Minor Course #6 or General Elective	General Elective

Major in Mathematics with Co-Major in Secondary Education and Minor in Special Education

The *Secondary Education Certification Preparation Program in Mathematics (Grades 7 -12)* is available to Mathematics Majors seeking Pennsylvania Department of Education (PDE) Certification. The Program integrates educational theory and practice with field experiences that include practicum and student teaching, as well as opportunities to develop teaching competence through innovative and effective approaches to the educational process with focus on students at the Secondary Level. Students interested in the Co-Major/Minor should contact the Education Office at 215.248.7129.

The PDE requires that all *Secondary Education Certification Preparation Program* participants have 9 credits of Special Education and 3 credits of Teaching English as a Second Language, in addition, students must meet field experience before Student Teaching: EDSC-203 provides 20 hours; **EDSC-201** provides 20 hours; **EDSC-329** provides 75; and Student Teaching, EDSC-420, is 14 weeks in duration.

Stage I and Stage II Portfolios are completed in the following courses:

EDUC-201: Child and Adolescent Development (FE I)

EDUC-203: Foundations of Education (FE II)

Stage IIIA Portfolio is completed in the following courses:

EDSC-329: Special Methods in Math/Field Experience IIIA

Stage IV Portfolio is completed in the following courses:

EDSC-420: Clinical Field Experience/Student Teaching

EDSC-421: Clinical/Student Teaching Seminar

By 60 credits candidates must pass a basic skills test (PAPA or CORE) if not SAT/ACT exempt as required by PDE. An overall GPA of 3.0 or above is required for formal acceptance into the Education Program and for graduation. Students must successfully complete all required coursework, clinical field experiences, and student teaching.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major unless an exception is noted. Majors may need to re-take courses with C- grades if their Career GPA is less than the Career GPA required by the PDE for Certification or if a higher grade is required to demonstrate competency as identified by the program. *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Mathematics with Co-Major in Secondary Education and Minor in Special Education

CMSC-200: Introduction to Programming I and CMSC-201: Introduction to Programming II
EDUC-201: Child and Adolescent Development (FE I)
EDUC-203: Foundations of Education (FE II)
EDSC-315: General Methods and Assessment *(c)*
EDSC-329: Special Methods in Mathematics/Field Experience IIIA /Stage IIIA Portfolio *(c)(m)*
EDSC-420: Clinical Field Experience/Student Teaching /Stage IV Portfolio *(9 credits) (c)*
EDSC-421: Clinical/Student Teaching Seminar *(c)*
EDSP-340: Introduction to Special Education *(m)*
EDSP-347: Assessments and Interventions for all Learners *(m)*
EDSP-362: Teaching Reading for all Learners *(m)*
EDSP-390: ELL Foundations and Methods *(m)*
ENGL-101: College Writing *(c)**
MATH-203: Calculus I *(c)**
MATH-204: Calculus II *(c)**
MATH-251: Linear Algebra
MATH-252: Calculus III
MATH-261: Discrete Methods in Mathematics
MATH-262: Probability and Statistics
MATH-305: Abstract Algebra I
MATH-497: Modern Mathematical Theory I
MATH-498: Senior Seminar/Modern Mathematical Theory II
Five Mathematics Electives *(15 credits minimum; 30 credits maximum)*
One American or British Literature Elective*(c)**

*Students must earn grade of C or better

(c) = courses required for Secondary Education Co-Major
(m) = courses required for Special Education Minor

Mathematics Electives:

MATH-272: Number Theory with Applications
MATH-273: Advanced Probability and Statistics
MATH-281: Special Topics in Mathematics
MATH-306: Abstract Algebra II
MATH-307: Differential Equations
MATH-321: Real Analysis
MATH-331: Mathematical Modeling
MATH-341: Introduction to Operations Research
MATH-342: Fundamentals of Geometry
MATH-481: Advanced Special Topics in Mathematics

Recommended, but not required, course to fulfill Core Requirement:

PHYS-121: Principles of Physics I *(4 credits)*

Sample Academic Plan

Major in Mathematics with Co-Major in Secondary Education and Minor in Special Education

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 18 academic credits	Year One/Spring — 16 academic credits
Take Basic Skill Series (reading, math, writing) if not exempt	MATH 212: Calculus and Modern Analysis II
MATH-211: Calculus and Modern Analysis I	CMSC 200: Prog. In Java (4 cr)
CMSC 190: Introduction to Computer Programming	**EDUC-201:** Child and Adolescent Development FE I
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101/105:** College Writing
WCHC-101: Welcome to CHC	Foreign Language Requirement #2 or General Elective
Foreign Language Requirement #1	Retake Basic Skills as needed. Must pass all before 60 credits
Core Religious Studies	
Year Two/Fall — 18 academic credits	**Year Two/Spring — 18 academic credits**
MATH 251: Calculus and Linear Algebra	**MATH-252:** Calculus and Modern Analysis
MATH-261: Discrete Methods in Mathematics	**MATH-305**: Abstract Algebra I
EDUC-203: Foundations of Education FE II/Stage II Portfolio	**EDSC-315:** General Methods and Assessment
ENGL American or British Literature	**EDSP-340:** Introduction to Special Education
Core Religious Studies 200 Level Requirement	Core Analysis of the Social World
Core **GLST-201:** Global Awareness Seminar	Core Ethics
Complete Pre-Professional Benchmark	Apply for formal admissions to Education Dept. after 48 credits and before 60 credits
Year Three/Fall — 18 academic credits	**Year Three/Spring — 18 academic credits**
MATH 306: Abstract Algebra II	**MATH-262:** Probability and Statistics
EDSC-329: Sp Methods/Math/Field Exp IIIA/Stage IIIA Portfolio	**MATH-497**: Modern Mathematical Theory I *(Writing Intensive)*
EDSP-362: Teaching Reading for all Learners	Mathematics Elective #1
EDSP-347: Assessments & Interventions for all Learners	Mathematics Elective #2
Core Scientific Investigation	Core Inquiry Religious Studies (Team taught)
Core Civic Life & Engagement	Core Arts & Creativity Requirement
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
EDSC-420: Cl Field Exp/Stu Tch /Stage IV Portfolio *(9 credits)*	Core Capstone/Real World Problems
EDSC-421: Clinical/Student Teaching Seminar	**MATH-498**: Senior Seminar/Modern Mathematical Theory II
EDSP-390: ELL Foundations and Methods	Mathematics Elective #3
	Mathematics Elective #4
	Mathematics or General Elective
	Total 136 Academic Credits

Minor in Mathematics

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Mathematics
MATH-203: Calculus I
MATH-204: Calculus II
Four Mathematics Electives *(12 credits)*

Mathematics Electives:

MATH-251: Linear Algebra
MATH-252: Calculus and Modern Analysis III
MATH-261: Discrete Methods in Mathematics
MATH-262: Probability and Statistics
MATH-272: Number Theory
MATH-273: Advanced Probability and Statistics
MATH-281: Special Topics in Mathematics
MATH-305: Abstract Algebra I
MATH-306: Abstract Algebra II
MATH-307: Differential Equations
MATH-331: Mathematical Modeling
MATH-341: Introduction to Operations Research
MATH-342: Fundamentals of Geometry
MATH-481: Advanced Special Topics in Mathematic

Minor in Mathematics for Business Program Majors

Students pursuing a Major in *Accounting; Business Administration; Marketing; Management*; or *International Business, Language, and Culture* must complete the following courses. Students must earn a grade of *C-* (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Mathematics for Business Majors
MATH-201: Math for Management I/Finite Mathematics*
MATH-202: Math for Management II/Applied Calculus*
MATH-227: Introduction to Probability and Statistics or MATH-262: Probability and Statistics
Three Mathematics Electives *(9 credits)*

***MATH-203** and **MATH-204:** Calculus I & II may substitute for these requirements

Mathematics Electives:

MATH-204: Calculus II
MATH-251: Linear Algebra
MATH-261: Discrete Methods in Mathematics
MATH-272: Number Theory
MATH-273: Advanced Probability and Statistics
MATH-281: Special Topics in Mathematics
MATH-305: Abstract Algebra I
MATH-306: Abstract Algebra II
MATH-307: Differential Equations
MATH-331: Mathematical Modeling
MATH-341: Introduction to Operations Research
MATH-481: Advanced Special Topics in Mathematics

Minor in Mathematics for Education Program Majors

Students pursuing a Major in *Early Education Dual (Pre- K to Grade 4) and Special Education (Pre-K to Grade 8)* or *Elementary/Middle-Level Education (Grades 4 to 8)* must complete the following courses. Students must earn a grade of *C-* (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Mathematics for Education Majors
MATH-231: Basic Mathematical Theory and Applications I
MATH-232: Basic Mathematical Theory and Applications II
MATH-202: Math for Management II/Applied Calculus or MATH-203: Analytic Geometry and Calculus I and MATH-204: Analytic Geometry and Calculus II
Two or Three Mathematics Electives *(6-9 credits; for a total of 6 courses in the minor)*

Mathematics Electives:

MATH-251: Linear Algebra
MATH-252: Calculus III
MATH-261: Discrete Methods in Mathematics
MATH-272: Number Theory
MATH-273: Advanced Probability and Statistics
MATH-281: Special Topics in Mathematics
MATH-305: Abstract Algebra I
MATH-306: Abstract Algebra II
MATH-307: Differential Equations
MATH-342: Fundamentals of Geometry
MATH-481: Advanced Special Topics in Mathematics

OTHER REQUIREMENTS AND INFORMATION in MATHEMATICAL SCIENCES PROGRAMS

Core Mathematics Requirement

Students must score a level 1, 2, or 3 on the Math Placement Test or take Math 104: Introduction to College Algebra in order to fulfill the College Algebra requirement.

Advanced Placement Test Information

Generally, a score of 3 or above on an ***Advanced Placement Test*** earns academic credit at the College. Scores on the following tests are equivalent to the courses indicated:

AP TEST	SCORE	EQUIVALENT COURSE
Calculus AB	3	MATH-203: Analytic Geometry and Calculus I *(3 credits)*
Calculus AB	4 or 5	MATH-211: Analytic Geometry and Calculus II *(3 credits)*
Calculus BC	3	MATH-203: Analytic Geometry and Calculus I *(3 credits)*
Calculus BC	4 or 5	MATH-211: Calculus and Modern Analysis I *(3 credits)*

		& **MATH-212**: Calculus and Modern Analysis II *(3 credits)*
Statistics	3	**MATH-227**: Introduction to Statistics *(3 credits)*
Statistics	4 or 5	**MATH-262**: Probability and Statistics *(3 credits)*

Career Development, Public Speaking and Technology Requirements

Majors in Mathematics and in Mathematical and Computer Sciences fulfill the Career Development and Public Speaking requirements by completing MATH-497: Modern Mathematical Theory, which includes presentations by the Office of Career Development and instruction and feedback in public speaking. The Technology requirement is fulfilled by completing two courses in Computer Science.

Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of the faculty in the major. Students not meeting these criteria might be recommended for the program by the major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on the academic transcript.

Honor Society

Sigma Zeta is a national science and mathematics honor society founded in 1925. The society is dedicated to encouraging and fostering the attainment of knowledge in Mathematics, Computer Science, and the Natural Sciences. Membership in the society recognizes and honors scholarly achievement in the Major. Criteria for eligibility for membership include completion of 25 credits towards the degree, with a minimum of 15 credits in the Major, a grade point average of 3.00 in the Major, and a 3.00 grade point average overall. Students majoring in Mathematics or in Mathematical and Computer and Information Sciences may be invited by the program to join Sigma Zeta. Eligible students must be approved.

Accommodations

Students receiving accommodation from the Office of Disability Resources may fulfill the Mathematics CORE Requirement through an individualized course, SKLS -099 Practical Mathematics. Enrollment in this course is based on the approval of the Chair of the Mathematics Program, the Director of Student Disabilities, and the student's advisor. This course does not provide credit towards graduation.

Political Science

Jacqueline Reich, Ph. D, Discipline Chair & Associate Professor of Political Science, reichj@chc.edu, Room 375, Fournier Hall. Telephone: 215.753.3630

Major in International Affairs (see alphabetically listed entry above)
Major in Political Science

Minor in Data Studies for Social Good (see entry in Concentrations and Minors Applicable to Mulitple Majors below)
Minor in European Union/European Studies (see entry in Concentrations and Minors Applicable to Mulitple Majors below)
Minor in International Affairs (see alphabetically listed entry above)
Minor in Legal Studies (see entry in Concentrations and Minors Applicable to Mulitple Majors below)
Minor in Political Science

Major in Political Science

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit as is *PSCI-401: Internship in Political Science*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Political Science
Technology Proficiency Requirement (choose one):
CMTC-203: Data Analysis Using Microsoft Excel
CSEC-140: Technology & Law: Identifying Risks
CMTC-202:Website Analytics and SEO
MCOM-160: Public Speaking
PSCI-315: Politics of the American Presidency or PSCI-330: Politics of the Middle East
Complete one Political Science Skills Competency Area *(6 to 12 credits)* Choose World Language, Data Analysis or Communication for Advocacy
PSCI-498: Senior Seminar in Political Science
One American Politics Elective *(3 credits)*

One Comparative Politics Elective *(3 credits)*
One International Relations Elective *(3 credits)*
One Political Theory Elective *(3 credits)*
Seven additional Political Science Electives from any Area (*21 credits minimum; 57 credits maximum*)

American Politics Electives:

PSCI-113: Introduction to American Government
PSCI-114: American Political Parties
PSCI-117: Principles of Business Law
or **BUSN-120:** Law and the Business Enterprise
PSCI-118: Mass Media and Politics
PSCI-119: Technology, Society & Public Policy
PSCI-211: U.S. Policy and Politics of AI
PSCI-212: American State and Local Government
PSCI-216: Cities and the Environment
PSCI-217: Women in Politics
PSCI-218: Race and American Politics
PSCI-219: Money and American Politics
PSCI-281: Special Topics/Political Science/American Politics
PSCI-314: Constitutional Law: Civil Liberties
PSCI-315: Politics of the American Presidency
PSCI-316: Constitutional Law & Public Policy
PSCI-481: Adv Sp Topics/Political Science/American Politics

Comparative Politics Electives:

PSCI-130: The Rule of Law
PSCI-230: Politics Around the World
PSCI-231: Intro/Comparative Politics/Cross-National Themes
PSCI-232: Democracy Around the World
PSCI-233: Legal Systems Around the World
PSCI-235: Politics of Europe and the EU
PSCI-236: Globalization and Migration
PSCI-237: Religious Nationalism
PSCI-239: Politics of China and East Asia
PSCI-281: Special Topics in Political Science/Comparative Politics
PSCI-330: Politics of the Middle East
PSCI-481: Adv Sp Topics in Political Science/Comparative Politics

International Relations Electives:

PSCI-140: Introduction to World Politics
PSCI-240: Theories of International Relations
PSCI-241: American Foreign Policy
PSCI-242: International Organization: Law & Public Policy
PSCI-249: Nuclear Challenges: Energy and Weapons
PSCI-281: Special Topics/Political Science/International Relations
PSCI-341: International Political Economy
PSCI-481: Adv Special Topic/Political Sci/International Relations

Political Theory Electives:

PSCI-321: Shadows of Old Ideas in Politics: The Greeks to Machiavelli
PSCI-322: Political Theories: 17th To 20th Century
PSCI-281: Special Topics in Political Science/Political Theory
PSCI-481: Adv Special Topics in Political Science/Political Theory

Political Science Skills Competency (choose one Skills Category):

World Language (choose two in the same language):

FREN-214: Intermediate French Culture and Language II
FREN-221: Grammaire et Composition Avancée
FREN-222: Advanced French Conversation
FREN-228: French for the Career World
FREN-231: Introduction à la Culture Française I
FREN-232: Introduction à la Culture Française II
FREN-234: The French Regions: Culture & Tradition
FREN-281: Special Topics in French
FREN-353: Romantisme et Réalisme
FREN-354: Le Vingtième Siècle
FREN-361: Le Monde Francophone
SPAN-214: Intermediate Culture and Language II
SPAN-220: Spanish for Heritage Speakers
SPAN-221: Advanced Grammar/Composition
SPAN-228: Spanish for the Career World
SPAN-231: Introduction to Hispanic Culture I/Spain
SPAN-232: Introduction to Hispanic Culture II/Latin America
SPAN-261: Hispanic Literature I
SPAN-262: Hispanic Literature II
SPAN-263: Hispanic Literature III
SPAN-281: Special Topics in Spanish

Data Analysis Skills Competency (choose two mathematics or two computer science courses):

MATH-201: Math for Mgmt I/Finite Mathematics
MATH-202: Math for Mgmt II/Applied Calculus
MATH-227: Intro to Probability and Statistics or MATH 262 Probability and Statistics
CMTC-200: Introduction to Web Development and Design
CMTC 202: Website Analytics and SEO
CMTC-203: Data Analysis Using Microsoft Excel
CMTC-230: Introduction to Data Communications
CSEC-140: Technology & Law: Identifying Risks

Communication for Advocacy Skills Competency (take MCOM-230, one MCOM elective, one ARTS elective, and one CMTC elective):

MCOM-230: Media Literacy

Choose one of the following Communication electives:

MCOM-120: Introduction to Media Arts
MCOM-200: Writing for Digital Media (WI)
MCOM-221: Videography
MCOM-223: Audio Production
MCOM-260: Persuasion and Propaganda
MCOM-261: Public Relations

Choose one of the following Arts electives:

ARTH-101: Western Art: Prehistoric to Gothic
ARTH-102: Western Art: Early Renaissance to Modern
MUSC-101: Music in Western Culture
MUSC-130: Computers and Music Creation
IDHP-342: Art and Politics of Empire

Choose one of the following Computer Technology electives:

CMTC-195: Photo Management and Editing
CMTC-200: Intro to Web Development
CMTC-201: UX, UI and Accessibility
CMTC-210: Illustration Design
CMTC-255: Web Content Management Systems

Sample Academic Plan

Major in Political Science

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
Core Social Analysis Requirement	American Politics Elective (Civic Life Requirement)
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101:** College Writing
WCHC-101: Welcome to CHC	World Language Requirement or General Elective
100-Level Political Science course	International Relations Elective
World Language Requirement	Political Theory Elective
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
Comparative Politics Elective	**CMTC-203:** Data Analysis Using Microsoft Excel
MCOM-160: Public Speaking	Core Ethics Requirement
GLST-201: Global Awareness Seminar	Core Scientific Investigation Requirement
Political Science Elective #1	**PSCI-330:** Politics of the Middle East
Political Science Elective #2	or **PSCI-315:** Politics of the American Presidency
	Political Science Elective #3
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
Core Human Experience Requirement	Core Arts and Creative Expression Requirement
Political Science Elective #4	An IDHP seminar with an indicated Religious Studies component
Political Science Elective #5	or an interdisciplinary course cross-listed with Religious Studies
One 100, 200, 300-level course in Religious Studies	Minor #2 or Political Science or General Elective
Minor #1 or Political Science or General Elective	Minor #3 or Political Science or General Elective
	Minor #4 or Political Science or General Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
Minor #5 or Political Science or General Elective	**PSCI-498:** Senior Seminar in Political Science
Minor #6 or Political Science or General Elective	Political Science Elective #7
Political Science Elective #6	Political Science or General Elective
Real World Connections Requirement	Political Science or General Elective
Political Science or General Elective	Political Science or General Elective

Minor in Political Science

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Political Science
One American Politics Elective *(3 credits)*
One Comparative Politics Elective *(3 credits)*
One International Relations Elective *(3 credits)*
Three additional Political Science Electives from any Area *(9 credits)*

American Politics Electives:

PSCI-113: Introduction to American Government
PSCI-114: American Political Parties
PSCI-117: Principles of Business Law
or **BUSN-120:** Law and the Business Enterprise
PSCI-118: Mass Media and Politics
PSCI-119: Technology, Society & Public Policy
PSCI-211: U.S. Policy and Politics of AI
PSCI-212: American State and Local Government
PSCI-216: Cities and the Environment
PSCI-217: Women in Politics
PSCI-218: Race and American Politics
PSCI-219: Money and American Politics
PSCI-281: Special Topics/Political Science/American Politics
PSCI-314: Constitutional Law: Civil Liberties
PSCI-315: Politics of the American Presidency
PSCI-316: Constitutional Law & Public Policy
PSCI-481: Adv Sp Topics/Political Science/American Politics

Comparative Politics Electives:

PSCI-130: The Rule of Law
PSCI-230: Politics Around the World
PSCI-231: Intro/Comparative Politics/Cross-National Themes
PSCI-232: Democracy Around the World
PSCI-233: Legal Systems Around the World
PSCI-235: Politics of Europe and the EU
PSCI-236: Globalization and Migration
PSCI-237: Religious Nationalism
PSCI-239: Politics of China and East Asia
PSCI-281: Special Topics in Political Science/Comparative Politics
PSCI-330: Politics of the Middle East
PSCI-481: Adv Sp Topics in Political Science/Comparative Politics

International Relations Electives:

PSCI-140: Introduction to World Politics
PSCI-240: Theories of International Relations

PSCI-241: American Foreign Policy
PSCI-242: International Organization: Law & Public Policy
PSCI-249: Nuclear Challenges: Energy and Weapons
PSCI-281: Special Topics/Political Science/International Relations
PSCI-341: International Political Economy
PSCI-481: Adv Special Topic/Political Sci/International Relations

Political Theory Electives:

PSCI-321: Shadows of Old Ideas in Politics: The Greeks to Machiavelli
PSCI-322: Political Theories: 17th To 20th Century
PSCI-281: Special Topics in Political Science/Political Theory
PSCI-481: Adv Special Topics in Political Science/Political Theory

Advanced Placement Test Information

Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following tests are equivalent to the course/credit indicated:

AP TEST	SCORE	EQUIVALENT COURSE
American Government	3	General Elective (3 credits)
American Government	4 or 5	**PSCI-113:** American Political Process *(3 credits)*
Comparative Government	3	General Elective *(3 credits)*
Comparative Government	4, or 5	**PSCI-230**: Introduction to Comparative Politics *(3 credits)*

Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of the faculty in the major. Students not meeting these criteria might be recommended for the program by the major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on the academic transcript.

Association

Any student, regardless of Major, who is interested in politics, national affairs, and global controversies, is invited to join the *Students' Political Science Association (SPSA)*. This very active campus organization sponsors movies, fieldtrips to places like the U.S. Congress in Washington D.C. and the Constitution Center here in Philadelphia, speakers in current events such as nuclear proliferation and women's development in Afghanistan, and the campus mock Presidential election.

Honor Societies

Pi Sigma Alpha, the national honor society in Political Science, is an affiliate of the American Political Science Association and is the only honor society for college and university students of government in the United States. Membership in the local chapter requires a major or minor in political science, a ranking in the top 33% of the class, a minimum of junior status, a political science GPA of 3.2, and the completion of 12 semester hours of coursework in Political Science. Eligible students must be approved.

Political Science Career Connections, Public Speaking and Technology Requirements

Students majoring in Political Science fulfill their career connections requirement through internship completion. The public speaking requirement is fulfilled by taking MCOM-160. Public speaking skills are reinforced in PSCI-498: Senior Seminar. Political Science majors fulfill the technology requirement by taking CMTC-203: Data Analysis Using Microsoft Excel and MCOM-160 where they acquire proficiency in Excel and PowerPoint respectively. Students may substitute CSEC-140: Technology & Law: Identifying Risks or CMDF-281: Intro to GIS Mapping for CMTC-203: Data Analysis Using Microsoft Excel to satisfy the technology proficiency requirement. Excel and PowerPoint are Microsoft Office Suite skills in which graduates are expected to be proficient for the 21st century workplace.

General Course Options/ Core Social Sciences Requirement:

In addition to courses for Majors and Minors, the program offers several courses for students of any major interested in fulfilling the *Core Social Sciences Requirement*; a *Writing Intensive* requirement; or pursuing an interest in completing a minor. Check the *Course Descriptions* beginning on page 233 for any Prerequisites. Courses are 3 credits unless indicated and may not be offered every semester.

Political Science/Civic Life and Engagement:

PSCI-113: Introduction to American Government
PSCI-114: American Political Parties
PSCI-117: Principles of Business Law
PSCI-118: Mass Media and Politics
PSCI-119: Technology, Society & Public Policy
PSCI-130: The Rule of Law
PSCI-211: Policy and Politics of AI
PSCI-212: American State and Local Government
PSCI-216: Cities and the Environment
PSCI-219: Money and American Politics
PSCI-230: Politics Around the World
PSCI-231: Intro /Comparative Politics/Cross-National Themes
PSCI-232: Democracy Around the World
PSCI-233: Legal Systems Around the World
PSCI-235: Politics of Europe and the EU
PSCI-236: Globalization and Migration
PSCI-241: American Foreign Policy
PSCI-242: International Organization: Law & Public Policy
PSCI-249: Nuclear Challenges: Energy and Weapons
PSCI-281: Special Topics in Political Science
PSCI-314: Constitutional Law: Civil Liberties
PSCI-315: Politics of the American Presidency
PSCI-316: Constitutional Law: Public Policy
PSCI-341: International Political Economy

Political Science/Analysis of the Social World:

PSCI-118: Mass Media and Politics
PSCI-140: Introduction to World Politics
PSCI-217: Women in Politics
PSCI-218: Race and American Politics
PSCI-237: Religious Nationalism
PSCI-239: Politics of China and East Asia
PSCI-240: Theories of International Relations
PSCI-321: Shadows of Old Ideas in Politics: The Greeks to Machiavelli
PSCI-322: Political Theories: 17th to 20th Century to Modern
PSCI-330: Politics of the Middle East *(Writing Intensive)*

Political Science/Real World Problems:

PSCI-211: Policy and Politics of AI
PSCI-236: Globalization and Migration
PSCI-249: Nuclear Challenges: Energy and Weapons

Concentrations and Minors Applicable to Multiple Majors

Multidisciplinary Minor in Data Studies for Social Good

Jacqueline Reich, Ph. D, Discipline Chair & Associate Professor of Political Science, ReichJ@chc.edu, Room 375, Fournier Hall. Telephone: 215.753.3630

This minor is designed to improve students' data literacy as well as their ability to apply data in real world social contexts. The minor does not require advanced technical skills, and thus it is accessible to students with average proficiency in mathematics and technology. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester.
Contact Jeffrey Carroll, PhD at carrollj@chc.edu or 215-753-3697 for assistance with this minor.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Data Studies for Social Good
DSSG-110: Introduction to Data Studies *(1.5 credits)*
CMSC-200: Introduction to Programming I or CMTC-203: Data Analysis Using Microsoft Excel
CMTC-284: Introduction to Database Design and Development
MATH-226: Introduction to Statistics II or MATH-227: Introduction to Probability and Statistics
Two Social Themes electives (*6 credits*)
DSSG-398: Capstone (*1.5 credits*)

Social Themes Electives:
BUSN-101: International Business
BUSN-102: Business Ethics
BUSN-104: Introduction to Business
CMDF-281: Introduction to GIS Mapping
CRJU-120: Introduction to Restorative Justice
CRJU-122: Introduction to Criminal Justice
CRJU-200: World Justice and Care for Children
CRJU-215: Ethics in Criminal Justice
CRJU-224: Criminal Investigation
CRJU-226: Deviance and Social Control
CRJU-227: Corrections
CRJU-321: Criminology
CRJU-322: Sex Crimes
CRJU-325: Restorative Justice
ECON-109: Environmental Economics
ECON-201: Principles of Finance, Money and Banking
ECON-211: Introduction to Global Economics
FINA-336: Financial Markets and Institutions
FINA-352: International Financial Management
GLST-281: Special Topics: Service Learning Trip to Africa
HSLP-105: Introduction to Human Services
HSLP-120: Introduction to Restorative Justice
HSLP-200: World Justice and Care for Children
HSLP-201: Social Inequality
HSLP-219: Child Welfare
HSLP-257: Human Behavior and the Social Environment
HSLP-315: Life after War: The New Mission
HSLP-325: Restorative Justice

HSLP-356: Social Welfare Policy
MGMT-105: Principles of Management
MGMT-206: Purchasing/Supply Chain Management
MGMT-302: Entrepreneurship
MGMT-304: Culture in International Decision-making
MKTG-203: Marketing Principles
MKTG-205: Consumer Behavior
MKTG-206: International Marketing
MKTG-254: Advertising
MKTG-255: Public Relations
MKTG-365: Marketing Management
PSCI-113: Introduction to American Government
PSCI-114: American Political Parties
PSCI-118: Mass Media and Politics
PSCI-130: The Rule of Law
PSCI-140: Introduction to World Politics
PSCI-212: State and Local Politics
PSCI-217: Women and Politics
PSCI-218: Race in American Politics
PSCI-230: Comparative Politics
PSCI-232: Comparative Democracy
PSCI-235: Government/Politics of Europe and the European Union
PSCI-241: American Foreign Policy
PSCI-242: International Organizations, Law, and Public Policy
PSCI-315: Politics of the American Presidency
PSCI-330: Government and Politics of the Middle East
PSCI-341: International Political Economy
PSYC-109: Psychology of Women
PSYC-212: Social Psychology
PSYC-213: Industrial/Organizational Psychology
PSYC-230: Drugs and Psychology
PSYC-235: Forensic Psychology
PSYC-240: Psychology of Health/Stress/Coping
SOCI-101: Introduction to Sociology
SOCI-103: Social Problems
SOCI-104: Major Global Problems
SOCI-120: Introduction to Restorative Justice
SOCI-126: Gender and Society
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion

Minor in European Union/European Studies

Jacqueline Reich, Ph. D, Discipline Chair & Associate Professor of Political Science, ReichJ@chc.edu, Room 375, Fournier Hall. Telephone: 215.753.3630

The minor is designed to educate students about the European Union, its member countries, and to encourage students to attain high proficiency in one of the EU languages. There are two tracks available to students who would like to earn this minor:

Note: no more than TWO courses in the same discipline may be taken to fulfill the minor.

Requirements for the Minor in European Union/European Studies – Humanities Version
Two 200-Level European World Language courses (6 credits)
PSCI-235: Government/Politics of Europe and the EU
One Arts or Culture Elective (3 credits)
Two Electives from the options below*
Capstone Experience (0 credits)

* Students will take no more than two courses in one discipline to preserve the interdisciplinary nature of the program.

Requirements for the Minor in European Union/European Studies – Business Version
200-Level European World Language course (3 credits)
PSCI-335: Politics of Europe and the EU
PSCI-241: International Political Economy
BUSN-101: Introduction to Business
ECON-211: Global Economics**
One Elective from the options below (3 credits)*
Capstone Experience (0 credits)

* Students will take no more than two courses in one discipline to preserve the interdisciplinary nature of the program.
**BUSN-104: Introduction to Business and ECON-101: Macroeconomics are prerequisites

European Union/European Studies Electives:

European World Language Electives:

FREN-214: Intermediate French Culture & Language II
FREN-221: Grammaire et Composition Avancée *(Writing Intensive)*
FREN-222: Advanced French Conversation
FREN-228: French for the Career World
FREN-231: Introduction à la Culture Française I
FREN-232: Introduction à la Culture Française II
FREN-234: The French Regions
FREN-353: Romantisme et Réalisme
FREN-354: Le Vingtième Siècle
FREN-361: Le Monde Francophone
FREN-281: Special Topics in French

SPAN-214: Intermediate Spanish Culture & Language II
SPAN-221: Advanced Grammar/Composition *(Writing Intensive)*
SPAN-222: Advanced Conversation
SPAN-228: Spanish for the Career World
SPAN-231: Introduction to Hispanic Culture/Spain
SPAN-232: Introduction to Hispanic Culture/Latin America
SPAN-261: Masterpieces of Hispanic Literature I *(Writing Intensive)*
SPAN-262: Masterpieces/ Hispanic Literature II *(Writing Intensive)*
SPAN-263: Masterpieces/Hispanic Literature III *(Writing Intensive)*
SPAN-281: Special Topics in Spanish Language

Art Electives:

ARTH-102: Western Art-Early Renaissance to Modern
ARTH-185: 17th Century Art
ARTH-186: 18th Century Art
ARTH-191: Romanticism to Post-Impressionism

ARTH-261: Early Italian Renaissance Art
ARTH-281: Special Topics in Art History
ARTH-481: Advanced Special Topics in Art History

Business Electives:

BUSN-101: International Business
ECON-211: Introduction to Global Economics *(prerequisite)*
MGMT-304: Culture in International Decision Making

MKTG-206: International Marketing

English Literature Electives:

ENGL -201: Shakespeare on Stage & Screen I
ENGL-202: Shakespeare on Stage & Screen II
ENGL-233: British Romanticism
ENGL-238: Victorian British Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature

ENGL-249: Modern Irish Literature
ENGL-300: James Joyce and Ulysses
ENGL-308: British Novel *(Writing Intensive)*
ENGL -237: Fantastic Worlds of British Lit
ENGL-338: Medieval British Literature
ENGL-342: British Literature Seminar

History Electives:

GEOG-201: World Geography: Humanity and the Environment
HIST-201: Ancient Greece
HIST-202: Ancient Rome
HIST -204: Medieval Europe/Surrounding World
HIST-210: Europe in the 20th Century
HIST-212: Culture and Society in Modern Europe
HIST-214: 20th Century Germany
HIST-216: The Holocaust

HIST -218: French Revolution
HIST-219: France and the Modern World *(Writing Intensive)*
HIST-220: Rise and Fall of the Soviet Union
HIST-224: History of Great Britain/Tudors - Present
HIST-226: Europe in the Age of World War
HIST-228: Women in Modern European Society
HIST-281: Special Topics in History/European History
HIST-322: Genocide in the Modern World *(Writing Intensive)*
HIST-481: Advanced Special Topics in History/European History

Philosophy & Religious Studies Electives:

IDHP-342: Politics/Arts of Empires
IDHP-343: Plot and Politics of Empires

PHIL-120: 19th & 20th Century Philosophers
PHIL-212: History of Modern Philosophy

Political Science & Global Studies Electives:

GLST-201: Global Studies (selected topics approved by advisor)
PSCI-230: Politics Around the World
PSCI-232: Comparative Democracy
PSCI-236: Globalization and Migration

PSCI-240: Theories of International Relations
PSCI-322: Political Theories: 17th To 20th Century
PSCI-341: International Political Economy

Science Electives:

BIOL-126: Biology of Cancer

Minor in Legal Studies

Jacqueline Reich, Ph. D, Discipline Chair & Associate Professor of Political Science, ReichJ@chc.edu, Room 375, Fournier Hall. Telephone: 215.753.3630

The Legal Studies Minor aims to provide students with a broad conceptual framework for understanding the institutions and practices of the law in society. It is not designed to provide legal or paralegal training as found in law schools or paralegal institutes. Instead, the Legal Studies minor encourages students to think about how the law works for individuals as well as how our legal system supports and is affected by other civil institutions. The Legal Studies minor gives students a chance to explore major legal issues from a multidisciplinary perspective, drawing on courses offered in political science, history, criminal justice, digital forensics, business, psychology, and religious studies/philosophy. The Minor can help students decide about future career paths as well as alert them to the responsibilities of being an American citizen in the 21st century.

Courses taken in the program may be used to satisfy major, minor, other credential or general education requirements. **No more than 9 credits may be in the candidate's major. No more than 9 credits may be in a candidate's second minor.**

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Legal Studies **

Two Courses from Group I *(6 credits)*

One Course from Group II *(3 credits)*

Three Courses from Group III *(9 credits)*

**Students who plan a career in the law are especially encouraged to take PHIL-109.

Group I: Government and the Law

PSCI -113: Introduction to American Government
PSCI -130: The Rule of Law
PSCI-212: American State and Local Government
PSCI-314: Constitutional Law: Civil Liberties
PSCI-316: Constitutional Law: Public Policy

Group II: Ethics and Theories of Justice

CRJU-215: Ethics in Criminal Justice
CRJU-325: Restorative Justice
PHIL-109: Philosophical Thinking
PHIL-124: Introduction to American Philosophy
PHIL-212: History of Modern Philosophy
PHIL-222: Intro to Philosophy and Ethics
RLST-216: Fundamental Moral Theology
RLST-217: Contemporary Moral Issues
RLST-218: Biomedical Moral Issues
RLST-240: Introduction to Social Justice

Group III: Law, Legal Thinking, and Society

CMDF-105: Digital Forensics I (suggested prereq CMTC-190)
CMDF-140: Law & the Digital Footprint
CMDF-240: Legal Issues/Digital Forensics II (prereq CMDF-140)
MCOM-360: Media Law
CRJU-210: Gender and the Law (cross-listed with SOCI- 210)
CRJU-220: Juvenile Justice
CRJU-223: Criminal Law
CRJU-225: Criminal Procedure
CRJU-235: White Collar Crime
CRJU-321: Criminology
CRJU-322: Sex Crimes
CSEC-140: Technology & Law: Identifying Risks
CRJU-245: Inside Out
HIST-322: Genocide in the Modern World
GLST-201: The Law of War
LEGL-101: Introduction to Law & Legal Studies
LEGL-102: Legal Research
LEGL-103: Civil Litigation
LEGL-201: Legal Technology: Processes/Ethics
LEGL-202: Advanced Legal Writing
LEGL-301: Trial Practice
LEGL-302: Legal Service and Society
PSCI -113: Introduction to American Government
PSCI-117: Principles of Business Law
or **BUSN-120:** Law and the Business Enterprise
PSCI -130: The Rule of Law
PSCI-140: Introduction to World Politics
or **PSCI-242:** International Organization: Law & Public Policy
PSCI-212: American State and Local Government
PSCI-314: Constitutional Law: Civil Liberties
PSCI-316: Constitutional Law: Public Policy
PSYC-235: Forensic Psychology (prereq: PSYC 101)
SOCI-210: Gender and the Law
SPMA-320: Sports Law

CENTER FOR EDUCATION, ADVOCACY, AND SOCIAL JUSTICE

The Center for Education, Advocacy, and Social Justice at Chestnut Hill College offers Bachelor of Science (BS) degrees in nine majors, and a combined BS/MS Human Services Program.
Interested students should contact the faculty member listed in the applicable major in the **Program Descriptions** section below.

MISSION STATEMENT

The Center for Education, Advocacy & Social Justice (EASJ) capitalizes on the intersection of key disciplines (Human Services, Education, Criminal Justice and Law) to the benefit of our students. Through inter- and intra- Center collaborative learning environments, EASJ students will be empowered with knowledge and confidence necessary to meet the challenges of modern society.

FACULTY

Lauren Barrow, PhD, Associate Professor of Criminal Justice & Center Chair
Jane Ammon, Ed.D. Assistant Professor, Education
Nancy DeCesare, IHM, Ph.D, Professor of Human Services & Director of Social Work Program
Devon Ferguson, MSS, MLSP, LSW, Assistant Professor of Social Work & Field Education Director of Social Work Program
Marie Leahy, SSJ, EdD, Associate Professor of Education & Chair of Undergraduate Education
Nancy Levitt, MEd, Field Placement / Student Teaching Coordinator
Ryan P. Murphy, Ph.D, Assistant Professor of Sociology
Kathleen M. Smith, JD, Associate Professor of Pre-Law & Legal Studies & Discipline Chair
Leonard Spearing, PhD, Assistant Professor of Education
Carissa M. Swiss, MEd, Assistant Professor of Montessori Education

MAJOR PROGRAMS

Criminal Justice (4 year progam)
Criminal Justice (3 year program)
Early Education (PreK-4)
Early Education (PreK-4)/Special Education (PreK-12) Dual
Human Services Leadership and Policy Studies
Human Services (combined MS/BS)
Pre-law and Legal Studies with a Concentration in Civil Law, Government, and International Law
Pre-law and Legal Studies with a Concentration in Criminal Law
Pre-law and Legal Studies with a Concentration in E-discovery & Digital Forensics
Secondary Education Co-Majors in Biology, Chemistry, English Literature, History, Mathematics
Social Work
Special Education (PreK-12)

MINOR PROGRAMS

Criminal Justice
Education
Human Services
Restorative Justice
Sociology
Special Education

CERTIFICATES

Montessori Education
Paralegal Skills

OTHER REQUIREMENTS AND INFORMATION

Core Course Information

In addition to courses for majors, there are many courses open to students of any major wishing to fulfill *the Core Social Sciences Requirement* or who are interested in exploring personal interests without committing to a minor. Courses are 3 credits unless indicated and may not be offered every semester. The following courses are open to any undergraduate student. Check the *Course Descriptions* section for any Prerequisites.

Sociology/Core Social Sciences Requirements:

SOCI-101: Introduction to Sociology
SOCI-103: Social Problems
SOCI-104: Major Global Problems
SOCI-125: The Family
SOCI-126: Gender and Society
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion

Criminal Justice:

CRJU-120: Introduction to Restorative Justice
CRJU-122: Introduction to Criminal Justice
CRJU-200: World Justice and Care for Children
CRJU-210: Gender and the Criminal Justice System
CRJU-226: Deviance and Social Control

Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible, a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of a faculty member in their major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year.

The Honors program provides an opportunity for independent study and research under a chosen mentor culminating in an Honors thesis submitted in the Spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on their academic transcript.

Career Development, Public Speaking and Technology Requirements

All majors in the program fulfill their *career development* requirement through a laddered learning process that begins with SOWK/HSLP/LEGL 002 Internship Preparation Seminar, followed by an Internship Placement (CRJU/HSLP/LEGL-401 and/or 402), and ending with Professional Life Skills Seminar (CRJU/HSLP/LEGL-403). Additionally, key hard skills (i.e.: public speaking, technical writing, and technology proficiency are satisfied by completion of required courses in Social Science Research Methods (CRJU/HSLP-302) and Senior Seminar (CRJU/HSLP/LEGL-498).

Degrees and Certificates in The Center for Education, Advocacy, and Social Justice

Descriptions of major programs with their accompanying minors and concentrations are in alphabetical order and are followed by descriptions of concentrations and minors that are applicable to a number of majors.

Criminal Justice

Lauren Barrow, PhD, Associate Professor of Criminal Justice & Center Chair, BarrowL@chc.edu

Major in Criminal Justice (4 year program)

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit; as is *CRJU-401: Internship in Criminal Justice*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Criminal Justice
CRJU-122: Introduction to Criminal Justice
CRJU-223: Criminal Law
CRJU-225: Criminal Procedure
CRJU-302: Social Science Research Methods
CRJU-321: Criminology
CRJU-325: Restorative Justice
CRJU-401: Internship in Criminal Justice
CRJU-403: ProfessionalLife Skills Seminar
CRJU-498: Senior Seminar in Criminal Justice
SOCI-101: Introduction to Sociology
Five Major Program Electives *(15 credits minimum; 60 credits maximum)*

Major Program Electives:

CRJU-120: Introduction to Restorative Practices
CRJU-175: Constitutional Immersion
CRJU-200: World Justice and Care for Children
CRJU-201: Crime and Punishment through Film
CRJU-210: Gender and the Criminal Justice System
CRJU-215: Ethics in Criminal Justice
CRJU-220: Juvenile Justice Systems
CRJU-224: Criminal Investigation
CRJU-226: Deviance and Social Control
CRJU-227: Sanctions and Sentencing
CRJU-230: Juvenile Delinquency Theories/Research
CRJU-235: White Collar Crime
CRJU-237: Victimology
CRJU-245: Inside-Out
CRJU-281: Special Topics in Criminal Justice
CRJU-322: Sex Crimes
CRJU-481: Advanced Special Topics in Criminal Justice
CRJU-490: Independent Study
SOCI-103: Social Problems
SOCI-104: Major Global Problems
SOCI-114: Social Gerontology
SOCI-125: The Family
SOCI-126: Gender and Society
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion
SOCI-210: Gender and the Law
SOCI-216: Sociology of Health and Medicine
SOCI-226: Deviance and Social Control
SOCI-255: Culture and Society
SOCI-281: Special Topics in Sociology
SOCI-300: Sociological Theory
SOCI-401: Internship in Sociology
SOCI-481: Advanced Special Topics in Sociology

*HSLP courses may be approved to fulfill CRJU general electives with the permission of he department

Sample Academic Plan

Major in Criminal Justice

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
Core Requirement	Core Requirement
CRJU-122: Introduction to Criminal Justice	**ENGL-101:** College Writing
LADS-120: Liberal Arts Discovery Seminar	World Language Requirement or General Elective
World Language Requirement	Major Program Elective #1
WCHC-101: Welcome to CHC	**SOCI-101:** Intro to Sociology
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
CRJU-215: Ethics in Criminal Justice	Core Requirement
CRJU-223: Criminal Law	**CRJU-225:** Criminal Procedure
GLST-201: Global Awareness Seminar	Major Program Elective #4
Major Program Elective #2	Major Program Elective #5
Major Program Elective #3	One 100, 200, 300-level course in Religious Studies
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies	Core Requirement
CRJU-321: Criminology	**CRJU-302:** Social Science Research Methods
Minor #1 or Major or General Elective	Major or General Elective
Minor #2 or Major or General Elective	Minor #4 or Major or General Elective
Minor #3 or Major or General Elective	Minor #5 or Major or General Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
CRJU-498: Senior Seminar in Criminal Justice	**CRJU-325**: Restorative Justice
Minor #6 or Major or General Elective	**CRJU-401**: Internship in Criminal Justice
Major or General Elective	**CRJU-403**: Professional Life Skills Seminar
Major or General Elective	Major or General Elective
Major or General Elective	Major or General Elective

Major in Criminal Justice (3 year program)

First time/first year students must have a high school GPA of 3.25 for consideration of this program; transfer students (within the first 30 credits) must have a GPA of 3.0 for consideration of this program. Unless indicated, students must earn a grade of B (3.0) or better to successfully complete the requirements for the Major. And Independent Study may be available with appropriate permissions and Special Topics courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester. NOTE: *Students may choose to transfer into the 4-year program if needed.*

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of *C-* (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit; as is *CRJU-401: Internship in Criminal Justice*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Criminal Justice
CRJU-122: Introduction to Criminal Justice
CRJU-223: Criminal Law
CRJU-225: Criminal Procedure
CRJU-302: Social Science Research Methods
CRJU-321: Criminology
CRJU-325: Restorative Justice
CRJU-401: Internship in Criminal Justice
CRJU-403: ProfessionalLife Skills Seminar
CRJU-498: Senior Seminar in Criminal Justice
SOCI-101: Introduction to Sociology
Five Major Program Electives *(15 credits minimum; 60 credits maximum)*

Major Program Electives:

CRJU-120: Introduction to Restorative Practices
CRJU-175: Constitutional Immersion
CRJU-200: World Justice and Care for Children
CRJU-201: Crime and Punishment through Film
CRJU-210: Gender and the Criminal Justice System
CRJU-215: Ethics in Criminal Justice
CRJU-220: Juvenile Justice Systems
CRJU-224: Criminal Investigation
CRJU-226: Deviance and Social Control
CRJU-227: Sanctions and Sentencing
CRJU-230: Juvenile Delinquency Theories/Research
CRJU-235: White Collar Crime
CRJU-237: Victimology
CRJU-245: Inside-Out
CRJU-281: Special Topics in Criminal Justice
CRJU-322: Sex Crimes
CRJU-481: Advanced Special Topics in Criminal Justice
CRJU-490: Independent Study
SOCI-103: Social Problems
SOCI-104: Major Global Problems
SOCI-114: Social Gerontology
SOCI-125: The Family
SOCI-126: Gender and Society
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion

SOCI-210: Gender and the Law
SOCI-216: Sociology of Health and Medicine
SOCI-226: Deviance and Social Control
SOCI-255: Culture and Society
SOCI-281: Special Topics in Sociology
SOCI-300: Sociological Theory
SOCI-401: Internship in Sociology
SOCI-481: Advanced Special Topics in Sociology

Sample Academic Plan

Major in Criminal Justice

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

YEAR ONE: Fall 15 credits	YEAR ONE: Winter 0 credits	YEAR ONE: Spring 15 credits	YEAR ONE: Summer 3 credits
LADS 120 – Liberal Arts Discovery Seminar	*Students can choose to take a winter course, with approval from their advisor; otherwise no classes*	CRJU 225 – Criminal Procedure	Major / Core / Elective
SOCI 101 – Introduction to Sociology		CRJU 321 – Criminology	
CRJU 122 – Introduction to Criminal Justice		ENGL 101 - College Writing	
WCHC 101-- Welcome to CHC		RLST 240 – Introduction to Social Justice	
Major / Core / Elective		Major / Core / Elective	
** Level 100 course if needed** / Math or Engl		Major / Core / Elective	
YEAR TWO: Fall 18 credits	**YEAR TWO: Winter 0 credits**	**YEAR TWO: Spring 18 credits**	**YEAR TWO: Summer 6 credits**
CRJU 223 – Criminal Law	*This is an intentional break – we do not recommend students taking classes this term*	CRJU 302 – Social Science Research Methods	Major / Core / Elective
World Language Req. #1		World Language Req #2	Major / Core / Elective
PSCI 113 – Introduction to American Politics		Ethics (normative)	
SOCI 127 – Critical Issues in Diversity, Equity & Inclusion		Major / Core / Elective	
GLST 201 – Global Studies (or ASEC trip)		Major / Core / Elective	
Major / Core / Elective		Major / Core / Elective	
YEAR THREE: Fall 18 credits	**YEAR THREE: Winter 3 credits**	**YEAR THREE: Spring 18 credits**	**YEAR THREE: Summer 6 credits**
CRJU 498 – Senior Seminar	CRJU 403 – Professional Life Skills Seminar	CRJU 215 – Criminal Justice Ethics (Applied)	*This semester should be a 6 credit (270 hours) internship*
SOWK 356 – Social Welfare Policy in the US		CRJU 325 – Restorative Justice	
SOCI 201 – Social Inequality		Major / Core / Elective	
Major / Core / Elective		Major / Core / Elective	
Major / Core / Elective		Major / Core / Elective	
Major / Core / Elective		Major / Core / Elective	

Minor in Criminal Justice

Students must earn a grade of *C-* (1.70) or better to successfully complete the requirements for the Minor. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit; as is *CRJU-401: Internship in Criminal Justice*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Criminal Justice
CRJU-122: Introduction to Criminal Justice
CRJU-223: Criminal Law or CRJU-225: Criminal Procedure
CRJU-321: Criminology
Three Criminal Justice Electives *(9 credits)*

Criminal Justice:

CRJU-120: Introduction to Restorative Practices
CRJU-200: World Justice and Care for Children
CRJU-201: Crime and Punishment through Film
CRJU-210: Gender and the Criminal Justice System
CRJU-215: Ethics in Criminal Justice
CRJU-220: Juvenile Justice Systems

CRJU-224: Criminal Investigation
CRJU-225: Criminal Procedure
CRJU-226: Deviance and Social Control
CRJU-227: Sanctions and Sentencing
CRJU-230: Juvenile Delinquency Theories/Research
CRJU-235: White Collar Crime
CRJU-237: Victimology
CRJU-245: Inside-Out
CRJU-281: Special Topics in Criminal Justice
CRJU-322: Sex Crimes
CRJU-481: Advanced Special Topics in Criminal Justice

Education

Marie Leahy, SSJ, EdD, Associate Professor of Education & Chair of Undergraduate Education, LeahyM@chc.edu

Chestnut Hill College offers a **Bachelor of Science** (BS) in four teacher education preparation programs. Upon successful completion of all requirements, students may apply to the Pennsylvania Department of Education (PDE) for Certification. In addition, teacher candidates must pass the appropriate PA Education Certification Tests (PECT/PRAXIS) before applying for PDE Certification. The programs are listed below. More information on each program is found under the specific subject area in this catalog. Chestnut Hill College also offers minors in **Education** and **Special Education** and certification in **Montessori Education** (ages 3 to 6).

Major in Early Education Dual (Pre-K to Grade 4) and Special Education (Pre-K to Grade 12)

Requirements for the Major in Early Education Dual (Pre-K to Grade 4) and Special Education (Pre-K to Grade 12)
EDP4-204: Early Education Methods and Techniques
EDP4-207: Reading Methods and Assessment
EDP4-215: Math Methods and Assessment I
EDP4-301: Health and Safety Methods
EDP4-312: Writing and Creative Arts Methods & Assessment
EDP4-315: Math Methods and Assessment II
EDP4-316: Social Studies Methods and Assessment
EDP4-317: Science Methods and Assessment
EDP4-318: Family and Community Partners
EDP4-321: Classroom Management/Applied Instruction/ Field Experience IIIA/Stage IIIA Portfolio
EDSP-420: Clinical Field Experience/Student Teaching/Stage IV Portfolio *(9 credits)*
EDSP-421: Clinical/Student Teaching Seminar
EDSP-216: Transitions in Special Education
EDSP-245: Assistive Technology for Students with Disabilities
EDSP-340: Introduction to Special Education
EDSP-347: Assessments and Interventions for All Learners
EDSP-355: Instruction in Inclusive Environments /Field Experience IIIB /Stage IIIB Portfolio
EDSP-362: Teaching Reading for All Learners
EDSP-374: Educational Practices for Students with Disabilities
EDSP-390: ELL Foundations and Methods
EDUC-201: Child and Adolescent Development (Fulfills Core Requirement / Field Exp I Portfolio Required
EDUC-203: Foundations of Education / Field Exp II Portfolio Required
EDUC-360: Analysis of Educational Writing***
EDUC-498: Senior Seminar in Education
ENGL-101: College Writing or ENGL-105: Advanced College Writing **
HSLP-105: Introduction to Human Services or SOCI-101: Introduction to Sociology
MATH-232: Basic Math Theory/Applications II
One American or British Literature Elective *(3 credits; Fulfills Core Requirement)* **

**Student must earn a grade of C or better.
*** If a Writing Intensive course is taken, EDUC-360 is waived

American or British Literature Electives:

ENGL-180: Arthurian Legend
ENGL-201: Shakespeare on Stage & Screen I
ENGL-202: Shakespeare on Stage & Screen II
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-225: Eighteenth-Century British Literature
ENGL-233: British Romanticism
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-248: Irish Literature I
ENGL-245: The American Theater
ENGL-249: Irish Literature II
ENGL-251: African-American Writers
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism, 1820-1865
ENGL-266: Modern American Literature, 1865-1945
ENGL-267: Contemporary American Literature, 1940-present

ENGL-280: American Literature of the 1920s *(Writing Intensive)*
ENGL-300: James Joyce and Ulysses
ENGL-301: American Novel *(Writing Intensive)*
ENGL-308: British Novel *(Writing Intensive)*
ENGL-338: Medieval British Literature
ENGL-340: American Literature Seminar
ENGL-342: British Literature Seminar

Recommended Core History Requirement courses to prepare student for Teacher Certification Test:

HIST-101: Western Civilization: Antiquity-Renaissance
HIST-102: Western Civilization: Protestant Ref - Present
HIST-141: American Survey: Colonial - Civil War
HIST-142: American Survey: Reconstruction - Present

Recommended Core Natural Science Requirement courses to prepare student for Teacher Certification Test:

BIOL-101: General Biology I
BIOL-106: Ecology and Environmental Issues
BIOL-125: Ponds and Streams
BIOL-145: Forests and Fields
PHYS-105: Physical and Earth and Space Science

Sample Academic Plan

Major in Early Education Dual (Pre-K to Grade 4) and Special Education (Pre-K to Grade 12)

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120. For students who take a writing intensive Literature course the EDUC-360 requirement is waived.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
Take Basic Skill Series (reading, math, writing) if not exempt	**EDUC-201: Child and Adolescent Development FE I**
EDP4 215: Math Methods and Assessment I (Fall only)	**MATH 232:** Math for Educators (Fulfills Core Quan. Anal/Data Literacy; Spring only)
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101/105:** College Writing
Core **WCHC-101:** Welcome to CHC	Core Foreign Language Requirement #2 (if needed)
Core Foreign Language Requirement #1	Core Scientific Investigation
Core Religious Studies (typically RLST 100 level class)	Retake Basic Skills as needed. Must pass all before 60 credits
Year Two/Fall — 18 academic credits	**Year Two/Spring — 15 academic credits**
EDUC-203: Foundations of Education FE II	**EDP4-204:** Early Education Methods/Techniques
EDP4-207: Reading Methods and Assessment	**EDP4-312:** Writing and Creative Arts Methods & Assessment
HSLP-105: Introduction to Human Services	**EDSP-340**: Introduction to Special Education
ETHS 201: Ethics	**GLST-201:** Global Awareness Seminar
Core Arts & Creativity	Core Civic Life & Interpretation
ENGL American or British Literature/Core Meaning & Interpretation of the Human Experience Requirement	
Complete Pre-Professional Benchmark	Apply for formal admission to Education Dept. after 48 credits and before 60 credits
Year Three/Fall — 18 academic credits	**Year Three/Spring — 18 academic credits**
EDP4-315: Math Methods and Assessment	**EDP4-301:** Health and Safety Methods
EDP4-321: Clr Mgmt/Appl Inst/Field Exp IIIA/Stage IIIA Ptf	**EDP4-316:** Social Studies Methods and Assessment
EDSP-245: Asst. Technology for Students w/ Disabilities	**EDSP-216: Transitions in Special Education**
EDSP-362: Teaching Reading for All Learners	**EDSP-355:** Instr in Inclusive Env /Field Exp IIIB /Stage IIIB Ptf
EDUC-360: Educational Research and Analysis**(Core WI)*	**EDSP-374:** Education Practices for Students w/ Disabilities
Core Religious Studies Team-Taught Course	Core Capstone/Real World Problems
Year Four/Fall — 15 academic credits	**Year Four/Spring — 12 academic credits**
EDP4-317: Science Methods and Assessment	**EDSP-420:** Clinical Field Exp/St Tchg/Stage IV Ptf (9 credits)
EDP4-318: Family and Community Partners	**EDSP-421**: Clinical/Student Teaching Seminar
EDSP-347: Assessments and Interventions for All Learners	
EDSP-390: ELL Foundations and Methods	
EDUC-498: Senior Seminar in Education	

Major in Early Education (PreK-4) with a Minor in Special Education

Requirements for the Major in Early Education (Pre-K to Grade 4) with a Minor in Special Education
EDP4-204: Early Education Methods and Techniques
EDP4-207: Reading Methods and Assessment
EDP4-215: Math Methods and Assessment I
EDP4-301: Health and Safety Methods
EDP4-312: Writing and Creative Arts Methods & Assessment
EDP4-315: Math Methods and Assessment II
EDP4-316: Social Studies Methods and Assessment
EDP4-317: Science Methods and Assessment

EDP4-318: Family and Community Partners
EDP4-321: Classroom Management/Applied Instruction/ Field Experience IIIA/Stage IIIA Portfolio
ED4P-420: Clinical Field Experience/Student Teaching/Stage IV Portfolio *(9 credits)*
EDP4-421: Clinical/Student Teaching Seminar
EDSP-340: Introduction to Special Education
EDSP-355: Instruction in Inclusive Environments /Field Experience IIIB /Stage IIIB Portfolio
EDSP-390: ELL Foundations and Methods
EDUC-201: Child and Adolescent Development (Fulfills Core Requirement) / Field Exp I Portfolio Required
EDUC-203: Foundations of Education / Field Exp II Portfolio Required
EDUC-360: Analysis of Educational Writing***
EDUC-498: Senior Seminar in Education
ENGL-101: College Writing or ENGL-105: Advanced College Writing **
HSLP-105: Introduction to Human Services or SOCI-101: Introduction to Sociology
MATH-232: Basic Math Theory/Applications II
One American or British Literature Elective *(3 credits)***

**Student must earn a grade of C or better.
*** If a Writing Intensive course is taken, EDUC-360 is waived

American or British Literature Electives:

ENGL-180: Arthurian Legend
ENGL-201: Shakespeare on Stage & Screen I
ENGL-202: Shakespeare on Stage & Screen II
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-225: Eighteenth-Century British Literature
ENGL-233: British Romanticism
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-248: Irish Literature I
ENGL-245: The American Theater
ENGL-249: Irish Literature II
ENGL-251: African-American Writers
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism, 1820-1865
ENGL-266: Modern American Literature, 1865-1945
ENGL-267: Contemporary American Literature, 1940-present
ENGL-280: American Literature of the 1920s
ENGL-300: James Joyce and Ulysses
ENGL-301: American Novel
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-340: American Literature Seminar
ENGL-342: British Literature Seminar

Recommended courses to prepare student for Teacher Certification Test:

HIST-101: Western Civilization: Antiquity-Renaissance
HIST-102: Western Civilization: Protestant Ref - Present
HIST-141: American Survey: Colonial - Civil War
HIST-142: American Survey: Reconstruction - Present

Recommended courses to prepare student for Teacher Certification Test:

BIOL-101: General Biology I
BIOL-106: Ecology and Environmental Issues
BIOL-125: Ponds and Streams
BIOL-145: Forests and Fields
PHYS-105: Physical and Earth and Space Science

Sample Academic Plan

Major in Early Education (Pre-K to Grade 4) with a Minor in Special Education

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120. For students who take a writing intensive Literature course the EDUC-360 requirement is waived.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
Take Basic Skill Series (reading, math, writing) if not exempt	**EDUC-201: Child and Adolescent Development FE I**
EDP4-315: Math Methods and Assessment I (Fall only)	**ENGL-101/105:** College Writing
Core **LADS-120:** Liberal Arts Discovery Seminar	**MATH-232:** Math for Educators (Fulfills Core Quan. Anal/Data Literacy; Spring only)
Core **WCHC-101:** Welcome to CHC	Foreign Language Requirement #2 (if needed)
Core Religious Studies	Core Scientific Investigation Requirement
Core Foreign Language Requirement #1	Retake Basic Skills as needed. Must pass all before 60 credits
Year Two/Fall — 18 academic credits	**Year Two/Spring — 15 academic credits**
EDP4-207: Reading Methods and Assessment	**EDP4-204:** Early Education Methods/Techniques
EDUC-203: Foundations of Education FE II	**EDP4-312:** Writing and Creative Arts Methods & Assessment
HSLP-105: Introduction to Human Services	**EDSP-340:** Introduction to Special Education
Core Arts & Creativity Requirement	**GLST-201:** Global Awareness Seminar
Core ENGL American or British Literature/Meaning & Interpretation of the Human Experience	Core Civic Life & Engagement Requirement
General Elective	
Complete Pre-Professional Benchmark	Apply for formal admission to Education Dept. after 48 credits and before 60 credits

Year Three/Fall	18 academic credits
EDP4-315: Math Methods and Assessment	
EDP4-317: Science Methods of Assessment	
EDP4-321: Clr Mgmt/Appl Inst/Field Exp IIIA/Stage IIIA Ptf	
EDUC-360: Educational Research and Analysis**(WI)*	
EDSP Special Education Elective #1	
General Elective	

Year Three/Spring	15 academic credits
EDP4-301: Health and Safety Methods	
EDP4-316: Social Studies Methods and Assessment	
EDSP-355: Instr in Inclusive Env /Field Exp IIIB /Stage IIIB Ptf	
EDSP Special Education Elective #2	
ETHS-201: Ethics	

Year Four/Fall	15 academic credits
EDP4-318: Family and Community Partners	
EDSP-390: ELL Foundations and Methods	
EDUC-498: Senior Seminar in Education	
Religious Studies Requirement Team-Taught	
Core Capstone/Real World Problems	

Year Four/Spring	12 academic credits
EDSP-420: Clinical Field Exp/St Tchg/Stage IV Ptf (9 credits)	
EDSP-421: Clinical/Student Teaching Seminar	

Minor in Education

Students must earn a grade of C- or better to successfully complete the requirement for the minor. Courses are 3 credits and may not be offered every semester. *Note: A minor in Education does not lead to Pennsylvania Department of Education (PDE) certification in Education.*

Requirements for the Minor in Education

Choose any six courses from the following (*18 credits total*):

Education Minor Electives*:

EDP4-204: Early Education Methods and Techniques
EDP4-207: Reading Methods and Assessment
EDP4-215: Math Methods and Assessment I
EDP4-301: Health and Safety Methods
EDP4-312: Writing and Creative Arts Methods & Assessment
EDP4-315: Math Methods/Assessment II
EDP4-318: Family and Community Partners
EDSC-315: General Methods in Secondary Education
EDSP-216: Transitions in Special Education
EDSP-245: Assistive Technology for Students w/ Disabilities
EDSP-340: Introduction to Special Education
EDSP-390: ELL Foundations and Methods
EDUC-201: Child and Adolescent Development/Field Experience I/Stage I Portfolio or PSYC-203: Child Development
EDUC-203: Foundations of Education/Field Experience II/Stage II Portfolio
HSLP-105: Introduction to Human Services or SOCI-101: Introduction to Sociology
PSYC-101: General Psychology

*Additional courses may be approved by the Coordinator of Undergraduate Education.

Montessori Education Certificate Program

Carissa M. Swiss, MEd, Assistant Professor of Montessori Education, 215.248.7123 or email SwissC@chc.edu.

Co-Major in Secondary Education

Marie Leahy, SSJ, EdD, Associate Professor of Education & Chair of Undergraduate Education, LeahyM@chc.edu

Co-Major in Secondary Education (grades 7 to 12) with a minor in Special Education
Students may pursue a Co-Major in Secondary Education while majoring in:

- Biology
- Chemistry
- English Literature
- History
- Mathematics

A minor in special education is part of the Early Educaton (PreK-4) program and each Secondary Education program.. A minor in Special Education does not lead to Pennsylvania Department of Education certification in Special Education.

Major in Special Education (PreK-12)

Marie Leahy, SSJ, EdD, Associate Professor of Education & Chair of Undergraduate Education, LeahyM@chc.edu

Requirements for the Major in Special Education (Pre-K to Grade 12)
EDP4-207: Reading Methods and Assessment
EDP4 215: Math Methods and Assessment I
EDP4-315: Math Methods and Assessment II

EDP4-318: Family and Community Partners
EDP4-321: Classroom Management/Applied Instruction/ Field Experience IIIA/Stage IIIA Portfolio
EDSC-315: General Methods in Secondary Education
EPSP-420: Clinical Field Experience/Student Teaching/Stage IV Portfolio *(9 credits)*
EDSP-421: Clinical/Student Teaching Seminar
EDSP-216: Transitions in Special Education
EDSP-245: Assistive Technology for Students with Disabilities
EDSP-340: Introduction to Special Education
EDSP-347: Assessment and Interventions for All Learners
EDSP-355: Instruction in In Inclusive Environments / Fields Experience IIIB / Stage IIIB Portfolio
EDSP-362: Teaching Reading for All Learners
EDSP-374: Educational Practices for Students with Disabilities
EDSP-390: ELL Foundations and Methods
EDUC-201: Child and Adolescent Development / Field Exp I Portfolio Required
EDUC-203: Foundations of Education / Field Exp II Portfolio Required
EDUC-360: Analysis of Educational Writing***
EDUC-498: Senior Seminar in Education
ENGL-101: College Writing or ENGL-105: Advanced College Writing **
HSLP-105: Introduction to Human Services or SOCI-101: Introduction to Sociology
Math Requirement #1 MATH-115 or higher**
Math Requirement #2 MATH-115 or higher **
One American or British Literature Elective *(3 credits)***

**Student must earn a grade of C or better.
*** If a Writing Intensive course is taken, EDUC-360 is waived

American or British Literature Electives:

ENGL-180: Arthurian Legend
ENGL-201: Shakespeare on Stage & Screen I
ENGL-202: Shakespeare on Stage & Screen II
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-225: Eighteenth-Century British Literature
ENGL-233: British Romanticism
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-248: Irish Literature I
ENGL-245: The American Theater
ENGL-249: Irish Literature II
ENGL-251: African-American Writers
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism, 1820-1865
ENGL-266: Modern American Literature, 1865-1945
ENGL-267: Contemporary American Literature, 1940-present
ENGL-280: American Literature of the 1920s
ENGL-300: James Joyce and Ulysses
ENGL-301: American Novel
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-340: American Literature Seminar
ENGL-342: British Literature Seminar

Recommended to prepare student for Teacher Certification Test:

HIST-101: Western Civilization: Antiquity-Renaissance
HIST-102: Western Civilization: Protestant Ref - Present
HIST-141: American Survey: Colonial - Civil War
HIST-142: American Survey: Reconstruction - Present

Recommended courses to prepare student for Teacher Certification Test:

BIOL-101: General Biology I
BIOL-106: Ecology and Environmental Issues
BIOL-125: Ponds and Streams
BIOL-145: Forests and Fields
PHYS-105: Physical and Earth and Space Science

Sample Academic Plan

Major in Special Education (Pre-K to Grade 12)

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120. For students who take a writing intensive Literature course the EDUC-360 requirement is waived.**

Year One/Fall	15 academic credits
Take Basic Skill Series (reading, math, writing) if not exempt	
EDP4-215: Math Methods and Assessment I *(fall only)*	
Core **LADS-120:** Liberal Arts Discovery Seminar	
Core **WCHC-120:** Welcome to CHC	
Core Foreign Language Requirement (based on placement test)	
Core Religious Studies (typically an RLST 100 level class)	

Year One/Spring	15/16 academic credits
EDUC-201: Child and Adolescent Dev. FE I/Portfolio *(spring only)*	
MATH-232: Math for Educators *(*Fulfills Core *Quan. Analysis Data Literacy; spring only)*	
Core **ENGL-101/105:** College Writing	
Core Foreign Language Requirement #2	
Core Scientific Investigation (**BIOL-103** or **BIOL-106** recommended)	
Retake Basic Skills as needed. Must pass all before 60 credits	

Year Two/Fall	18 academic credits
EDP4-207: Reading Methods and Assessment *(fall only)*	
EDUC-203: Foundations of Education FE II/Portfolio *(fall only)*	

Year Two/Spring	15 academic credits
EDSC-315: General Methods in Secondary Education *(spring only)*	
EDSP-340: Introduction to Special Education *(spring only)*	

ETHS-201: Or any course fulfilling the Core Ethics requirement **HLSP-105:** Introduction to Human Services or SOCI 101 Core **ENGL** American or British Literature – Choose a course that also fulfills Core *Meaning & Interpretation of the Human Experience.* General Elective	**GLST-201:** Core Global Awareness Seminar Core Religious Studies (team taught course) Core Arts & Creativity Requirement
Complete Pre-Professional Benchmark	Apply for formal admission to Education Dept. after 48 credits and before 60 credits
Year Three/Fall — **15 academic credits**	**Year Three/Spring** — **15 academic credits**
EDP4-315: Math Methods and Assessment **EDP4-321**: Clr Mgmt/Appl Inst/Field Exp IIIA/Stage IIIA Ptf **EDSP-245:** Asst. Technology for Students w/ Disabilities **EDSP-362:** Teaching Reading for All Learners **EDUC-360:** Ed. Research and Analysis (*Writing Intensive*)	**EDSP-216:** Transitions in Special Education **EDSP-355:** Instr in Inclusive Env /Field Exp IIIB /Stage IIIB Ptf **EDSP-374:** Educational Practices for Students with Disabilities Core Civic Life & Engagement Requirement Core Capstone/Real World Problems Requirement
Year Four/Fall — **15 academic credits**	**Year Four/Spring** — **12 academic credits**
EDP4-318: Family and Community Partners *(fall only)* **EDSP-347:** Assessments and Interventions for All Learners *(fall only)* **EDSP-390:** ELL Foundations and Methods *(fall only)* **EDUC-498:** Senior Seminar in Education *(fall only)* General Elective	**EDSP-420:** Clinical Field Exp/St Tchg/Stage IV Ptf (9 credits) **EDSP-421**: Clinical/Student Teaching Seminar (3 credits) Total 120 Academic Credits

Minor in Special Education

Students must earn a grade of C- or better to successfully complete the requirement for the minor. Courses are 3 credits and may not be offered every semester. *Note: A minor in Special Education does not lead to Pennsylvania Department of Education (PDE) certification in Special Education.*

Requirements for the Minor in Special Education
EDSP-340: Introduction to Special Education
Five Special Education Minor Electives – Choose from the following courses (*15 credits*):

Special Education Minor Electives*:

EDSP-216: Transitions in Special Education
EDSP-245: Assistive Technology for Students w/ Disabilities
EDSP-347: Assessment and Interventions for All Learners
EDSP-362: Teaching Reading for All Learners
EDSP-374: ELL Foundations and Methods
EDSP-390: ELL Foundations and Methods
EDUC-201: Child and Adolescent Development/Field Experience I/Stage I Portfolio or PSYC-203: Child Development
HSLP-105: Introduction to Human Services or SOCI-101: Introduction to Sociology
PSYC-101: General Psychology

*Additional courses may be approved by the Coordinator of Undergraduate Education.

OTHER REQUIREMENTS AND INFORMATION FOR EDUCATION

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of the faculty in the major. Students not meeting these criteria might be recommended for the program by the major. In most instances, students will receive a formal, written invitation early in the fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on the academic transcript.

Honor Societies and Memberships

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, service, and professional ideals among its members. Requirements include an overall GPA of 3.00 or higher, Junior status, and formal acceptance into the Education Program. Eligible students must be approved by the Program.

Membership in the *Council for Exceptional Children* is open to all Education majors and minors. The *Council* provides students with opportunities to become knowledgeable with 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.

Career Connections, Public Speaking and Technology Requirements

Students majoring in Education fulfill their career connections requirement through Fieldwork, Clinical/Student Teaching and Student Teaching Seminar experiences. The public speaking requirement is fulfilled in EDUC-498: *Senior Seminar in Education* and reinforced in

Fieldwork, Clinical/Student Teaching as well as methods and writing courses. Education majors fulfill the technology requirement as part of field experience portfolios, student teaching, and courses in teaching methods and assessment.

Qualifications for all Pre-Service Teacher Preparation Programs

A student will be classified as an education/preliminary major upon acceptance into the College. However, formal acceptance into the Education Division occurs between 48 and 60 credit hours upon completion of Pre-Professional benchmarks including passing a basic skills test or submitting qualifying SAT/ACT scores. An overall GPA of 3.0 or above is required for formal admission into the Education Program and for graduation. Students must successfully complete all required coursework, field experiences, and student teaching. A passing grade for student teaching does not guarantee recommendation for PDE certification. Students must earn a grade of C or better in all Pennsylvania Department of Education required courses (ENGL-101, Eng. Lit, and two math courses). Students must earn a grade of C- or better (1.70) to successfully complete the requirements for the major. Candidates may need to retake courses with C- grades.

Competencies and Portfolio Development

All Education majors must meet specific competencies as defined by the Pennsylvania Department of Education. Pre-service candidates meet these competencies by successfully completing coursework, field experiences, portfolio development, and student teaching. (See the *Education Handbook* for details.)

Pre-Professional Benchmark Requirements

Stage I and Stage II Portfolios are completed in the following courses:

EDUC-201: Child and Adolescent Development (FE I)
EDUC-203: Foundations of Education (FE II)

Professional Benchmark Requirements

Stage IIIA and Stage IIIB Portfolios are completed in the following courses:

EDP4 IIIA: EDP4-321: Classroom Mgmt/Appl Instruction/Field Exp IIIA
EDP4 IIIB: EDSP-355: Instruction in Inclusive Environments

Secondary IIIA: EDSC-317 Eng; EDSC-318: SS; EDSC-326: Bio; EDSC-327: Chem; EDSC-328: For. Lang.; EDSC-329: Math

Student Teaching Benchmark Requirements

Stage IV Portfolio is completed in the following courses:

EDP4-420: Clinical Field Exp/St Tch
EDP4-421: Clinical St Tch Seminar

EDSP-420: Clinical Field Exp/St Tch
EDSP-421: Clinical St Tch Seminar

Formal Admission to Education Program

The following requirements are mandated by the Pennsylvania Department of Education for formal acceptance:

- Minimum of 48 credits with a GPA of 2.8 (conditional acceptance until 60 credits with GPA of 3.0 req'd)
- Maximum of 60 credits with a GPA of 3.0
- Other requirements as listed in *Education Handbook* found on the portal

Professional Benchmark Requirements

Progression through the Education program

- Pre-Professional Requirements met
- Formal Acceptance into the Education program
- Meet with advisor for enrollment in the required education courses (See *Education Handbook* for details)

Student Teaching Benchmark Requirements

Progression through Clinical Student Teaching and Exiting Program

- Professional Benchmark Requirements met
- Application for Student Teaching submitted
- Meet with advisor for enrollment in required courses including Student Teaching and Seminar (See *Education Handbook* for details)
- After completion of all college requirements, teacher candidates may be eligible to be recommended for PDE Teacher Certification by the Education Program (See *Education Handbook* for details)
- Teacher candidates must pass the appropriate PA Education Certification Tests before applying for PDE Certification (See information on PDE website)

Human Services Leadership and Policy Studies

Lauren Barrow, PhD, Associate Professor of Criminal Justice & Center Chair, BarrowL@chc.edu

Major in Human Services Leadership & Policy Studies

A minimum career GPA of 2.00 and a minimum major GPA of 2.00 are required for graduation. Unless indicated. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the major. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester. Students should be encouraged to decide a concentration by the start of the Spring semester Junior year (75+ cr).

Requirements for the Major in Human Services Leadership & Policy Studies (Administration Concentration)

HSLP-105: Introduction to Human Services
PSYC-101 Introduction to Psychology or EDUC-201: Child & Adolescent Development
SOCI-101: Introduction to Sociology or SOCI-103: Social Problems
SOCI-127: Critical Issues in Diversity, Equity & Inclusion or SOCI-201: Social Inequality
PSCI-113: Introduction to American Government
RLST-240: Introduction to Social Justice
HSLP-257: Human Behavior & the Social Environment
HSLP-302: Social Science Research Methods
HSLP-356: Social Welfare Policy
HSLP-358: Principles of Case Management
EDSP-340: Introduction to Special Education
HSLP-401: Internship
HSLP-403: Professional Life Skills Seminar
HSLP-498: Senior Seminar
6 Concentration Electives (below)

Administration Concentration:

ACCT-103: Financial Accounting
BUSN-104: Introduction to Business
HSLP-399: Administration of Human Services

Choose any three (3) classes* from the list below:
PSCI-117: Principles of Business Law/**BUSN-120**: Law & Business Enterprise
ACCT-104: Managerial Accounting
BUSN-102: Business Ethics
MCOM-261/MKTG-255: Public Relations
MCOM-170: Interpersonal Communication
MCOM/MKTG-254: Advertising
MCOM-270/BUSN-206: Business Communication
MCOM-276/UEBC-355: Grant Writing **prereq ENGL-101*

UEMG-321: Nonprofit Management
HUMN-301: Wellbeing & Work (1 cr)
UEHM-202: Healthcare Management
UEHR-305: Human Resource Management
UEHR-306: Employee Training & Development
UEHR-307: Compensation & Benefits

Sample Academic Plan

Major in Human Services Leadership & Policy Studies

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
LADS-120: Liberal Arts Discovery Seminar	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
RLST 240: Contemporary Moral Issues	**ENGL-101**: College Writing
WCHC-101: Welcome to CHC	**PSYC-101**: Intro to Psychology
HSLP-105: Intro to Human Services	**MATH-115**: Understanding/Quant World
SOCI-101: Intro to Sociology	General Elective
**If needed, ENGL-100 or MATH-103	

Year Two/Fall — 15 academic credits	Year Two / Spring — 15 academic credits
SOCI-201: Social Inequality (Policy/Admin)	**SOCI-127**: Critical Issues in DEI (Direct/Couns)
PSCI-113: Intro to American Government	**EDSP-340**: Intro to Special Education
World Language Req. #1	World Language Req. #2
HSLP-257: Human Behavior & Social Environment	Core Requirement
GLST-201: Global Awareness Seminar	**HSLP-358**: Principles of Case Management

***** recommended that students declare a pathway at end of fourth (4th) semester *****

Year Three/Fall — 15 academic credits	Year Three/Spring — 15 academic credits
HSLP Pathway MATH class (Req. #1)	HSLP Pathway Requirement #3
HSLP Pathway Requirement #2	**HSLP-403**: Professional Life Skills Seminar
HSLP-356: Social Welfare Policy	**HSLP-302**: Social Science Research Methods (*Writing Intensive*)
Core Requirement	Core Requirement
General Elective	General Elective
Year Four/Fall — 15 academic credits	**Year Four / Spring — 15 academic credits**
HSLP-498: Senior Seminar	**HSLP-401**: Internship
HSLP Pathway Requirement #4	**HSLP-402**: Internship
HSLP Pathway Requirement #5	HSLP Pathway Requirement #6
Core Requirement	Core Requirement
General Elective	General Elective

Minor in Human Services

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Minor. Courses are 3 credits unless indicated and may not be offered every semester. Please note that some required courses may be offered through the Accelerated Adult Degree Program (AADP).

Requirements for the Minor in Human Services
HSLP-105: Introduction to Human Services
HSLP-257: Human Behavior and the Social Environment
HSLP-308: Theory and Practice of Counseling in Human Services
HSLP-356: Social Welfare Policy
HSLP-358: Principles of Case Management
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion

Combined Program: BS Human Services Leadership & Policy Studies/MS Human Services Management

Lauren Barrow, PhD, Associate Professor of Criminal Justice & Center Chair, BarrowL@chc.edu

Chestnut Hill College offers a combined BS in Human Services Leadership & Policy Studies and MS in Human Service Management program. The combined program provides an excellent opportunity for qualified Human Services Leadership & Policy Studies majors in the School of Undergraduate Studies or the School of Continuing and Professional Studies to complete a master's degree in Human Services Management in the School of Graduate Studies.

Students majoring in Human Services Leadership & Policy Studies at Chestnut Hill College are eligible to apply to the program once they have achieved senior status (completion of 84 credits). Transfer students must take a minimum of 15 credits at Chestnut Hill College. Students must earn an overall 3.2 GPA in undergraduate courses taken at Chestnut Hill College.

Approved students will be advised that two courses can be selected from the following three (3) graduate course options:

- HSMG 510 Organization Management in Human Services (replacing HSLP-399: Administration of Human Services)
- HSMG 550 Public Policy (replacing HSLP-356: Public Policy)
- HSMG 570 Human Diversity in Human Services (replacing SOCI-127: Critical Issues/Diversity, Equity, and Inclusion)

Students who wish to enroll in graduate Human Service Management courses and be admitted into the Combined Program must complete all admissions requirements of the School of Graduate Studies as listed in the admissions section of the SGS catalog (i.e., completed application, transcripts, statement of professional goals, two professional or academic letters of recommendation, GRE or MAT scores or on-site writing sample, interview with Graduate Program Coordinator) prior to enrollment in graduate courses. In addition, international students must interview with the Director of Global Education and earn acceptable TOEFL scores. Prior or current volunteer or work-related experience in a human services setting is valued but not required.

Upon submission of the complete admissions requirements, the Admissions Committee will determine if applicants are provisionally accepted into the Combined Program. Formal acceptance into the Human Service Management Master's Program will be granted to provisionally accepted students upon receipt of a transcript verifying successful completion of the undergraduate degree program with at least a 3.2 overall GPA.

Successful completion of courses taken as a pre-matriculating student does not guarantee acceptance into the Combined Program. If a student is not accepted into the Combined Program at the end of the first semester of enrollment in graduate courses, graduate coursework will count toward their current undergraduate degree only. NOTE: Students who receive a C+ or lower in a graduate level class while seeking full admission to the Human Service Management combined program will be ineligible for admission consideration.

For more information about this combined program, please contact Graduate Admissions, 215.248.7170, GradAdmissions@chc.edu

Procedures

For initial enrollment in HSMG courses

- Treat student similar to a MS AHSG applicant
- Student must have achieved senior status (at least 84 credits, a minimum of 15 at CHC for transfer students) and an overall GPA of at least 3.2 to be able to submit application to the combined program.
- Student must submit complete application requirements and go through the normal graduate admissions process in the Graduate Office where an admissions file will be created.
- The Admissions Committee will review the completed file and determine whether the student is approved to take up to 6 graduate credits (two classes, one class per session).
- Student Completes 'Course in Another Division' form with their AADP or SUS advisor, who submits the approved form to the School of Graduate Studies.
- Assistant Registrar confirms eligibility with the HSMG Graduate Program Coordinator, and if eligible, registers student for up to two classes (6 credits one class per session).
- Formal acceptance into the Human Services Management Master's Program will be granted to provisionally accepted students upon receipt of a transcript verifying successful completion of the undergraduate degree program with at least a 3.2 overall GPA.

NOTE: Students who receive a C+ or lower in a graduate level class while seeking full admission to the Administration of Human Service combined program will be ineligible for admission consideration.

Paralegal Skills Certificate (PSC) Program

Kathleen Smith, JD, Discipline Chair and Associate Professor of Pre-law & Legal Studies, SmithK2@chc.edu

CHC offers an opportunity for existing or returning students to acquire specific professional skills that work in multiple careers. This Certificate in Paralegal Skills is a perfect option for returning students seeking to work in litigation support, as well as for existing students seeking to acquire diverse job skills.

The Certificate completion plan is flexible with an offering of eight (8) possible courses, of which seven (7) MUST be completed.

Requirements for the Certificate in Paralegal Studies
LEGL-101: Introduction to Law, Legal Studies & Ethics
LEGL-102: Legal Research
LEGL-103: Civil Litigation
LEGL-201: Legal Technology: Processes
PLUS any other two LEGL classes
Any approved Liberal Arts Course

Pre-law and Legal Studies

Kathleen Smith, JD, Discipline Chair and Associate Professor of Pre-law & Legal Studies, SmithK2@chc.edu

Major in Pre-law & Legal Studies with a Concentration in Civil Law, Government, and International Law

The Pre-law and Legal Studies major is designed to prepare graduates to enter a variety of fields requiring legal knowledge, critical thinking, information technology and digital forensics. Through an integrated approach to the study of law, students acquire cutting-edge skills enabling them to enter a variety of careers upon graduation or to continue their legal studies in law school. Embedded throughout the curriculum is the value of using legal knowledge as a powerful tool to serve others and ameliorate societal inequities.

A minimum Career GPA of 2.50 and a minimum Major GPA of 2.50 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester. Internships are also repeatable for credit, such as *LEGL-401: Internship in Pre-law and Legal Studies.*

Requirements for the Major in Pre-law and Legal Studies
LEGL-101: Introduction to Law and Legal Ethics
LEGL 102: Legal Research
LEGL-103: Civil Litigation
LEGL-104: Practical Legal Office and Career Skills
LEGL-201: Legal Technology
LEGL-202: Advanced Legal Writing
LEGL-301: Trial and Advocacy Practice
LEGL-302: Legal Service and Society *(rotating advocacy focus)*
LEGL-401: Internship/Law & Legal Studies
LEGL-498: Senior Seminar/Law & Legal Studies
CMDF-140: Law & the Digital Footprint
Any two PSCI courses
CRJU-223: Criminal Law
CRJU-225: Criminal Procedure

Choose Three Courses from the Following

PSCI-113: Introduction to American Government
PSCI-117: Principles of Business Law
or BUSN-120: Law & the Business Enterprise
PSCI-212: American State and Local Government
PSCI-218: Race and American Politics
PSCI-219: Money and American Politics
PSCI-232: Democracy Around the World
PSCI-233: Legal Systems Around the World
PSCI-235: Politics of Europe and the EU
PSCI-236: Globalization and Migration
PSCI-239: Politics of China and Asia
PSCI-242: International Organizations / Law / Public Policy
PSCI-314: Constitutional Law: Civil Liberties
or PSCI-316: Constitutional Law: Public Policy
PSCI-330: Politics of the Middle East

Major in Pre-law & Legal Studies with a Concentration in Criminal Law

The Pre-law and Legal Studies major is designed to prepare graduates to enter a variety of fields requiring legal knowledge, critical thinking, information technology and digital forensics. Through an integrated approach to the study of law, students acquire cutting-edge skills enabling them to enter a variety of careers upon graduation or to continue their legal studies in law school. Embedded throughout the curriculum is the value of using legal knowledge as a powerful tool to serve others and ameliorate societal inequities.

A minimum Career GPA of 2.50 and a minimum Major GPA of 2.50 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester. Internships are also repeatable for credit, such as *LEGL-401: Internship in Pre-law and Legal Studies.*

Requirements for the Major in Pre-law and Legal Studies
LEGL-101: Introduction to Law and Legal Ethics
LEGL 102: Legal Research
LEGL-103: Civil Litigation
LEGL-104: Practical Legal Office and Career Skills
LEGL-201: Legal Technology
LEGL-202: Advanced Legal Writing
LEGL-301: Trial and Advocacy Practice
LEGL-302: Legal Service and Society *(rotating advocacy focus)*
LEGL-401: Internship/Law & Legal Studies
LEGL-498: Senior Seminar/Law & Legal Studies
CMDF-140: Law & the Digital Footprint
Any two PSCI courses
CRJU-223: Criminal Law
CRJU-225: Criminal Procedure

Choose Three Courses from the Following

CRJU-122: Introduction to Criminal Justice
CRJU-210: Gender and the Law
CRJU-220: Juvenile Justice
CRJU-235: White Collar Crime

Major in Pre-law & Legal Studies with a Concentration in E-discovery & Digital Forensics

The Pre-law and Legal Studies major is designed to prepare graduates to enter a variety of fields requiring legal knowledge, critical thinking, information technology and digital forensics. Through an integrated approach to the study of law, students acquire cutting-edge skills enabling them to enter a variety of careers upon graduation or to continue their legal studies in law school. Embedded throughout the curriculum is the value of using legal knowledge as a powerful tool to serve others and ameliorate societal inequities.

A minimum Career GPA of 2.50 and a minimum Major GPA of 2.50 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester. Internships are also repeatable for credit, such as *LEGL-401: Internship in Pre-law and Legal Studies.*

Requirements for the Major in Pre-law and Legal Studies
LEGL-101: Introduction to Law and Legal Ethics
LEGL 102: Legal Research
LEGL-103: Civil Litigation
LEGL-104: Practical Legal Office and Career Skills
LEGL-201: Legal Technology
LEGL-202: Advanced Legal Writing
LEGL-301: Trial and Advocacy Practice
LEGL-302: Legal Service and Society *(rotating advocacy focus)*
LEGL-401: Internship/Law & Legal Studies
LEGL-498: Senior Seminar/Law & Legal Studies
CMDF-140: Law & the Digital Footprint
Any two PSCI courses
CRJU-223: Criminal Law
CRJU-225: Criminal Procedure

Choose Three Courses from the Following

CMDF-105: Digital Forensics I
CMDF-205: Digital Forensics II
CMDF-320: DF Legal and Technical Writing
CMDF-240: DF Legal Issues II
CMDF-281: E-Discovery

Sample Academic Plan

Major in Pre-law & Legal Studies

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall 15 academic credits	Year One/Spring 15 academic credits
LADS-120: Liberal Arts Discovery Seminar	Core Requirement
WCHC-101: Welcome to CHC	Core Requirement
LEGL-101: Introduction to Law & Legal Studies	***ENGL-101:** College Writing *(Must pass with a B)*
LEGL-103: Civil Litigation	**CRJU-223**: Criminal Law or **CRJU-225:** Criminal Procedure
One 100, 200, 300-level course in Religious Studies	**LEGL-102:** Legal Research & Writing ***(Must pass with a B)**
Year Two/Fall 15 academic credits	**Year Two/Spring 15 academic credits**
General or Major Elective	General or Major Elective
GLST-201: Global Awareness Seminar	An IDHP seminar with an indicated Religious Studies component
LEGL-201: Legal Technology	or an interdisciplinary course cross-listed with Religious Studies
PSCI-130: The Rule of Law	**CRJU-225:** Criminal Procedure or CRJU-223: Criminal Law
CMDF-140: Law & the Digital Footprint	Core Requirement
	Core Requirement
Year Three/Fall 15 academic credits	**Year Three/Spring 15 academic credits**
General or Concentration Elective	Core Requirement
General or Concentration Elective	**LEGL-302:** Legal Service & Society *(rotating advocacies)*
LEGL-202: Advanced Legal Writing *(must pass with a B)*	**LEGL-301:** Trial Practice
LEGL-104: Pract Legal Skills & Law Office Management	Core Requirement
PSCI-314: Constitutional Law: Civil Liberties	General or Concentration Elective
Year Four/Fall 15 academic credits	**Year Four/Spring 15 academic credits**
LEGL-498: Senior Seminar in Law & Legal Studies	**LEGL-401:** Internship in Law & Legal Studies
Core Requirement	**LEGL-402**: Internship in Law & Legal Studies
General or Concentration Elective	**LEGL-403:** Professional Life Skills Seminar
General or Concentration Elective	Major or General Elective
General or Concentration Elective	Major or General Elective

Social Work

Nancy DeCesare, IHM, Ph.D, Professor of Social Work, Director of Social Work Program, DeCesareN@chc.edu
Devon Ferguson, MSW, LCSW, Assistant Professor of Social Work, Director of Social Work Field Education, FergusonD@chc.edu

Major in Social Work

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit.. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Social Work
SOWK-105: Introduction to Social Work
SOWK-257: Human Behavior & the Social Environment I
SOWK-258: Human Behavior & the Social Environment II
SOWK-2xx: Social Work and AI/Technology
SOWK-302: Social Science Research Methods
SOWK-310: Ethics for the Helping Professions (applied)
SOWK-356: Social Welfare Policy in the US
SOWK-358: Principles of Case Management (w/observation hours)
SOWK-400: Pre-Field Education Seminar
SOWK-401p: Field Placement I
SOWK-401s: Field Placement Seminar I
SOWK-402p: Field Placement II
SOWK-402s: Field Placement Seminar II
SOWK-403: Professional Life Skills Seminar
SOWK-4xx: Inter-cultural Communication
Select any Four Major Program Electives *(12 credits minimum)*

Major Program Electives:

NURS 300: Culture of Health
PSYC 240: Psychology of Health, Stress, & Coping
SOCI-114: Social Gerontology
SOCI-216: Sociology of Health & Medicine
SOWK-219: Child Welfare
SOWK-308: Theory & Practice of Counseling

SOWK-320: Trauma & Resilience

Sample Academic Plan

Major in Social Work

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

This is a suggested academic plan only; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all the requirements for graduation in the Major. The minimum of **Academic Credits required for graduation is 120.**	
YEAR ONE: Fall 15 credits	**YEAR ONE: Spring 15 credits**
LADS 120 – Liberal Arts Discovery Seminar	SOWK 105 – Introduction to Social Work
RLST 240 – Introduction to Social Justice	ENGL 101 - College Writing
SOCI 127 – Critical Issues in Diversity, Equity & Inclusion	PSYC 101 - Introduction to Psychology
WCHC 101-- Welcome to CHC	RLST/SOCI– interdisciplinary course*.
Core requirement – Analysis of SW	Core requirement – Quantitative Literacy ^^
** Level 100 course if needed** / Math or Engl	
YEAR TWO: Fall 15 credits	**YEAR TWO: Spring 15 credits**
World Language Req. #1	World Language Req #2
SOWK 257 – Human Behavior & the Social Environment I	SOWK 258 – Human Behavior & the Social Environment II
PSCI 113 – Introduction to American Politics	SOWK 2xx – Social Work and AI/Technology
Core requirement – Ethics (Normative)	Core requirement – Scientific Investigation
GLST 201 – Global Studies (or ASEC trip)	Major elective ^see list below
YEAR THREE: Fall 15 credits	**YEAR THREE: Spring 15 credits**
SOWK 358 – Principles of Case Management with observation hours	SOWK 302 – Social Science Research Methods
SOWK 356 – Social Welfare Policy in the US	SOWK 400 – Pre-Field Education Seminar
SOCI 201 – Social Inequality	SOWK 310 – Ethics for the Helping Professions (Applied)
Core requirement – Meaning/Interpretation	Core requirement – Arts/Creative
Major elective ^see list below	Major elective ^see list below
YEAR FOUR: Fall 15 credits	**YEAR FOUR: Spring 15 credits**
SOWK 401 – Field Placement I & Seminar (6cr)	SOWK 402 – Field Placement II & Seminar (6cr)
SOWK 403 – Life Skills Seminar	SOWK 4xx – Inter-cultural Communication
Core requirement – Real World Problems+	Core requirement – Civic Life & Engagement
Major elective ^see list below	General elective
Major Elective Options (select any 4):	
SOWK 320 - Trauma & Resilience	SOCI 114 - Social Gerontology
NURS 300 – Culture of Health	SOWK 219 - Child Welfare
SOCI 216 - Sociology of Health & Medicine	SOWK 308 – Theory & Practice of Counseling
PSYC 240 - Psychology of Health, Stress & Coping	

Minors Applicable to Multiple Majors

Minor in Restorative Justice

Lauren Barrow, PhD, Associate Professor of Criminal Justice & Center Chair, BarrowL@chc.edu

The Restorative Justice Minor is an interdisciplinary minor designed to provide students with theoretical understanding and skill development in the established area of restorative justice practices in the community, nation and the world. This minor will include skill development workshops offered by the Institute for Forgiveness and Reconciliation twice a semester and incorporated as components in courses required for the minor.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Minor. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Restorative Justice
CRJU-120: Introduction to Restorative Practices
Choice of one of the following: SOCI-101: Introduction to Sociology; or SOCI/HSLP-201: Social Inequality; or HSLP-257: Human Behavior in the Social Environment
CRJU-325: Restorative Justice Seminar
RLST-220: Forgiveness and Reconciliation
Two Restorative Justice Electives (or other approved by Faculty Coordinator) *(6 credits)*

Restorative Justice Electives:

CRJU-220: Juvenile Justice Systems
CJRU-230: Juvenile Delinquency Theories/Research
CRJU-245: Inside-Out
HIST-322: Genocide
HSLP-401: Internship in Human Services*
RLST-240: Introduction to Social Justice
RLST-244: Global Theology & Cry for Justice
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion
SOCI-401: Internship in Sociology*

Minor in Sociology

Ryan P. Murphy, Ph.D, Assistant Professor of Sociology, MurphyR@chc.edu

Sociology/Core Social Sciences Requirements:

SOCI-101: Introduction to Sociology
SOCI-103: Social Problems
SOCI-104: Major Global Problems
SOCI-114: Social Gerontology
SOCI-125: The Family
SOCI-126: Gender and Society
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion
SOCI-200: World Justice and Care for Children
SOCI-210: Gender and the Law
SOCI-216: Sociology of Health and Medicine
SOCI-255: Culture and Society
SOCI-281: Special Topics in Sociology

CENTER FOR INTERGRATED HUMANITIES

MISSION STATEMENT

The Center for Integrated Humanities at Chestnut Hill College cultivates interdisciplinary and collaborative study, programming, and teaching in areas related to human culture: art, history, media and communication, literature, language, media, philosophy, religion, visual and performing arts, music, and more. We are committed to critical thinking, inclusiveness, reasoned discourse, empathy, and compassion. We boldly explore everything that makes us human.

FACULTY

Patrick J. McCauley, PhD, Center Chair & Associate Professor of Religious Studies and Philosophy
David R. Contosta, PhD, Professor of History
Anais Faurt, PhD, Assistant Professor of History & and Discipline Chair of History
Katya Gorker, MFA, Associate Professor of Media & Communication
Marie Schilling Grogan, PhD, Associate Professor of English and Director of Interdisciplinary Honors Program
Mary Helen Kashuba, SSJ, DML, Professor of French and Russian
William A. Lauinger, PhD, Associate Professor of Philosophy
Barbara Lonnquist, Ph.D., Professor of English and Discipline Chair of English and Writing
Stephen Martin, Ph.D., Assistant Professor of Religious Studies and Philosophy and Discipline Chair of Religious Studies and Philosophy
Keely McCarthy, PhD, Professor of English, Coordinator; Writing Program; Academic Coordinator, First-year Experience
Kathleen McCloskey, SSJ, M.M.ED., Assistant Professor of Music and Discipline Chair of Music
Inés Mula Garrido, PhD, Assistant Professor of Spanish & Discipline Chair of World Languages and Literature
Brice Nixon, PhD, Assistant Professor of Media & Communication & Discipline Chair of Media & Communication

MAJOR PROGRAMS

English Literature
English Literature with a Co-Major in Secondary Education
English Literature and Writing
History
History with a Co-Major of Secondary Education
Media and Communication (See specializatins below)

MINOR PROGRAMS

Classical Civilization
Creative Writing
English Literature
Environmental Studies
Film and Production Studies
French
Health Humanities
History
International Studies
Media and Communication
Music
Peace and Justice Studies
Philosophy
Religious Studies
Religious Studies and Philosophy
Spanish
Women's Studies

International Business, Language, and Culture Concentrations

French
German
Spanish

Media and Communication Specializations

Digital Journalism
Media Production
Public Relations listed under your center

CERTIFICATES

Intercultural Foundations
Liberal Studies
Religious Education (non-matriculated students only)

OTHER PROGRAMS AND COURSES

Art History
Art Studio

European Union/European Studies minor
Music lessons
Music performance opportunities

GENERAL REQUIREMENTS AND INFORMATION

Degrees and Certificates in The Center for Integrated Humanities

Descriptions of major programs with their accompanying minors and concentrations are in alphabetical order and are followed by descriptions of concentrations and minors that are applicable to several majors in the Center.

Art History and Art Studio

Patrick J. McCauley, PhD, Associate Professor of Religious Studies and Philosophy and Center Chair of the Center for Integrated Humanities, McCauleyP@chc.edu

Chestnut Hill College offers courses in Art History and Art Studio that satisfy CORE requirements.

Art History

Art History is rooted in a chronological study of the development of art and is designed to deepen the student's understanding artistic expression such as painting and sculpture. The student will become visually literate through the study of master works and by learning the sequence of styles and vocabulary that contribute to a basic knowledge of Art History.

General Course Options/Core Arts Requirements

There are many Art History courses available to students looking to fulfill the *Core Arts Requirement* or expand on interests without pursuing a minor. These courses are open to students in any Major, however, they may not be offered every semester and may have a prerequisite. Courses are 3 credits unless indicated. Check the *Course Descriptions* section for information on the following courses:

Art History/Core Arts Requirement:

ARTH-101: Western Art-Prehistoric to Gothic
ARTH-102: Western Art-Early Renaissance to Modern
ARTH-185: 17th Century Art
ARTH-186: 18th Century Art
ARTH-190: American Art
ARTH-191: Romanticism to Post-Impressionism
ARTH-192: 20th Century Art
ARTH-201: Historical Survey of Women Artists
ARTH-261: Early Italian Renaissance Art
ARTH-281: Special Topics in Art History
ARTH-490: Independent Study in Art History

Art Studio

Advanced Placement Test Information

Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following tests are equivalent to the courses indicated:

AP TEST	SCORE	EQUIVALENT COURSE
Studio Art	3, 4, or 5	Studio Art Elective

General Course Options/Core Arts Requirement:

There are many Art Studio courses available to students looking to fulfill the *Core Arts Requirement* or expand on interests. These courses are open to students in any Major; however, they may not be offered every semester and may have a Prerequisite. Courses are 3 credits unless indicated. See the *Course Descriptions* section for information on the following courses:

Art Studio/Core Arts Requirement:

ARTS-121: Introduction to Drawing Techniques
ARTS-131: Introduction to Painting
ARTS-132: Painting with the Dear Neighbor
ARTS-134: Introduction Watercolor Painting
ARTS-221: Intermediate Drawing Techniques
ARTS-231: Intermediate Painting
ARTS-232: Intermediate Painting with the Dear Neighbor
ARTS-234 Intermediate Watercolor Painting
ARTS-321: Advanced Drawing Techniques
ARTS-331: Advanced Painting
ARTS-332: Advanced Painting with the Dear Neighbor
ARTS-334: Advanced Watercolor Painting

Minor in Creative Writing

Barbara Lonnquist, PhD, Professor of English and Discipline Chair of English, LonnquistB@chc.edu

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester. One course in literature may be applied to the minor.

18 credits, for the Minor in Creative Writing, choosing from:
MCOM-228: Screenwriting
ENGL-204: Writing Literary Non-Fiction
ENGL-210: Writing Memoir
ENGL-212: Travel Writing
ENGL-250: Creative Writing
ENGL-255: Writing Poetry I
ENGL-270: Writing Fiction I
ENGL-275: Writing the Graphic Novel
ENGL-355: Writing Poetry II
ENGL-370: Writing Fiction II
ENGL-281: Special Topic in Creative Writing
One English Literature elective (optional)

English and Writing

Barbara Lonnquist, PhD, Professor of English and Discipline Chair of English, LonnquistB@chc.edu

The English Department provides students with the resources to sharpen critical thinking in varied forms of textual analysis, to enlarge their understanding of literary and cultural history, and to hone their writing skills. At the heart of the department is a commitment to the power of language as a pre-eminent tool for communicating ideas and stirring the intellectual curiosity that asks what it means to be human as students prepare for a career or further their education.

Major in English Literature

The major in English Literature is a Liberal Arts degree that allows students to develop advanced critical reading and writing skills through deep engagement with literary texts. Students become expert close readers of text and develop awareness of literary criticism and theory as well as the interconnection between literature and its cultural, social, and historical contexts. Students with a degree in English Literature possess the high-level reading, writing, thinking, and communication skills that are transferrable to nearly any career path.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit as are *ENGL-340: American Literature Seminar*; *ENGL-342: British Literature Seminar*; and *ENGL-401: Internship in English Literature*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in English Literature
ENGL-495: Senior Seminar Writing (3 credits)
HUMN-496: Applied Senior Seminar (3 credits)
ENGL-201: Shakespeare on Stage & Screen I or ENGL-202: Shakespeare on Stage & Screen II
One American Literature Elective *(3 credits)*
One British Literature Elective *(3 credits)*
One Period Course Before 1900 (excluding Shakespeare) *(3 credits)*
One Literary Genre Course (e.g., poetry, drama, novel, short story) *(3 credits)*
One Cultural Studies Course (e.g., gender, race, diversity, ecology, animal studies) *(3 credits)*
Additional English Electives *(36 total credits in literature required; *6 credit limit in Creative Writing courses)*

American Electives:

ENGL-205: American Poetry
ENGL-245: American Theater
ENGL-251: African American Writers
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism
ENGL-266: Modern American Literature
ENGL-267: Contemporary American Literature
ENGL-280: American Literature of the 1920s
ENGL-301: American Novel
ENGL-340: American Literature Seminar

British (including Irish) Electives:

ENGL-180: The Arthurian Legend
ENGL-206: British Poetry
ENGL-225: Eighteenth Century British Literature
ENGL-233: British Romanticism
ENGL-237: Fantastic Worlds of British Literature
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-248: Irish Literature I
ENGL-249: Irish Literature II
ENGL-300: James Joyce and Irish Modernism
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-342: British Literature Seminar

Period Courses Before 1900:

ENGL-180: The Arthurian Legend
ENGL-225: Eighteenth Century British Literature
ENGL-227: Drama: Classical to Modern
ENGL-233: British Romanticism
ENGL-238: Victorian Literature
ENGL-248: Irish Literature I
ENGL-264: Literature in American to 1820
ENGL-265: American Romantics
ENGL-338: Medieval British Literature

Literary Genre Courses:

ENGL-175: The Short Story
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-227: Drama: Classical to Modern
ENGL-237: Fantastic Worlds of British Lit
ENGL-228: Modern Drama
ENGL-245: The American Theater
ENGL- 301: The American Novel

Cultural Studies Courses:

ENGL 185- International Short Fiction
ENGL-241: Gender and Literature
ENGL-251: African American Writers
ENGL-260: Diverse Voices in Literature
ENGL-308: The British Novel
ENGL- 277: Ecology and Literature
ENGL-278: Connected Creatures: Humans/Animals

English Electives:

ENGL-150: Introduction to Literature
ENGL-160: Literature into Film
ENGL-175: The Short Story
ENGL-180: Arthurian Legend
ENGL-185: International Short Fiction
ENGL-190: Modern Japanese Literature
ENGL-201: Shakespeare on Stage & Screen I
ENGL-202: Shakespeare on Stage & Screen II
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-212: Travel Writing*
ENGL-225: Eighteenth-Century British Literature
ENGL-227: Drama: Classical to Modern
ENGL-228: Modern Drama
ENGL-233: British Romanticism
ENGL-237: Fantastic Worlds of British Literature
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-241: Gender and Literature
ENGL-245: The American Theater
ENGL-248: Irish Literature I
ENGL-249: Irish Literature IIENGL-250: Creative Writing*
ENGL-251: African-American Writers
ENGL-255: Writing Poetry I*
ENGL-260: Diverse Voices in Literature
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism, 1820-1865
ENGL-266: Modern American Literature, 1865-1945
ENGL-267: Contemporary American Literature, 1940-present
ENGL-270: Writing Fiction I*
ENGL-271: Gothic Tradition in Literature
ENGL-275: Writing the Graphic Novel*
ENGL-277: Ecology and Literature
ENGL-278: Connected Creatures: Humans/Animals
ENGL-280: American Literature of the 1920s
ENGL-281: Special Topics in English Literature
ENGL-285: Writing in the Age of AI
ENGL-300: James Joyce and Irish Modernism
ENGL-301: American Novel
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-340: American Literature Seminar
ENGL-342: British Literature Seminar
ENGL-355: Writing Poetry II*
ENGL-370: Writing Fiction II*
ENGL-401: Internship in English Literature
ENGL-410: A Sense of Place *(Additional charge)*
ENGL-481: Advanced Special Topics in English Literature

*Limit to 2 Creative Writing Courses in Major

Sample Academic Plan

Major in English Literature

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
Core Social Science Requirement	Literature Elective
LADS-120: Liberal Arts Discovery Seminar	Literature Elective
World Language Requirement	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
WCHC-101: Welcome to CHC	ENGL-101: College Writing
One 100, 200, 300-level course in Religious Studies	World Language Requirement or General Elective
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
Literature Elective	Literature Elective
Literature Elective	Literature Elective
Core Requirement	Core Requirement
Core Requirement	Literature Elective
ENGL-201: Shakespeare on Stage & Screen (or ENGL-202)	Literature Elective
Year Three/Fall — 15 academic credits	**Year Three/Spring 15 academic credits**
Literature Elective #3	Minor #3 or English Literature or General Elective
Literature Elective	Minor #4 or English Literature or General Elective
GLST-201: Global Awareness Seminar	Minor #5 or English Literature or General Elective

Minor #1 or English Literature or General Elective	Minor #6 or English Literature or General Elective
Minor #2 or English Literature or General Elective	
Year Four/Fall **15 academic credits**	**Year Four/Spring** **15 academic credits**
ENGL-495: Senior Seminar Research	**HUMN-496:** Applied Senior Seminar *(3 credits)*
Core Requirement	English Literature or General Elective
English Literature or General Elective	English Literature or General Elective
English Literature or General Elective	English Literature or General Elective
English Literature or General Elective	English Literature or General Elective

Major in English Literature with Secondary Education Co-Major and Special Education Minor

The *Secondary Education Certification Preparation Program in English (Grades 7-12)* is available to English Literature Majors seeking Pennsylvania Department of Education (PDE) Certification. The Program integrates educational theory and practice with field experiences that include practicum and student teaching, as well as opportunities to develop teaching competence through innovative and effective approaches to the educational process with focus on students at the Secondary Level. Students interested in the Co-Major/Minor should contact the Education Office at 215.248.7129.

The PDE requires that all *Secondary Education Certification Preparation Program* participants have 9 credits of Special Education and 3 credits of Teaching English as a Second Language, in addition, students must meet field experience competencies before Student Teaching: **EDSC-203** provides 20 hours; **EDSC**-201 provides 20 hours; **EDSC-317** provides 75; and Student Teaching, EDSC-420, is 14 weeks in duration.

Stage I and Stage II Portfolios are completed in the following courses:

EDUC-201: Child and Adolescent Development/Field Experience I/Stage I Portfolio

EDUC-203: Foundations of Education/Field Experience II/Stage II Portfolio

Stage IIIA Portfolio is completed in the following course:

EDSC-317: Special Methods in English /Field Experience IIIA

Stage IV Portfolio is completed in the following courses:

EDSC-420: Clinical Field Experience/Student Teaching

EDSC-421: Clinical/Student Teaching Seminar

By 60 credits, candidates must pass a basic skills test (PAPA or CORE) if not SAT/ACT exempt as required by PDE. An overall GPA of 3.0 or above is required for formal admission into the Education Program and for graduation. Students must successfully complete all required coursework, clinical field experiences and student teaching.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major unless an exception is noted. Majors may need to re-take courses with C- grades if their Career GPA is less than the Career GPA required by the PDE for Certification or if a higher grade is required to demonstrate competency as identified by the program. Special Topics courses are repeatable for credit, as are ENGL-340: American Literature Seminar and ENGL-342: British Literature Seminar. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in English Literature with a Co-Major in Secondary Education and Minor in Special Education

EDUC-201: Child and Adolescent Development/Field Experience I/Stage I Portfolio
EDUC-203: Foundations of Education/Field Experience II/Stage II Portfolio
EDSC-315: General Methods and Assessment *(e)*
EDSC-317: Special Methods in English /Field Experience IIIA /Stage IIIA Portfolio *(e) (m)*
EDSC-420: Clinical Field Exp/Student Teaching /Stage IV Portfolio *(9 credits) (e)*
EDSC-421: Clinical/Student Teaching Seminar *(e)*
EDSP-340: Introduction to Special Education *(m)*
EDSP-347: Assessments & Interventions for all Learners *(m)*
EDSP-362: Teaching Reading for All Learners *(m)*
EDSP-390: ELL Foundations and Methods *(m)*
ENGL-101 College Writing*(e)**
ENGL-201: Shakespeare on Stage & Screen I
or ENGL-202: Shakespeare on Stage & Screen II
ENGL-495: Senior Seminar Writing + ENGL-495L: Advisory Lab
HUMN-496: Applied Senior Seminar (*2 credits*) + HUMN-300: Bridge Course *(1 credit)*
One American Literature Elective *(3 credits)***
One British Literature Elective *(3 credits)* **
One Period Course Before 1900 (excluding Shakespeare)
One Period Course After 1900
One Literary Genre Course (e.g. poetry, drama, novel, short story)
One Cultural Studies Course (e.g. gender, ethnicity, other determined by approval)
Additional English Electives (36 credits in literature required; 6 credit limits in Creative Writing courses)
Two Mathematics Electives (6 credits) *(e)**

(e) = courses required for Secondary Education Co-Major

(m) = courses required for Special Education Minor
*Student must earn grade of C or better
**One American or British Literature required for Co-Major, grade of C or better needed

American Electives:
ENGL-205: American Poetry
ENGL-245: American Theater
ENGL-251: African American Writers
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism
ENGL-266: Modern American Literature
ENGL-267: Contemporary American Literature
ENGL-280: American Literature of the 1920s
ENGL-301: American Novel
ENGL-340: American Literature Seminar

British (including Irish) Electives:
ENGL-180: The Arthurian Legend
ENGL-206: British Poetry
ENGL-225: Eighteenth Century British Literature
ENGL-233: British Romanticism
ENGL-237: Fantastic Worlds of British Literature
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-248: Irish Literature I
ENGL-249: Irish Literature II
ENGL-300: James Joyce and Irish Literature
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-342: British Literature Seminar

Period Courses Before 1900:
ENGL-180: The Arthurian Legend
ENGL-225: Eighteenth Century British Literature
ENGL-227: Drama: Classical to Modern
ENGL-233: British Romanticism
ENGL-238: Victorian Literature
ENGL-248: Irish Literature I
ENGL-264: Literature in American to 1820
ENGL-265: American Romanticism
ENGL-338: Medieval British Literature

Literary Genre Courses:
ENGL-175: The Short Story
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-227: Drama: Classical to Modern
ENGL-228: Modern Drama
ENGL -237: Fatnastic Worlds of British Lit
ENGL-245: The American Theater
ENGL- 301: The American Novel

Cultural Studies Courses:
ENGL-185: International Short Fiction
ENGL-241: Gender and Literature
ENGL-251: African American Writers
ENGL-260: Diverse Voices in Literature
ENGL- 277: Ecology and Literature
ENGL-278: Connected Creatures
ENGL-308: The British Novel

English Electives:
ENGL-150: Introduction to Literature
ENGL-160: Literature into Film
ENGL-175: The Short Story
ENGL-180: Arthurian Legend
ENGL-185: International Short Fiction
ENGL-190: Modern Japanese Literature
ENGL-201: Shakespeare on Stage & Screen I
ENGL-202: Shakespeare on Stage & Screen II
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-212: Travel Writing*
ENGL-225: Eighteenth-Century British Literature
ENGL-227: Drama: Classical to Modern
ENGL-228: Modern Drama
ENGL-233: British Romanticism
ENGL-237: Fantastic Worlds of British Literature
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-241: Gender and Literature
ENGL-245: The American Theater
ENGL-248: Irish Literature I
ENGL-249: Irish Literature II
ENGL-250: Creative Writing*
ENGL-251: African-American Writers
ENGL-255: Writing Poetry I*
ENGL-260: Diverse Voices in Literature
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism, 1820-1865
ENGL-266: Modern American Literature, 1865-1945
ENGL-267: Contemporary American Literature, 1940-present
ENGL-270: Writing Fiction I*
ENGL-271: Gothic Tradition in Literature
ENGL-275: Writing the Graphic Novel*
ENGL-277: Ecology and Literature
ENGL-278: Connected Creatures: Humans/Animals
ENGL-280: American Literature of the 1920s
ENGL-281: Special Topics in English Literature
ENGL-285: Writing in the Age of AI
ENGL-300: James Joyce and Irish Modernism
ENGL-301: American Novel
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-340: American Literature Seminar
ENGL-342: British Literature Seminar
ENGL-355: Writing Poetry II*
ENGL-370: Writing Fiction II*
ENGL-401: Internship in English Literature
ENGL-410: A Sense of Place *(Additional charge)*
ENGL-481: Advanced Special Topics in English Literatu

*Limit to 2 Creative Writing Courses in Major

Mathematics Electives:
MATH-115: Understanding Our Quantitative World
MATH-121: Precalculus I
MATH-122: Precalculus II
MATH-201: Math for Management I/Finite Mathematics
MATH-202: Math for Management II/Applied Calculus
MATH-203: Analytic Geometry and Calculus I

MATH-204: Analytic Geometry and Calculus II
MATH-211: Calculus and Modern Analysis I

MATH-212: Calculus and Modern Analysis II

Sample Academic Plan

Major in English Literature with a Co-Major in Secondary Education and Minor in Special Education

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 18 academic credits
Take Basic Skills test (reading, math, writing) if not exempt	EDUC-201: Child and Adolescent Development (FE I)
EDP4-215: Math Methods and Assessment I (*fall only*)	ENGL-101: College Writing
Core LADS-120: Liberal Arts Discovery Seminar	MATH-232: Math for Educators (Fulfills Core *Quan. Anal/Data Literacy; spring only*)
Core WCHC-101: Welcome to CHC	Core Arts & Creativity
Core Analysis of the Social World	American Literature Elective #1
Core Religious Studies	British Literature Elective #1
	Retake Basic Skills as needed. Must pass all before 60 credits
Year Two/Fall — 18 academic credits	**Year Two/Spring — 18 academic credits**
EDUC-203: Foundations of Education FE II/Stage II Portfolio	**EDSC-315:** General Methods and Assessment
ENGL-201: Shakespeare on Stage and Screen I (or ENGL-202)	**EDSP-340:** Introduction to Special Education
Core Foreign Language requirement #1	Core Foreign Language requirement #2
Core Ethics	Core Scientific Investigation
American Literature Elective #2	American Literature Elective #3
British Literature Elective #2	British Literature Elective #3
Complete Pre-Professional Benchmark	Apply for formal admission to Education Dept. after 48 credits and before 60 credits
Year Three/Fall — 18 academic credits	**Year Three/Spring — 18 academic credits**
English Literature Elective #1	Core Inquiry Religious Studies (Team taught)
English Literature Elective #2	Core Global Awareness Seminar
EDSC-317: Sp Mth-English /Field Exp IIIA /Stage IIIA Portfolio	Core Civic Life & Engagement
EDSP-362: Teaching Reading for all Learners	English Literature Elective #3
EDSP-347: Assessment and Intervention for All Learners	English Literature Elective #4
	English or General Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
EDSC-420: Cl Field Exp/Stu Tch /Stage IV Portfolio *(9 credits)*	Core Capstone/Real World Problems
EDSC-421: Clinical/Student Teaching Seminar	ENGL-498: Senior Seminar in English Literature
EDSP-390: ELL Foundations and Methods	English or General Elective
	English or General Elective
	English or General Elective
	Total 135 Academic Credits

Minor in English Literature

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. *Special Topics* courses are repeatable for credit as are *ENGL-340: American Literature Seminar* and *ENGL-342: British Literature Seminar*. Courses are 3 credits unless indicated and may not be offered every semester. One course in creative writing may be applied to the minor.

Requirements for the Minor in English Literature
ENGL-201: Shakespeare on Stage and Screen I or ENGL-202: Shakespeare on Stage and Screen II
One American Literature Elective
One British Literature Elective
Three other Literature Electives *(9 credits) (one course in creative writing may be applied to the minor)*

American or British Literature Electives:

ENGL-180: Arthurian Legend
ENGL-201: Shakespeare on Stage and Screen I
ENGL-202: Shakespeare on Stage and Screen II
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-225: Eighteenth-Century British Literature
ENGL-233: British Romanticism
ENGL-237: Fantastic Worlds of British Literature
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-245: The American Theater
ENGL-248: Irish Literature I
ENGL-249: Irish Literature II
ENGL-251: African-American Writers
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism, 1820-1865
ENGL-266: Modern American Literature, 1865-1945
ENGL-267: Contemporary American Literature, 1940-present
ENGL-280: American Literature of the 1920s

ENGL-300: James Joyce and Irish Modernism
ENGL-301: American Novel
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-340: American Literature Seminar
ENGL-342: British Literature Seminar

General English Literature Electives:

ENGL-104: Introduction to Literature
ENGL-110: Literature into Film
ENGL-165: International Tales
ENGL-175: The Short Story
ENGL-185: International Short Fiction
ENGL-190: Modern Japanese Literature
ENGL-227: Drama: Classical to Modern
ENGL-228: Modern Drama
ENGL-241: Gender and Literature
ENGL-250: Creative Writing
ENGL-260: Diverse Voices in Literature
ENGL-271: Gothic Tradition in Literature
ENGL-277: Ecology and Literature
ENGL-278: Connected Creatures: Humans/Animals
ENGL-281: Special Topics in English Literature
ENGL-401: Internship in English Literature
ENGL-410: A Sense of Place *(Additional charge)*
ENGL-481: Advanced Special Topics in English Literature

English Writing Electives:

ENGL-204: Writing Literary Non-Fiction
ENGL-210: Writing Memoir
ENGL-212: Travel Writing
ENGL-250: Creative Writing
ENGL-255: Writing Poetry I
ENGL-258: Screenwriting
ENGL-270: Writing Fiction I
ENGL-275: Writing the Graphic Novel
ENGL-281: Special Topics in Creative Writing
ENGL-285: Writing in the Age of AI
ENGL-355: Poetry Writing II
ENGL-370: Fiction Writing II

Major in English Literature and Writing

The degree in English Literature and Writing powerfully combines the study of literature with the focused development of writing skills across a variety of genres and for a range of audiences. Through their study of literature, students become strong close readers of text and develop awareness of literary criticism and theory as well as the interconnection between literature and its cultural, social, and historical contexts. They also focus actively on developing their writing skills in creative writing genres and various forms of professional writing. Students with a degree in English Literature and Literature possess the high-level reading, writing, thinking, and communication skills that are transferrable to nearly any career path.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit as are *ENGL-340: American Literature Seminar*; *ENGL-342: British Literature Seminar*; *ENGL-401: Internship in English Literature* and *MCOM-401: Internship in Communication*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in English Literature and Writing
ENGL-495: Senior Seminar Research
HUMN-496: Applied Senior Seminar *(3 credits)*
ENGL-201: Shakespeare on Stage and Screen I or ENGL-202: Shakespeare on Stage and Screen II
One American Literature Elective (3 credits)
One British Literature Elective (3 credits)
One Period Course Before 1900 (excluding Shakespeare)
One Literary Genre Course (e.g., poetry, drama, novel, short story)
One Cultural Studies Course (e.g., gender, race, diversity, ecology, or animal studies)
Five Writing Electives from English or Writing Courses

American Electives:

ENGL-205: American Poetry
ENGL-245: American Theater
ENGL-251: African American Writers
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism
ENGL-266: Modern American Literature
ENGL-267: Contemporary American Literature
ENGL-280: American Literature of the 1920s
ENGL-301: American Novel
ENGL-340: American Literature Seminar

British (including Irish) Electives:

ENGL-180: The Arthurian Legend
ENGL-206: British Poetry
ENGL-225: Eighteenth Century British Literature
ENGL-233: British Romanticism
ENGL-237: Fantastic Worlds of British Literature
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-248: Irish Literature I
ENGL-249: Irish Literature II
ENGL-300: James Joyce and Irish Modernism
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-342: British Literature Seminar

Period Courses Before 1900:
ENGL-180: The Arthurian Legend
ENGL-225: Eighteenth Century British Literature
ENGL-227: Drama: Classical to Modern
ENGL-233: British Romanticism
ENGL-238: Victorian Literature
ENGL-248: Irish Literature I
ENGL-264: Literature in American to 1820
ENGL-265: American Romanticism

Literary Genre Courses:
ENGL-175: The Short Story
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-227: Drama: Classical to Modern
ENGL-228: Modern Drama
ENGL-245: The American Theater
ENGL- 301: The American Novel
ENGL-308: The British Novel

Cultural Studies Courses:
ENGL-185: International Short Fiction
ENGL-241: Gender and Literature
ENGL-251: African American Writers
ENGL-260: Diverse Voices in Literature
ENGL- 277: Ecology and Literature
ENGL-278: Connected Creatures: Animal Studies

Writing Electives:
ENGL-204: Writing Literary Non-Fiction
ENGL-210: Writing Memoir
ENGL-212: Travel Writing
ENGL-250: Creative Writing
ENGL-255: Writing Poetry
ENGL-258: Screenwriting
ENGL-270: Writing Fiction I
ENGL-275: Writing the Graphic Novel
ENGL-281: Special Topics in Creative Writing
ENGL-285: Writing in the Age of AI
ENGL-355: Poetry Writing II
ENGL-370: Fiction Writing II
MCOM-102: News Writing Workshop *(1 credit)*
MCOM-240: Journalism I
MCOM-200: Writing for Digital Media
MCOM-228: Screenwriting
MCOM-262: Public Relations Writing
MCOM-340: Journalism II
MCOM-276: Grant Writing

Sample Academic Plan

Major in English Literature and Writing

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
Core Requirement	Writing Elective
One 100, 200, 300-level course in Religious Studies	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
LADS-120: Liberal Arts Discovery Seminar	Core Requirement
World Language Requirement	ENGL-101: College Writing
WCHC-101: Welcome to CHC	World Language Requirement or General Elective
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
Literature Elective	Writing Elective
Literature Elective	Writing Elective
Writing Elective	Core Requirement
Core Requirement	Core Requirement
GLST-201: Global Awareness Seminar	ENGL-201: Shakespeare on Stage & Screen (or ENGL-202)
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
Literature Elective	Minor #1 or English or General Elective
Literature Elective	Minor #2 or English or General Elective
Writing Elective	Minor #3 or English or General Elective
Writing Elective	Writing/English or General Elective
Writing Elective	Writing/English or General Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 16 academic credits**
ENGL-495: Senior Seminar Research	HUMN-496: Applied Senior Seminar *(2 credits)*
Minor #4 or Writing/English or General Elective	+ HUMN-300: Bridge Course *(1 credit)*
Minor #5 or Writing/English or General Elective	Writing/English or General Elective
Minor #6 or Writing/English or General Elective	Writing/English or General Elective
Writing/English or General Elective	Writing/English or General Elective
	Writing/English or General Elective

OTHER REQUIREMENTS AND INFORMATION FOR ENGLISH AND WRITING PROGRAMS

Advanced Placement Test Information

Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following test is equivalent to the course/credit indicated:

AP TEST	SCORE	EQUIVALENT COURSE
English Language and Composition	3	General Elective (*3 credits*)
English Language and Composition	4 or 5	ENGL-101: College Writing (*3 credits*)

English Literature	3	General Elective *(3 credits)*
English Literature	4 or 5	Fulfills *Core Elective (3 credits)*

General Course Options

In addition to courses for Majors and Minors, the program offers several courses for students of any major interested in fulfilling the Core Literature Requirement or a Writing Intensive requirement, or pursuing an interest in English or Communication without completing a minor. Check the *Course Descriptions* section for any Prerequisites. Courses are 3 credits unless indicated.

English/Writing:

ENGL-100: Essay Writing
ENGL-101: College Writing
ENGL-105: Advanced College Writing
ENGL-106: Magazine Writing *(1 credit)*
ENGL-110: Elements of the Research Paper I *(1.5 credits)*
ENGL-200: Tutoring Writing: Methods/Practice *(1.5 credits)*

English Literature/Core Literature Requirement:

ENGL-150: Introduction to Literature
ENGL-160: Literature into Film
ENGL-175: The Short Story
ENGL-180: Arthurian Legend
ENGL-185: International Tales
ENGL-190: Modern Japanese Literature
ENGL-201: Shakespeare on Stage & Screen I
ENGL-202: Shakespeare on Stage & Screen II
ENGL-204: Writing Literary Non-Fiction
ENGL-205: American Poetry
ENGL-206: British Poetry
ENGL-212: Travel Writing
ENGL-225: Eighteenth-Century British Literature
ENGL-227: Drama: Classical to Modern
ENGL-228: Modern Drama
ENGL-233: English Romanticism
ENGL-237: Fantastic Worlds of British Literature
ENGL-238: Victorian Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-241: Gender and Literature
ENGL-245: The American Theater
ENGL-248: Irish Literature I
ENGL-249: Irish Literature II
ENGL-250: Creative Writing
ENGL-251: African-American Writers
ENGL-260: Diverse Voices in Literature
ENGL-264: Literature in America to 1820
ENGL-265: American Romanticism, 1820-1865
ENGL-266: Modern American Literature, 1865-1945
ENGL-267: Contemporary American Literature, 1940-present
ENGL-271: Gothic Tradition in Literature
ENGL-277: Ecology & Literature
ENGL-278: Connected Creatures: Humans/Animals
ENGL-280: American Literature of the 1920s
ENGL-281: Special Topics in English Literature
ENGL-300: James Joyce and Irish Modernism
ENGL-301: American Novel
ENGL-308: British Novel
ENGL-338: Medieval British Literature
ENGL-340: American Literature Seminar
ENGL-342: British Literature Seminar
ENGL-410: A Sense of Place *(Additional charge)*
ENGL-481: Advanced Special Topics in English

Departmental Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of the faculty in the major. Students not meeting these criteria might be recommended for the program by the major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on the academic transcript.

Honor Societies

Membership in the local chapter of *Sigma Tau Delta*, the International English Honor Society, requires a major or minor in English Literature or English Literature and Writing. Eligible students rank in the top 35% of the class, have a minimum GPA of 3.00 in the major or minor, completion of three semesters of coursework at the college, and completion of two courses in English (not including ENGL-101), and receive program approval.

Extra-Curricular Activities and Clubs

The college newspaper and literary magazine offer English Literature and Writing Majors opportunities to develop their writing interests and skills while the TV, Radio, and Poetry Clubs offer opportunities for all students to participate in, prepare, and edit campus media programs.

Career Connections, Public Speaking and Technology Requirements

English Literature and English Literature and Writing Majors can fulfill the Public Speaking Proficiency by taking Public Speaking (MCOM-160) and/or offering presentations in 300 level courses and ENGL-495, HUMN-496, and HUMN-300. The Career Connections requirement is addressed through HUMN-300 courses. Proficiency with Technology appropriate to the study of literature or writing tracks is addressed in ENGL-495, HUMN-496, and HUMN-300.

French

Please see Minor in French in World Languages and Literature

History

Anais Faurt, PhD, Assistant Professor of History and Discipline Chair of History, FaurtA@chc.edu

Major in History

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit.

Requirements for the Major in History – 39 Credits
HIST-101: Western Civilization: Antiquity-Renaissance
HIST-102: Western Civilization: Protestant Reformation - Present
HIST-397: Research Methods Seminar
HIST-497: History and Historiography
HIST-498: Capstone Seminar
Two American History Electives (6 credits)
Two European History Electives (6 credits)
One World History Electives (3 credits)
One Writing Intensive Elective in History *(3 credits; also counted in European or World History Elective area)*
Three additional History Electives from any Area *(9 credits minimum; 45 credits maximum)*

-Students may choose to complete an internship in History outside of the 39 credits required for the major. See Dr. Lorraine Coons for details.

American History Electives:

HIST-141: American Survey: Colonial - Civil War
HIST-142: American Survey: Reconstruction – Present
HIST-229: History of American Immigration
HIST-231: History of American Foreign Relations
HIST-233: America and the Two World Wars
HIST-245: The 1960s and its Legacies
HIST-240: Environmental History of the U.S.
HIST-250: The Pennsylvania Experience
HIST-281: Special Topics in History/American History
HIST-334: The American Presidency
HIST-343: The Civil War and American Life

European History Electives:

HIST-201: Ancient Greece
HIST-202: Ancient Rome
HIST-203: Classical Archaeology
HIST-204: Medieval Europe and the Surrounding World
HIST-214: 20th Century Germany
HIST-216: The Holocaust
HIST-218: French Revolution
HIST-224: History of Great Britain/Tudors - Present
HIST-281: Special Topics in History/European History

World History Electives:

HIST-106: Survey of Women's History
HIST-200: Ancient Near-Eastern and Mediterranean World
HIST-275: Film and History
HIST-281: Special Topics in History/World History
HIST-322: Genocide in the Modern World

Sample Academic Plan

Major in History

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall 15 academic credits	Year One/Spring 15 academic credits
LADS-120: Liberal Arts Discovery Seminar	Core Requirement
World Language Requirement	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
WCHC-101: Welcome to CHC	**ENGL-101:** College Writing
HIST-101: Western Civilization: Antiquity-Renaissance	World Language Requirement or General Elective
One 100, 200, 300-level course in Religious Studies	**HIST-102:** Western Civilization: Protestant Reformation - Present
Year Two/Fall 15 academic credits	**Year Two/Spring 16 academic credits**
American History Elective #1	American History Elective #2
Core Requirement	Core Requirement
European History Elective #1	European History Elective #2
Core Social Science Requirement	or European History Elective #2 Writing Intensive
GLST-201: Global Awareness Seminar	History Elective #1

	World History or World History Writing Intensive Elective
	PSPK-101: Fundamentals of Public Speaking

Year Three/Fall — 15 academic credits	Year Three/Spring — 15 academic credits
Core Requirement	**HIST-397:** Research Methods Seminar
History Elective #2	Minor #3 or History or General Elective
History Elective #3	Minor #4 or History or General Elective
Minor #1 or History or General Elective	Minor #5 or History or General Elective
Minor #2 or History or General Elective	Minor #6 or History or General Elective

Year Four/Fall — 15 academic credits	Year Four/Spring — 15 academic credits
HIST-497: History and Historiography	**HIST-498:** Capstone Seminar
History or General Elective	History or General Elective
History or General Elective	History or General Elective
History or General Elective	History or General Elective
History or General Elective	History or General Elective

Major in History with Secondary Education Co-Major and Minor in Special Education

The *Secondary Education Certification Preparation Program in Social Studies (Grades 7 -12)* is available to History Majors seeking Pennsylvania Department of Education (PDE) Certification. The Program integrates educational theory and practice with field experiences that include practicum and student teaching, as well as opportunities to develop teaching competence through innovative and effective approaches to the educational process with focus on students at the Secondary Level. Students interested in the Co-Major/Minor should contact the Education Office at 215.248.7129.

The PDE requires that all *Secondary Education Certification Preparation Program* participants have 9 credits of Special Education and 3 credits of Teaching English as a Second Language. In addition, students must meet field experience competencies before Student Teaching: **EDSC-203** provides 20 hours; **EDSC-201** provides 20 hours; **EDSC-318** provides 75; and Student Teaching, EDSC-420, is 14 weeks in duration.

Stage I and Stage II Portfolios are completed in the following courses:

EDUC-201: Child and Adolescent Development (FE I)

EDUC-203: Foundations of Education (FE II)

Stage IIIA Portfolio is completed in the following course:

EDSC-318: Special Methods/Social Studies/Field Experience IIIA

Stage IV Portfolio is completed in the following courses:

EDSC-420: Clinical Field Experience/Student Teaching

EDSC-421: Clinical/Student Teaching Seminar

By 60 credits candidates must pass a basic skills test (PAPA or CORE) if not SAT/ACT exempt as required by PDE. An overall GPA of 3.0 or above is required for formal acceptance into the Education Program and for graduation. Students must successfully complete all required coursework, clinical field experiences, and student teaching.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major unless an exception is noted. Majors may need to re-take courses with C- grades if their Career GPA is less than the Career GPA required by the PDE for Certification or if a higher grade is required to demonstrate competency as identified by the program. *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in History with a Co-Major in Secondary Education and Minor in Special Education
ECON-101: Macroeconomic Principles *(e)*
EDUC-201: Child and Adolescent Development (FE I)
EDUC-203: Foundations of Education (FE II)
EDSC-315: General Methods and Assessment *(e)*
EDSC-318: Special Methods in Social Studies /Field Experience IIIA /Stage IIIA Portfolio *(e)(m)*
EDSC-420: Clinical Field Experience/Student Teaching /Stage IV Portfolio *(9 credits) (e)*
EDSC-421: Clinical/Student Teaching Seminar *(e)*
EDSP-340: Introduction to Special Education *(m)*
EDSP-347: Assessments & Interventions for all Learners *(m)*
EDSP-362: Teaching Reading for All Learners *(m)*
EDSP-390: ELL Foundations and Methods *(m)*
ENGL-101: College Writing *(e)**
GEOG-201: World Geography: Humanity and the Environment *(e)*
HIST-101: Western Civilization: Antiquity-Renaissance
HIST-102: Western Civilization: Protestant Reformation - Present
HIST-141: American Survey: Colonial - Civil War
HIST-142: American Survey: Reconstruction - Present

HIST-250: The Pennsylvania Experience
HIST-397: Research Methods Seminar
HIST-497: History and Historiography
HIST-498: Capstone Seminar
PSYC-101: Introduction to Psychology *(e)*
Two European History Electives *(6 credits)*
One World History Elective *(3 credits)*
One Writing Intensive Elective in History *(3 credits; also counted in European or World History Elective area)*
Three additional General History Electives from any area *(6 credits)*
One American or British Literature Elective *(e)* *
Two Mathematics Electives *(6 credits) (e)**
Two Political Science Electives *(6 credits) (e)*
One Sociology Elective *(3 credits) (e)*
One Science Elective *(4 credits) (e)*

(e) = courses required for Secondary Education Co-Major
(m) = courses required for Special Education Minor
*Student must earn grade of C or better

American History Electives:

HIST-141: American Survey: Colonial - Civil War
HIST-142: American Survey: Reconstruction – Present
HIST-229: History of American Immigration
HIST-231: History of American Foreign Relations
HIST-233: America and the Two World Wars
HIST-236: Progressive America/1900-1940
HIST-240: Environmental History of the U.S.
HIST-245: The 1960s and its Legacies
HIST-247: African Americans During the Age of Slavery
HIST-248: African Americans Since Emancipation
HIST-250: The Pennsylvania Experience
HIST-280: History of Native Americans
HIST-281: Special Topics in History/American History
HIST-334: The American Presidency
HIST-343: The Civil War and American Life
HIST-481: Special Topics in History/American History

European History Electives:

HIST-201: Ancient Greece
HIST-202: Ancient Rome
HIST-203: Classical Archaeology
HIST-204: Medieval Europe and the Surrounding World
HIST-205: Renaissance/Reformation: 1450-1648
HIST-210: Europe in the 20th Century
HIST-212: Culture and Society in Modern Europe
HIST-214: 20th Century Germany
HIST-216: The Holocaust
HIST-218: French Revolution
HIST-219: France and the Modern World *(Writing Intensive)*
HIST-220: Rise and Fall of the Soviet Union
HIST-224: History of Great Britain/Tudors - Present
HIST-226: Europe in the Age of World War
HIST-227: Europe in the Contemporary World
HIST-228: Women in Modern European Society
HIST-281: Special Topics in History/European History
HIST-481: Advanced Special Topics in History/European History

World History Electives:

HIST-104: Topics in Global History
HIST-106: Survey of Women's History
HIST-110: History of East Asia
HIST-200: Ancient Near-Eastern and Mediterranean World
HIST-246: History of Vietnam
HIST-260: History of Latin America: Colonial Encounters to the Present
HIST-275: Film and History
HIST-276: War and the Cinema
HIST-278: History of Warfare
HIST-281: Special Topics in History/World History
HIST-322: Genocide in the Modern World
HIST-325: Women in Global Society
HIST-330: Women's Activism/Modern World
HIST-481: Advanced Special Topics in History/World History

Mathematics Electives:

MATH-115: Understanding Our Quantitative World
MATH-121: Precalculus I
MATH-122: Precalculus II
MATH-201: Math for Management I/Finite Mathematics
MATH-202: Math for Management II/Applied Calculus
MATH-203: Analytic Geometry and Calculus I
MATH-204: Analytic Geometry and Calculus II
MATH-211: Calculus and Modern Analysis I
MATH-212: Calculus and Modern Analysis II
MATH-227: Introduction to Statistics
MATH-231: Basic Math Theory/Applications
MATH-232: Basic Math Theory/Applications II I
MATH-251: Calculus and Linear Algebra
MATH-252: Calculus and Modern Analysis III
MATH-261: Discrete Methods in Mathematics
MATH-262: Probability and Statistics

Political Science Electives:

PSCI-113: Introduction to American Government
PSCI-212: American State and Local Government
PSCI-314: Constitutional Law: Civil Liberties

Sociology Electives:

SOCI-101: Introduction to Sociology
SOCI-103: Social Problems
SOCI-255: Culture and Society

Sample Academic Plan

Major in History with Co-Major in Secondary Education and Minor in Special Education

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 18 academic credits
Take Basic Skills (reading, math, writing) test if not exempt	**HIST-102:** Western Civ.: Protestant Reformation – Present
HIST-101: Western Civilization: Antiquity-Renaissance	**EDUC-201:** Child and Adolescent Development (FE I)
EDP4 215: Math Methods and Assessment I (Fall only)	**ENGL-101/105:** College Writing
Core **LADS-120:** Liberal Arts Discovery Seminar	**MATH 232:** Math for Educators (Fulfills Core Quan.Analy/Data Literacy; Spring only)
Core **WCHC-101:** Welcome to CHC	**PSYC-101:** Introduction to Psychology
Foreign Language Requirement #1	Foreign Language Requirement #2 or History Elective #1
	Retake Basic Skills as needed. Must pass all before 60 credits
Year Two/Fall — 18 academic credits	**Year Two/Spring — 18 academic credits**
HIST-141: American Survey: Colonial - Civil War	**HIST-142:** American Survey: Reconstruction - Present
EDUC-203: Foundations of Education (FE II)	**HIST-250:** The Pennsylvania Experience
GLST-201: Global Awareness Seminar	**ECON-101:** Macroeconomics Principles
ENGL American or British Literature Elective	**EDSC-315:** General Methods and Assessment
Core Scientific Investigation Requirement	**EDSP-340:** Introduction to Special Education
Core Creative Arts & Expression Requirement	Core Religious Studies Requirement
Complete Pre-Professional Benchmark	Apply for formal admission to Education Dept. after 48 credits and before 60 credits
Year Three/Fall — 18 academic credits	**Year Three/Spring — 18 academic credits**
EDSC-318: Sp Methods/Soc Studies/Field Exp IIIA/Stage IIIA Ptf	**GEOG-201:** World Geography: Humanity/Environment (Spring only)
EDSP-347: Assessment and Intervention for all Learners	**HIST-397:** Research Methods Seminar
EDSP-362: Teaching Reading for all Learners	European History Elective #2
European History Elective #1	Political Science Elective #2
or European History Elective #1 Writing Intensive	World History Elective
Political Science Elective #1	or World History Elective Writing Intensive
Core Ethics Requirement	Sociology Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
HIST-497: History and Historiography (Fall; Pre-Req 84 credits)	**EDSC-420:** Cl Field Exp/Stu Tch /Stage IV Portfolio (9 credits)
EDSP-390: ELL Foundations and Methods	**EDSC-421**: Clinical/Student Teaching Seminar
Core Capstone/Real World Problems	**HIST-498:** Senior Seminar in History (Spring; Pre-Req HIST-497)
History Elective #2	
History Elective #3	

Minor in History

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in History
HIST-101: Western Civilization: Antiquity-Renaissance
HIST-102: Western Civilization: Protestant Reformation - Present
Four General History Electives *(12 credits)*

General History Electives:

HIST-104: Topics in Global History
HIST-106: Survey of Women's History
HIST-110: History of East Asia
HIST-141: American Survey: Colonial - Civil War
HIST-142: American Survey: Reconstruction - Present
HIST-200: Ancient Near-Eastern and Mediterranean World
HIST-201: Ancient Greece
HIST-202: Ancient Rome
HIST-203: Classical Archaeology
HIST-204: Medieval Europe and the Surrounding World
HIST-205: Renaissance/Reformation: 1450-1648
HIST-210: Europe in the 20th Century
HIST-212: Culture and Society in Modern Europe
HIST-214: 20th Century Germany
HIST-216: The Holocaust
HIST-218: French Revolution
HIST-219: France and the Modern World
HIST-220: Rise and Fall of the Soviet Union
HIST-224: History of Great Britain/Tudors - Present
HIST-226: Europe in the Age of World War
HIST-227: Europe in the Contemporary World
HIST-228: Women in Modern European Society
HIST-229: History of American Immigration
HIST-231: History of American Foreign Relations
HIST-233: America and the Two World Wars
HIST-236: Progressive America/1900-1940

HIST-240: Environmental History of the United States
HIST-245: The 1960s and its Legacies
HIST-246: History of Vietnam
HIST-247: African Americans During the Age of Slavery
HIST-248: African Americans Since Emancipation
HIST-250: The Pennsylvania Experience
HIST-260: History of Latin America: Colonial Encounters to the Present
HIST-275: Film and History
HIST-276: War and the Cinema
HIST-278: History of Warfare
HIST-280: History of Native Americans
HIST-281: Special Topics in History/American History
HIST-281: Special Topics in History/European History
HIST-281: Special Topics in History/World History
HIST-322: Genocide in the Modern World
HIST-325: Women in Global Society
HIST-330: Women's Activism/Modern World
HIST-334: The American Presidency
HIST-343: The Civil War and American Life
HIST-481: Special Topics in History/American History
HIST-481: Special Topics in History/European History
HIST-481: Special Topics in History/World Histor

The **Secondary Education Co-Major and Special Education Minor** are available to History Majors as part of the *Secondary Education Certification Preparation Program in Social Studies (Grades 7 -12.)* Students interested in the Co-Major/Minor should contact Sister Marie Leahy, leahym@chc.edu .

Advanced Placement Test Information

Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following tests are equivalent to the course/credit indicated:

AP TEST	SCORE	EQUIVALENT COURSE
European History	3	General Elective *(3 credits)*
European History	4 or 5	*(not applicable towards History major) (3 credits)*
United States History	3	General Elective *(3 credits)*
United States History	4 or 5	*(not applicable towards History major) (3 credits)*
World History	3	General Elective *(3 credits)*
World History	4 or 5	*(not applicable towards History major) (3 credits)*
Human Geography	3, 4 or 5	**GEOG-201:** World Geography *(3 credits)*

General Course Options/Core History Requirement

A variety of History courses are open to students in any major wishing to fulfill the *Core History Requirement*, a *Writing Intensive* requirement, or wanting to pursue interests without committing to a minor. The courses available to students in any major include the following, which may not be offered every semester. Check the *Course Descriptions* beginning on page 233 for any Prerequisites.

History Requirement:

HIST-101: Western Civilization: Antiquity-Renaissance
HIST-102: Western Civilization: Protestant Ref - Present
HIST-104: Topics in Global History
HIST-106: Survey of Women's History
HIST-141: American Survey: Colonial - Civil War
HIST-142: American Survey: Reconstruction - Present
HIST-201: Ancient Greece
HIST-202: Ancient Rome
HIST-203: Classical Archaeology
HIST-204: Medieval Europe and the Surrounding World
HIST-205: Renaissance/Reformation: 1450-1648
HIST-210: Europe in the 20th Century
HIST-212: Culture and Society in Modern Europe
HIST-214: 20th Century Germany
HIST-216: The Holocaust
HIST-218: French Revolution *(Writing Intensive)*
HIST-219: France and the Modern World *(Writing Intensive)*
HIST-220: Rise and Fall of the Soviet Union
HIST-224: History of Great Britain/Tudors - Present
HIST-226: Europe in the Age of World War
HIST-228: Women in Modern European Society
HIST-229: History of American Immigration
HIST-231: History of American Foreign Relations
HIST-233: America and the Two World Wars
HIST-236: Progressive America/1900-1940
HIST-245: The 1960s and its Legacies
HIST-246: History of Vietnam
HIST-247: African Americans During the Age of Slavery
HIST-248: African Americans Since Emancipation
HIST-250: The Pennsylvania Experience
HIST-275: Film and History
HIST-278: History of Warfare
HIST-281: Special Topics in History
HIST-322: Genocide in the Modern World *(Writing Intensive)*
HIST-325: Women in Global Society
HIST-334: The American Presidency
HIST-343: The Civil War and American Life
HIST-481: Special Topics in History

Departmental Honors

Eligibility is determined by mastery of the major field and by general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours toward his/her degree (12 of which must be credits in the major). In addition, the student must have the recommendation of the faculty in the major. Students not meeting these criteria might be recommended for the program by the major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed *Honors Thesis* will appear on the academic transcript.

Association

Both majors and minors are invited to join the History Club which organizes field trips, lectures, film series, and other activities throughout the year. Students are also encouraged to participate in the international Legacy Conferences sponsored by the program. The Legacy Conference series was launched in 2003 with an intensive, two-day look at the Kennedy years. The Kennedy Legacy was followed by the Legacy of the Second World War in 2005; the Legacy of 1968 in 2008; the Legacy of the Civil War in 2011; the Legacy of World War I in 2014; and the Legacy of the Russian Revolution in 2017.

Honor Societies

Phi Alpha Theta, the national honor society in History, requires a minimum Career GPA of 3.00 and a 3.10 GPA in History. Eligible candidates must also rank in the top 35% of their class. Both majors and minors are eligible for nominations into the society upon completion of 12 semester hours of coursework in History. Eligible students must be approved by the Program. History majors fulfill the Career Connections requirement through taking a HUMN 300 course.

History Career Connections, Public Speaking and Technology Requirements

Students majoring in History fulfill their career connections requirement through completion of student teaching or an internship (where applicable) and/or during HIST-397: Research Methods. The public speaking requirement is fulfilled by taking PSPK 101: Fundamentals of Public Speaking (1 credit). History/Secondary Education Co-Majors fulfill the public speaking requirement by clinical/student teaching. History majors fulfill the technology requirement in HIST-397: Research Methods, HIST-497: History and Historiography, and HIST-498: Capstone Seminar where they become familiar with using digital archives and databases as research tools in identifying relevant primary and secondary sources for their senior thesis.

Media and Communication

Brice Nixon, PhD, Assistant Professor of Communications and Discipline Chair of Media &Communication, NixonB@chc.edu

Major in Media & Communication

Chestnut Hill College offers the Bachelor of Arts (BA) in Media & Communication as well as minors in Media & Communication and Film Production & Studies. The program integrates research, analysis, and creative production.

A minimum Career GPA of 2.00 and a minimum major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the major. Special Topics courses are repeatable for credit, as are Workshop courses and Internships. An Independent Study may be available with appropriate permissions. Courses are 3 credits unless indicated and may not be offered every semester.

All Media & Communication majors are required to complete a minimum of 3-credits of experiential learning by completing either an Internship or Practicum in Media & Communication. Details are provided to all majors, but students may also contact the Discipline Chair, Dr. Brice Nixon (NIixonB@chc.edu) with any questions.

Requirements for the Major in Media & Communication
MCOM-100: Introduction to Media & Communication
MCOM-120: Introduction to Media Arts
MCOM-150: Media and Society
MCOM-200: Writing for Digital Media *(Writing Intensive)*
MCOM-230: Media Literacy
MCOM-300: Research Principles *(Writing Intensive)*
MCOM-350: Media & The Public
MCOM-401: Internship in Media & Communication
MCOM-498: Senior Seminar in Media & Communication
Three Media & Communication Workshops (3 credits)
Seven Media & Communication Electives *(21 credits) – recommended at least five within a specialization*

Media & Communication Workshops:

MCOM-102: The Griffin Newspaper Production Workshop (*1 cr.)*
MCOM-103: Griffin Media Production Workshop (*1 cr.)*
MCOM-104: Griffin PR Production Workshop (*1 cr.)*
MCOM-106: Literary Magazine Workshop (1cr.)

MCOM-202: Advanced The Griffin Newspaper Production Workshop (3 credits)
MCOM-203: Advanced Griffin Media Production Workshop (3 credits)
MCOM-204: Advanced Griffin PR Production Workshop (3 credits)

Specializations in Media & Communication

Students can focus on developing specific skills within Media & Communication: Digital Journalism, Media Production, and Public Relations, or creating their tailored specialization. Specializations are elective and not required for the degree.

Specialization in Digital Journalism:

The specialization in Digital Journalism trains students in the practice of journalism across media, with a focus on digital news writing. Courses and workshops develop essential skills in gathering and organizing information and telling engaging stories. Students gain practical experience in digital journalism through participation in the student-run publication, *The Griffin*.
The following courses are recommended for establishing proficiency in the field of Digital Journalism. A minimum of 15 credits is expected.

MCOM 223: Audio Production
MCOM 224: Digital Photography
MCOM 240: Journalism Writing (WI)
MCOM 245: Sports Media Communication
MCOM 262: Public Relations Writing (WI)
MCOM 340: Advanced Journalism Writing (WI)
At least 2 semesters of MCOM-102 or MCOM-202

Specialization in Media Production:

The specialization in Media Production prepares students in the craft of creative narrative and nonfiction storytelling strategies across diverse multimedia platforms including web, radio, television, and film. Students learn best practices and professional skills while harnessing the tools of audio-visual language to hone their voice as media makers. Students gain practical experience in media production through participation in CHCTV, Chestnut Hill College's television channel featuring original student generated content.
The following courses are recommended for establishing proficiency in the field of Media Production. A minimum of 15 credits is expected.

MCOM 220: Multimedia Production
MCOM 221: Videography
MCOM 222: Video Editing
MCOM 223: Audio Production
MCOM 227: TV Production
MCOM 228: Screenwriting
MCOM 321: Advanced Videography
At least 2 semesters of MCOM-103 or MCOM 203

Specialization in Public Relations:

The specialization in Public Relations provides students with a foundational knowledge in the field of public relations. Students learn the key theories of communication to target audiences using traditional media, digital and social media techniques. Students also focus on building skills in critical thinking, speaking, and writing, which form the foundations for public relations.
The following courses are recommended for establishing proficiency in the field of Public Relations. A minimum of 15 credits is expected.

MCOM 160: Public Speaking
MCOM 240: Journalism Writing (WI)
MCOM 260: Persuasion & Propaganda
MCOM 261: Public Relations
MCOM 262: Public Relations Writing (WI)
MCOM 368: Media Crime and Justice
At least 2 semesters of MCOM-104 or MCOM 204

Individualized Specializations:

Students are encouraged to work with their primary academic advisor within Media & Communication to build an individualized specialization. Ideas include, but are not limited to: Health Communication, International Communication, Media and International Affairs, Media Science & Technology, Political Communication, Sports Media and others based on individual student interest. A minimum of 15 credits is expected to gain proficiency.

Sample Academic Plan

Major in Media & Communication

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits	Year One/Spring — 15 academic credits
MCOM-100: Introduction to Media & Communication	**MCOM-120:** Introduction to Media Arts
LADS-120: Liberal Arts Discovery Seminar	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
World Language Requirement	**ENGL-101:** College Writing
WCHC-101: Welcome to CHC	World Language Requirement
One 100, 200, 300-level course in Religious Studies	Media & Communication Elective #1
Year Two/Fall — 16 academic credits	**Year Two/Spring — 15 academic credits**
MCOM-150: Media & Society	**MCOM-200:** Writing for Digital Media (WI)
Media & Communication Elective #2	Media & Communication Elective #3
Media & Communication Workshop (1 credit)	Core Literature Requirement
Core Ethics Requirement (MCOM-215)	Core Social Science Requirement
GLST-201: Global Awareness Seminar	General Elective
Core Math Requirement	
Year Three/Fall — 16 academic credits	**Year Three/Spring — 15 academic credits**
MCOM -230: Media Literacy	MCOM-350: Media & The Public

Core Natural Science Requirement
Media & Communication Elective #4
Media & Communication Workshop (1 credit)
General Elective
General Elective

Year Four/Fall — **16 academic credits**

MCOM-300: Research Principles (WI)
MCOM-401: Internship in Media & Communication
Media & Communication Elective #7
Media & Communication Workshop (1 credit)
General Elective
General Elective

Media & Communication Elective #5
Media & Communication Elective #6
General Elective
General Elective

Year Four/Spring — **12 academic credits**

MCOM-498: Senior Seminar in Media & Communication
Core Arts Requirement
Media & Communication Advanced Workshop
General Elective

Minor in Film Production & Studies

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An Independent Study may be available with appropriate permissions; Special Topics courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Film Production and Studies
MCOM-120: Introduction to Media Arts
MCOM-231: American Cinema Or **MCOM-232: International Cinema**
MCOM-228: Screen Writing (writing intensive)
One Media & Communication Elective (*3 credits*)
Two Film Electives (*6 credits*)

Media & Communication Electives:

- **MCOM-221:** Videography
- **MCOM-222:** Video Editing
- **MCOM-223:** Audio Production
- **MCOM-281:** Special Topics in Production

Film Electives:

- **CRJU-201:** Crime and Punishment through Film
- **ENGL-160:** Literature into Film
- **ENGL-342:** British Seminar (Topics involving film)
- **HIST-275:** Film and History
- **HIST-276:** War and Cinema
- **MUSC-140:** Critical Survey of Music in Film
- **SPAN-361:** Literary Works/Movies They Inspired

Minor in Media & Communication

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An Independent Study may be available with appropriate permissions; Special Topics courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Communication
MCOM-100: Introduction to Media & Communication
MCOM-230: Media Literacy
MCOM-150: Media & Society
Three Media & Communication Electives *(9 credits)*

OTHER REQUIREMENTS AND INFORMATION for MEDIA AND COMMUNICATION PROGRAMS

Honors

Eligibility is determined by mastery of the field and general ability. To be eligible a student must have declared a major, have achieved a grade point average of 3.6 or higher in the major and an overall grade point average of 3.5 or higher, and completed 60 semester hours towards their degree, 12 of which much be credits in the major. Additionally, students must have the recommendation of the faculty in the major. Students not meeting these criteria may be recommended for the program by the faculty in the major. In most instances, students will receive a formal, written invitation early in the Fall semester of their Junior year. The Honors program provides an opportunity for independent study and research culminating in an Honors thesis submitted in the spring of Senior year. All students who have successfully completed the Honors Program will be recognized with Honors in their Major at the annual Honors Convocation and on their academic transcripts. In addition, the title of the completed Honors Thesis will appear on the academic transcript

Honor Societies

Lambda Pi Eta is the official Communication Studies honor society of the National Communication Association (NCA). The Phi Delta chapter of Lambda Pi Eta was chartered at Chestnut Hill College in 2006. Membership in the society is designed to recognize undergraduate Communication students who consistently achieve distinction in their studies. Membership in the society is open to both Communication and English & Writing majors. Students must have 3.0 cumulative GPA and a 3.25 GPA in communication studies, must have completed 60 hours of semesters coursework, and must rank within the highest 35% of their class in general scholarship.

Awards

The Maryanne Walsh Award in Communication is given to one graduating senior from the Media & Communication program at Chestnut Hill College. The recipient must have at least a 3.0 or higher overall GPA, have completed an Internship, and truly exemplify the mission and live out the core values of the institution.

Extra-Curricular Activities and Clubs

The Griffin, student newspaper
Griffin Media, student multimedia programming
Griffin PR, student public relations club

Music and Music Performance

Kathleen McCloskey, SSJ, MMEd, Assistant Professor and Discipline Chair of Music, KMcClosk@chc.edu

Minor in Music

Students can complement their major course of study with a minor in music, where they will explore music's expressive and communicative powers. Music minors learn about music from technical, historical, and practical perspectives. Students who pursue this minor may take private lessons or perform in ensembles which give regular public performances including seasonal concerts and the annual Carol Night.

Students must earn a grade of C- (1.70) or better in courses required to successfully complete the requirements for the minor. An individualized minor may be developed in consultation with the Discipline Chair of Music. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Music
MUSC-105: Aural Skills
MUSC-120: Introduction to Western Music
MUSC-130: Computers and Music Creation
Three Music Electives *(9 credits)*

Music Theory:

MUSC-105: Aural Skills
MUSC-120: Introduction to Western Music
MUSC-201: Music Theory I
MUSC-202: Music Theory II
MUSC-301: Music Theory III
MUSC-302: Music Theory IV

Music Electives:

MUSC-101: Music in Western Culture
MUSC-124: American Music
MUSC-129: History of Jazz
MUSC-140: Music in Film: A Critical Survey
MUSC-203: Global Music

Performance Ensembles: *(.5 non-academic credit; courses are repeatable)*

MUPE-110: Hill Singers
MUPE-130: String Ensemble
MUPE-150: Wind Ensemble
MUPE-170: Jazz Ensemble

Music Lessons for Non-Majors *(courses are repeatable for credit)*:

MULS-103: Piano
MULS-111: Voice
MULS-121: Guitar
MULS-161: Percussion

Please note that there is an additional fee of $520 per semester/per MUSL course assessed at the time of registration.

Core Arts Requirement and General Course Options

A variety of Music courses are available to students looking to fulfill Core Requirements or expand on interests without pursuing a minor. These courses are open to students in any Major; however, they may not be offered every semester. Courses are 3 credits unless indicated. See the *Course Descriptions* section for information on the following courses:

MUSC-101: Music in Western Culture
MUSC-120: Introduction to Western Music
MUSC-124: American Music
MUSC-130: Computer and Music Creation
MUSC-203: Global Music

Music Lessons for Non-Majors

Private music instruction in voice or on selected instruments in the form of weekly lessons can be provided to any interested students regardless of Major or ability. All MULS courses earn 1.0 academic credit each, are repeatable for credit, and are graded Pass/Fail only. Lesson times and days are arranged with the Instructor. Please note that there is an **additional fee of $520 per semester** for each MULS lesson that is assessed at the time of registration.

Performance Opportunities

The music department offers students a variety of performance opportunities, regardless of program. All MUPE courses are 0.5 Non-Academic credit and are graded Pass/Fail. MUPE courses are not included in the maximum 18 credits per semester. Some previous experience or audition may be required. See the *Course Descriptions* section for information on the following courses:

MUPE-110: Hill Singers
MUPE-130: String Ensemble
MUPE-150: Wind Ensemble
MUPE-170: Jazz Ensemble

Religious Studies and Philosophy

Stephen Martin, Ph.D., Assistant Professor of Religious Studies and Discipline Chair of Religious Studies & Philosophy, MartinS2@chc.edu

Minor in Philosophy

Students who minor in Philosophy work under the guidance of their assigned minor advisor. Students must earn a grade of C- (1.70) or better in courses required to successfully complete the requirements for the Minor. An *Independent Study* may be available with appropriate permission. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Philosophy
ETHS-201: Ethics
Five Philosophy Electives

Philosophy Electives:

PHIL-108: Introduction to Philosophy: World Views
PHIL-109: Philosophical Thinking
PHIL-120: 19th and 20th Century Philosophers
PHIL-131: The Philosophy of Science and Religion
PHIL-201: Existence
PHIL-203: Philosophy and Literature
PHIL-207: History and Philosophy of Science
PHIL-209: History/Ancient/Medieval Philosophy
PHIL-212: History of Modern Philosophy
PHIL-222: Introduction to Philosophy Ethics
PHIL-224: Intro/Ethics and the Environment *(Writing Intensive)*
PHIL-225: Philosophical Theology
PHIL-315: Philosophy and Religion in the Eastern World

Philosophy General Course Options

Philosophy courses are open to students in any major; students are encouraged to consult with a Faculty Advisor to correlate their choice of course(s) with their Major. Check the *Course Descriptions* beginning on page 233 for any Prerequisites. Courses are 3 credits unless indicated.

PHIL-108: Introduction to Philosophy: World Views
PHIL-109: Philosophical Thinking
PHIL-120: 19th and 20th Century Philosophers
PHIL-124: Introduction to American Philosophy
PHIL-128: Introduction to Symbolic Logic
PHIL-131: The Philosophy of Science and Religion
PHIL-201: Existence
PHIL-203: Philosophy and Literature
PHIL-207: History and Philosophy of Science
PHIL-209: History/Ancient/Medieval Philosophy
PHIL-212: History of Modern Philosophy
PHIL-222: Introduction to Philosophy Ethics
PHIL-224: Intro/Ethics and the Environment *(Writing Intensive)*
PHIL-225: Philosophical Theology
PHIL-315: Philosophy and Religion in the Eastern World

Certificate in Religious Education (Non-matriculated students)

The ***Certificate in Religious Education***, designed for teachers and religious educators in parishes or parochial schools, in addition to being issued to students completing the Minor in **Religious Studies**, is also available to any non-matriculated students wishing to earn the Certificate for personal or professional reasons.

Non-matriculated students should contact the Office of the Registrar for registration assistance. Phone: 215.248.7005. Fax: 215.242.7714. Email: registrar@chc.edu. Students must earn a grade of C- (1.70) or better in courses required to successfully complete the requirements for the Certificate. An Independent Study *(RLST-490)* may be available with appropriate permissions. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Certificate in Religious Education for Non-Matriculated Students
One 100, 200, 300-level course in Religious Studies
Five Religious Studies Electives

Religious Studies Electives:

RLST-206: World Religions
RLST-207: Contemporary Christian Living
RLST-210: New Testament Studies
RLST-211: Women in the Bible
RLST-216: Fundamental Moral Theology
RLST-217: Contemporary Moral Issues
RLST-218: Biomedical Moral Issues
RLST-219: A God Beyond All Names
RLST-220: Forgiveness and Reconciliation
RLST-225: Philosophical Theology
RLST-235: Spirituality: A Life Journey
RLST-240: Introduction to Social Justice
RLST-241: Models and Mentors of the Spiritual Life
RLST-242: Women in Society and Religion
RLST-244: Global Theology and the Cry for Justice
RLST-245: Christian Social Ethics
RLST-260: Spiritual Dimensions of Attention and Mindfulness
RLST-315: Philosophy & Religion in the Eastern World

Minor in Religious Studies/Certificate in Religious Education

The Minor in **Religious Studies**/*Certificate in Religious Education* provides students a cross-section of theological topics intended to deepen their theological literacy and scholarship. An *Independent Study* may be available with appropriate permissions. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Religious Studies
One 100, 200, 300-level course in Religious Studies Course, in addition either a team-taught RLST course or an IDHP Seminar with an indicated Religious Studies Component
Five Religious Studies Electives

Religious Studies Electives:

RLST-206: World Religions
RLST-207: Contemporary Christian Living
RLST-208: What Catholics Believe
RLST-211: Women in the Bible
RLST-216: Fundamental Moral Theology
RLST-217: Contemporary Moral Issues
RLST-218: Biomedical Moral Issues
RLST-219: A God Beyond All Names
RLST-220: Forgiveness and Reconciliation
RLST-225: Philosophical Theology
RLST-235: Spirituality: A Life Journey
RLST-240: Introduction to Social Justice
RLST-241: Models and Mentors of the Spiritual Life
RLST-242: Women in Society and Religion
RLST-244: Global Theology and the Cry for Justice
RLST-245: Christian Social Ethics
RLST-260: Spiritual Dimensions of Attention and Mindfulness
RLST-315: Philosophy & Religion in the Eastern World

Minor in Religious Studies and Philosophy

Students who minor in Religious Studies and Philosophy work under the guidance of their assigned minor advisor. Students must earn a grade of C- (1.70) or better in courses required to successfully complete the requirements for the Minor. An *Independent Study* may be available with appropriate permission. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Religious Studies and Philosophy
One 100, 200, 300-level course in Religious Studies Course or an IDHP Seminar with an indicated Religious Studies Component
ETHS-201: Ethics
An Interdisciplinary course that is cross-listed with Religious Studies (Fulfills the second core religious studies requirement)
One Philosophy Elective
Two additional Religious Studies/Philosophy Electives

Philosophy Electives:

PHIL-108: Introduction to Philosophy: World Views
PHIL-109: Philosophical Thinking
PHIL-120: 19th and 20th Century Philosophers
PHIL-131: The Philosophy of Science and Religion
PHIL-201: Existence
PHIL-203: Philosophy and Literature

PHIL-207: History and Philosophy of Science
PHIL-209: History/Ancient/Medieval Philosophy
PHIL-212: History of Modern Philosophy
PHIL-222: Introduction to Philosophy Ethics
PHIL-224: Intro/Ethics and the Environment *(Writing Intensive)*
PHIL-315: Philosophy and Religion in the Eastern World*

Religious Studies Electives:

RLST-206: World Religions
RLST-207: Contemporary Christian Living
RLST-208: What Catholics Believe
RLST-209: Old Testament Studies
RLST-210: New Testament Studies
RLST-211: Women in the Bible
RLST-216: Fundamental Moral Theology
RLST-217: Contemporary Moral Issues
RLST-218: Biomedical Moral Issues
RLST-219: A God Beyond All Names
RLST-220: Forgiveness and Reconciliation
RLST-225: Philosophical Theology
RLST-234: Sacraments and Spirituality
RLST-240: Introduction to Social Justice
RLST-241: Models and Mentors of Christian Tradition
RLST-242: Women in Society and Religion
RLST-244: Global Theology and the Cry for Justice
RLST-245: Christian Social Ethics
RLST-260: Spiritual Dimensions of Attention and Mindfulness
RLST-315: Philosophy & Religion in the Eastern World*

** Cross-listed course; choose PHIL or RLST section*

Core Religious Studies Requirement

An undergraduate student fulfills the Religious Studies requirement of the core by successfully completing one 100, 200 or 300-level course in Religious Studies or an IDHP seminar with an indicated Religious Studies component and Interdisciplinary course cross-listed with Religious Studies. Students of all religious traditions and those who are unaffiliated with a particular tradition are welcome in any class. All courses seek to give students the opportunity to explore the nature of belief as they seek to find meaning in their lives. Students explore human history in its unfolding, the needs of the world's peoples, the tenets of Catholic Social Tradition, and the demands of moral decision-making. A welcoming environment is created where students feel safe to explore their own questions, admit to doubts, and develop the spiritual dimension of life. Courses fulfilling the 200-level requirement:

Religious Studies/Core Second Religious Studies Requirement:

RLST-206: World Religions
RLST-207: Contemporary Christian Living
RLST-208: What Catholics Believe
RLST-209: Old Testament Studies
RLST-210: New Testament Studies
RLST-211: Women in the Bible
RLST-216: Fundamental Moral Theology
RLST-217: Contemporary Moral Issues
RLST-218: Biomedical Moral Issues
RLST-219: A God Beyond All Names
RLST-220: Forgiveness and Reconciliation
RLST-222: Marriage and Family
RLST-225: Philosophical Theology
RLST-226: The Meaning of Death and Dying
RLST-234: Sacraments and Spirituality
RLST-235: Spirituality: A Life Journey
RLST-240: Introduction to Social Justice
RLST-241: Models and Mentors of the Spiritual Life
RLST-242: Women in Society and Religion
RLST-244: Global Theology and the Cry for Justice
RLST-245: Christian Social Ethics
RLST-250: Heart of the City
RLST-257: Leadership for Justice
RLST-260: Spiritual Dimensions of Attention and Mindfulness
RLST-262: God and the Struggle for Civil Rights

Honor Societies

Theta Alpha Kappa, the National Honor Society for Religious Studies and Theology, was established in 1976 for the purpose of recognizing the academic achievements of religion and theology students and the academic excellence of scholars in these fields. Induction into Theta Alpha Kappa requires nomination by the local Alpha Nu chapter, a GPA of at least 3.50 in RLST-Religious Studies courses, and a Career GPA of at least 3.00. Eligible students must be approved.

Spanish

Please see Minor in Spanish in World Languages and Literature

World Languages and Literature

Inés Mula Garrido, PhD, Assistant Professor of Spanish, MulaGarridoI@chc.edu

Minor in French

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in French

Six courses in French, three of which must be at the 200 level of higher.

French Electives:

FREN-102: Elementary French I
FREN-102: Elementary French II
FREN-103: Intermediate French Culture & Language I
FREN-214: Intermediate French Culture & Language II
FREN-221: Grammaire et Composition Avancée
FREN-222: Advanced French Conversation
FREN-228: French for the Career World
FREN-231: Introduction à la Culture Française I
FREN-232: Introduction à la Culture Française II
FREN-234: The French Regions: Culture & Tradition
FREN-281: Special Topics in French Culture
FREN-281: Special Topics in French Lit
FREN-353: Romantisme et Réalisme
FREN-354: Le Vingtième Siècle
FREN-361: Le Monde Francophone

Minor in Spanish

Students must earn a grade of *C-* (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Spanish:

Six courses in Spanish, three of which must be at the 200 level or higher.

Spanish Electives:

SPAN-102: Elementary Spanish II
SPAN-103: Intermediate Spanish Culture & Language I
SPAN-214: Intermediate Spanish Culture & Language II
SPAN-221: Advanced Grammar/Composition
SPAN-222: Advanced Conversation
SPAN-220: Spanish for Heritage Speakers
SPAN-228: Spanish for the Career World
SPAN-231: Introduction to Hispanic Culture/Spain
SPAN-232: Introduction to Hispanic Culture/Latin America
SPAN-261: Masterpieces of Hispanic Lit I
SPAN-262: Masterpieces of Hispanic Lit II
SPAN-263: Masterpieces/Hispanic Lit III
SPAN-281: Special Topics in Spanish Culture
SPAN-281: Special Topics in Spanish Language
SPAN-281: Special Topics in Spanish Lit

With the permission of the department, students may pursue a minor in other languages offered at the college, including German, Italian, and Russian. Six courses or 18 credits are required, and may include courses in other departments through Language Across the Curriculum. Students may complete a combined World Language minor if they have six courses in two languages, on the 200 level or above.

Core World Language Requirements

A student beginning a world language must successfully complete 101 and 102 in the same language. A student placed in 102 must also successfully complete 103 in the same language. For a student placed at the 103 level or above, only one course is required. Course(s) in a language not offered at the College taken at another institution after matriculation may be approved as meeting the *Core World Language Requirement* at the discretion of the World Languages Chair.

Advanced Placement Test Information

Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following test is equivalent to the course/credit indicated:

AP TEST	SCORE	EQUIVALENT COURSE
French Language and Culture	3	**FREN-103:** Intermediate French Culture & Language I *(3 credits)*
French Language and Culture	4 or 5	**FREN-221:** Grammaire et Composition Avancée *(3 credits)*
German Language and Culture	3	**GERM-103:** Intermediate German Culture & Language I *(3 credits)*
German Language and Culture	4 or 5	**GERM-214:** Intermediate German Culture & Language II *(3 credits)*
Italian Language and Culture	3,	**ITAL-103:** Intermediate Italian Culture & Language I *(3 credits)*
Italian Language and Culture	4 or 5	**ITAL-214:** Intermediate Italian Culture & Language II *(3 credits)*

Japanese Language and Culture	3, 4, or 5	Fulfillment of *Core World Language Requirement (3 credits)*
Latin Language and Culture	3	**LATN-103:** Intermediate Latin Culture & Language I *(3 credits)*
Latin Language and Culture	4 or 5	**LATN-214:** Intermediate Latin Culture & Language II *(3 credits)*
Spanish Language and Culture	3	**SPAN-103:** Intermediate Spanish Culture & Language I *(3 credits)*
Spanish Language and Culture	4 or 5	**SPAN-221:** Advanced Grammar and Composition *(3 credits)*
Spanish Literature	3	**SPAN-103:** Intermediate Spanish Culture & Language I *(3 credits)*
Spanish Literature	4 or 5	*Spanish Literature Elective (3 credits)* (Fulfills *Core World Language Requirement*)

Combined World Language Minor

Students may pursue a combined minor in two languages. They will take six courses, all of which must be on the 200 level or higher.

With the permission of the World Language chair, students may pursue a minor in other languages offered at the College, including German, Italian, Latin, or Russian. Six courses are required, and may include courses in other departments through Language across the Curriculum.

A World Language minor will complement any major. It will provide students with an additional area of expertise, and serve as an asset in business, government, communications, education and many other areas. Familiarity with literature and culture will bring a humanizing dimension to the student's life, enriching them further. With its emphasis on diversity, a World Language minor will promote mutual understanding between peoples and nations, strengthen critical thinking, and contribute to peace and justice in our society.

Honor Societies

Outstanding majors and minors, and students whose majors include a concentration in World Languages, such as International Business, Language, and Culture, and Global studies, are invited to join the International Foreign Language Honor Society *Phi Sigma Iota*. These majors or minors must have a minimum overall GPA of 3.00, with at least one 200-level or above course completed in the world language. They must also rank in the top 35% of their class and have completed 75 earned academic credits. Eligible students must be approved by the program.

Study Abroad

The World Languages Chair provides opportunities for internships and study abroad and strongly recommends an immersion experience (stateside or abroad) in the major language. Students who wish to study abroad must have a GPA of 3.00.
Students who wish to study in Paris, France 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. Similar programs exist in conjunction with the University of Salamanca in Spain. Students pursuing a business degree can attend the American Business School in Paris or CEFAM *(Centre d'études franco-américain de management)* in Lyon, France. These institutions offer business courses in English. For further information consult the Global Education Office.

Accommodations

Students receiving accommodation from the Center for Accessibility and Learning Services may fulfill the World Language CORE Requirement through an individualized course, SKLS -100 Experiences in Language and Culture. Enrollment in this course is based on the approval of the Chair of the World Languages Program, the Director of Student Learning Services, and the student's advisor. This course provides three credits towards graduation.

Concentrations and Minors Applicable to Multiple Majors

Minor in Classical Civilization

Patrick J. McCauley, PhD, Associate Professor of Religious Studies and Philosophy and Center Chair of the Center for Integrated Humanities,
McCauleyP@chc.edu

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Classical Civilization
Four Classical Civilization/Ancient History Electives *(12 credits)*
Two Latin Electives *(6 credits)*

Classical Civilization/Ancient History Electives:

CLCV-151: Quests and Adventures
CLCV-153: Mythology as Living Tradition
CLCV-281: Special Topics in Classical Civilization
HIST-201: Ancient Greece
HIST-202: Ancient Rome

Latin Electives:

LATN-101: Elementary Latin I
LATN-102: Elementary Latin II
LATN-103: Intermediate Latin Culture & Language I
LATN-214: Intermediate Latin Culture & Language II
LATN-281: Special Topics in Latin

Multidisciplinary Minor in Environmental Studies

Barbara Lonnquist, PhD, Professor of English and Discipline Chair of English, LonnquistB@chc.edu

The purpose of the Environmental Studies minor is to prepare students to be "ecological citizens" of the earth. This minor is geared to students in the humanities and social science majors who would not ordinarily wish to take the multiple biology courses in the Environmental Science minor but would still like to become acquainted with broader concerns of the environment and ecology.

Students choose any six courses:

BIOL-106: Ecology and Environmental Issues*
BIOL-125: Ponds and Streams*
BIOL-145: Forests and Fields*
ECON-109: Environmental Economics**
ENGL-277: Ecology and Literature
HIST-240: Environmental History of the United States
GLST-201: Globalization and the Ocean
PHIL-224: Ethics and the Environment
PSCI-242: International Organizations, Law, and Public Policy***
PSCI-281: Cities and the Environment
RLST-219: A God Beyond All Names
RLST-240: Introduction to Social Justice
RLST-244: Global Theology
SOCI-211: Environmental Law
ENVS-401: Internship in Environmental Studies

* Associated lab will not count toward the minor
** Prerequisite of ECON 102 and MATH 201 is recommended, but not required
*** Significant content devoted to environmental issues, e.g. the Law of the Sea, Paris Climate Change Accord, the United Nations SDGs, etc.

Minor in European Union/European Studies

Please see the full description and contact information in the Center for Data and Society.

A number of courses that can be used as electives in the European Union/European Studies minor are part of programs in the Center of Integrated Humanities and are listed below.

European World Language Electives:

FREN-214: Intermediate French Culture & Language II
FREN-221: Grammaire et Composition Avancée *(Writing Intensive)*
FREN-222: Advanced French Conversation
FREN-228: French for the Career World
FREN-231: Introduction à la Culture Française I
FREN-232: Introduction à la Culture Française II
FREN-234: The French Regions
FREN-353: Romantisme et Réalisme
FREN-354: Le Vingtième Siècle
FREN-361: Le Monde Francophone
FREN-281: Special Topics in French
SPAN-214: Intermediate Spanish Culture & Language II
SPAN-221: Advanced Grammar/Composition *(Writing Intensive)*
SPAN-222: Advanced Conversation
SPAN-228: Spanish for the Career World
SPAN-231: Introduction to Hispanic Culture/Spain
SPAN-232: Introduction to Hispanic Culture/Latin America
SPAN-261: Masterpieces of Hispanic Literature I *(Writing Intensive)*
SPAN-262: Masterpieces/ Hispanic Literature II *(Writing Intensive)*
SPAN-263: Masterpieces/Hispanic Literature III *(Writing Intensive)*
SPAN-281: Special Topics in Spanish Language

Art Electives:

ARTH-102: Western Art-Early Renaissance to Modern
ARTH-185: 17th Century Art
ARTH-186: 18th Century Art
ARTH-191: Romanticism to Post-Impressionism
ARTH-261: Early Italian Renaissance Art
ARTH-281: Special Topics in Art History
ARTH-481: Advanced Special Topics in Art History

English Literature Electives:

ENGL -201: Shakespeare's Heroes and Heroines
ENGL-202: Shakespeare in Love and War
ENGL-233: British Romanticism
ENGL-238: Victorian British Literature
ENGL-239: Modern British Literature
ENGL-240: Contemporary British Literature
ENGL-249: Modern Irish Literature
ENGL-300: James Joyce and Ulysses
ENGL-308: British Novel *(Writing Intensive)*
ENGL -237: Fantastic Worlds of British Lit
ENGL-338: Medieval British Literature
ENGL-342: British Literature Seminar

History Electives:

GEOG-201: World Geography: Humanity and the Environment
HIST-201: Ancient Greece
HIST-202: Ancient Rome
HIST -204: Medieval Europe/Surrounding World
HIST-210: Europe in the 20th Century
HIST-212: Culture and Society in Modern Europe
HIST-214: 20th Century Germany
HIST-216: The Holocaust
HIST -218: French Revolution
HIST-219: France and the Modern World *(Writing Intensive)*
HIST-220: Rise and Fall of the Soviet Union
HIST-224: History of Great Britain/Tudors - Present
HIST-226: Europe in the Age of World War
HIST-228: Women in Modern European Society

HIST-281: Special Topics in History/European History
HIST-322: Genocide in the Modern World *(Writing Intensive)*
HIST-481: Advanced Special Topics in History/European History

Philosophy & Religious Studies Electives:
IDHP-342: Politics/Arts of Empires
IDHP-343: Plot and Politics of Empires
PHIL-120: 19th & 20th Century Philosophers
PHIL-212: History of Modern Philosophy

Multidisciplinary Minor in Health Humanities

Barbara Lonnquist, PhD, Professor of English and Discipline Chair of English, LonnquistB@chc.edu

This interdisciplinary minor targeted at students who are preparing to work in health-related or social service-related fields is composed of courses that developing personal and professional skills that will make you more effective when interacting with patients and clients by helping develop interpersonal and communication skills that acknowledge and honor the fact that they will work with human beings.

The courses focus on understanding stories and narration, honing listening skills, developing and managing empathy, appreciating the complexity of ethical issues, and understanding the importance of social and cultural contexts when delivering care or services. This minor may also be desirable for students in the Humanities, particularly in English or Communication, who may wish to develop a specialization related the Health communication.

The minor consists of six courses, one of which must be an internship. Students choose from a wide variety of courses from a range of disciplines:

Requirements for the Multidisciplinary Minor in Health Humanities
HUMN-401: Internship in Health Humanities
Five Health Humanities electives

Electives for the Multidisciplinary Minor in Health Humanities
BIOL-215: Biological and Medical Ethics
ENGL-241: Gender and Literature
HLTH-102: Introduction to Healthcare
HSLP-257: Human Behavior and the Social Environment
PHIL-227: Wellbeing: Philosophical, Psychological, and Public Health Perspectives
PSCI-245: The Politics of Global Public Health
PSYC-240: Psychology of Health, Stress, and Coping
RLST-218: Biomedical Moral Issues
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion
SOCI-216: Sociology of Health and Medicine
SOCI-255: Culture & Society
SPAH-101: Spanish for the Health Professions
SPAH-102: Spanish for the Health Professions

Certificate in Intercultural Foundations

Interested students may contact Stephen Martin, PhD., Discipline Chair of Religious Studies and Philosophy, at MartinS2@chc.edu or 215-248-7075.

The *Certificate in Intercultural Foundations* is available to students in any major. This interdisciplinary program fosters an understanding and appreciation of cultural difference in both domestic and international contexts. The Certificate in Intercultural Foundations responds to the growing need to prepare our students to live and work in an increasingly diverse and globally interconnected world. This program is designed to challenge students at Chestnut Hill College to engage in a wide variety of educational, service, and experiential learning opportunities. These diverse courses and activities invite students to step outside of their "comfort zone" and immerse themselves in varied cultural realities in order to deepen their intellectual and empathic understanding of others. In addition, this Certificate program offers students the opportunity to gain knowledge and skills to identify and address many forms of social injustice. Greater mobility and diversity are now the hallmarks of nearly every workplace and community on the globe. Thus, earning a Certificate in Intercultural Foundations enhances every student's character and professional career.

Certificate in Intercultural Foundations (18 credits, plus non-academic requirements)
Required Courses (9 credits):
- GLST 201: Global Studies (any topic)
- One 100, 200 or 300-level course in Religious Studies Course
- Capstone Essay

Three additional courses (9 credits)
The choice of courses should be interdisciplinary in nature and may also be used to fulfill major and core requirements. These courses are to be selected and approved with the assistance of the Coordinator/Faculty Advisor for this Certificate program.

Non-Academic Requirements:
Three workshops or lectures on relevant topics, such as intercultural communication, empathy, conflict mediation, or topics related to diversity issues. A student may choose to replace one or more of these requirements with fieldwork – service or experiential learning – to be approved in advance by the Coordinator of the Certificate program.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Certificate. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Certificate in Intercultural Foundations
One 100, 200 or 300-level course in Religious Studies Course or an IDHP Seminar with an indicated Religious Studies component
GLST-201: Global Studies/any topic *(Fulfills the Core Global Studies Requirement)*
Seminar in Intercultural Foundations
Three Intercultural Electives *(9 credits)*

Minor in International Studies

Inés Mula Garrido, PhD, Assistant Professor of Spanish, MulaGarridoI@chc.edu

The *International Studies Minor* 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.

The choice of courses should be interdisciplinary in nature and may be used to fulfill Major, Core, and/or Core requirements. A Faculty Advisor will assist with course choices. Courses are 3 credits unless indicated and may not be offered every semester. 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.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements include:

- **GLST 201:** Global Studies Seminar
- **One** world **language course** on an intermediate level or above, or a course on any level in a language ordinarily not available at Chestnut Hill College but spoken in a country where the student is studying abroad.
- **Four additional courses** with an international dimension focusing on a special topic or courses taken in a study-abroad program. They may include an additional world language course, an internship with an international dimension, either in the United States or abroad, or an interdisciplinary course with an international focus. No more than two courses may be in the same area. Examples of topics with an international dimension might include: Ecology and Environment in an International context, Multinational Corporations and International Business, Children and the Family in an International context, Multiculturalism in the Arts, Experiences in an International Program abroad, or other similar topics chosen in consultation with the faculty advisor.

All courses must be approved by the International Studies advisor.

Certificate in Liberal Studies

Patrick J. McCauley, PhD, Associate Professor of Religious Studies and Philosophy and Center Chair of the Center for Integrated Humanities, McCauleyP@chc.edu

The Certificate in Liberal Studies is designed as an introduction to the liberal arts. It is not available to students in a degree program.

Requirements for the Certificate in Liberal Studies
One History Elective
One Literature Elective (200-level or above)
One Religious Studies Elective
One Science or Math Elective (above MATH-103)

Multidisciplinary Minor in Peace and Justice Studies

Stephen Martin, PhD., Discipline Chair of Religious Studies and Philosophy, at MartinS2@chc.edu or 215-248-7075.

The Religious Studies and Philosophy, Sociology, Criminal Justice and Human Services programs work together to offer students an Interdisciplinary Minor in Peace and Justice. The goal of the minor is to ground students in issues of peace and justice through increased knowledge in areas such as non-violent social change, conflict resolution, and economic justice.

Formal application must be made for the minor.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester. The requirements include six (6) courses total which equal 18 academic credit hours. Four (4) of the courses are required courses and equal 12 academic credit hours. Two (2) of the courses are electives and equal 6 academic credit hours.

Requirements for the Multidisciplinary Minor in Peace and Justice Studies
RLST-244: Global Theology and the Cry for Justice
RLST-245: Christian Social Ethics
CRJU/HSLP/SOCI 120: Restorative Practices
SOCI-200: World Justice and Care for Children
Two Electives (6 credits)

Electives for the Multidisciplinary Minor in Peace and Justice Studies

RLST-217: Contemporary Moral Issues
RLST-220: Forgiveness and Reconciliation
RLST-240: Introduction to Social Justice
RLST-250/SOCI-250: Heart of the City *(Service Learning Course)*
RLST-257: Leadership for Justice
SOCI-103: Social Problems
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion
SOCI-255: Culture and Society

All other courses would require approval.

Global Studies Course (may be considered depending on topic)
CRJU-245: Inside-Out*

**Experimental Education Class which takes place in an actual prison setting. Requires approval from Dr. Lauren Barrow; Prerequisite: CRJU-122: Introduction to Criminal Justice*

Multidisciplinary Minor in Women's Studies

Patrick J. McCauley, PhD, Associate Professor of Religious Studies and Philosophy and Center Chair of the Center for Integrated Humanities, McCauleyP@chc.edu

Chestnut Hill College offers a number of courses that focus on women in a variety of disciplines including Art History, Communication, English, World Language, History, Political Science, Psychology, Religious Studies, and Sociology.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Women's Studies
Six Electives Focusing on Women (18 credits)

Electives Focusing on Women

ARTH-201: Hist Survey/Women Artists
CRJU-210: Gender and the Law
ENGL-241: Gender and Literature
GLST-201: Global Awareness Seminar *
LADS-120: Liberal Arts Discovery Seminar*
HIST-106: Survey/Women's History
HIST-228: Women/Euro Society
HIST-325: Women in Global Society
HIST-330: Women/Activism
MCOM-330: Gender and Race in Media
PSCI-217: Women/Politics
PSYC-109: Psychology of Women
RLST-211: Women in the Bible *(Fulfills Core 200-Level Rl St Req)*
RLST-222: Marriage and Family *(Fulfills Core 200-Level Rl St Req)*
RLST-241: Mentors/Spiritual Life *(Fulfills Core 200-Level Rl St Req)*
RLST-242: Women/Society Rel *(Fulfills Core 200-Level Rl St Req)*
SOCI-126: Gender and Society
SPAN-362: Hispanic Women Writers

* May be acceptable for the Minor depending on the topic. Permission of the Minor Faculty Advisor is required for GLST-201 or LADS-120 to count for the Minor

CENTER FOR NATURAL AND BEHAVIORAL SCIENCES

Chestnut Hill College offers an Associate of Science (AS) degree, two Bachelor of Arts (BA) degrees, and twelve Bachelor of Science (BS) degrees. The Center also offers two Combined Programs: in Clinical and Counseling Psychology (Bachelor of Art and Master of Science) and in School Counseling (Bachelor of Art and Master of Science). In addition, the Center offers eight minors. Interested students should contact Dr. Joshua Fetterman, Morton Wing of St. Joseph's Hall, Office #14. Telephone: 215.248.7129. Email: fettermanj@chc.edu.

The **Secondary Education Co-Major and Special Education Minor** are available to Biology Majors as part of the *Secondary Education Certification Preparation Program in Biology (Grades 7 -12.)* Students interested in the Co-Major/Minor should contact Sister Marie Leahy, leahym@chc.edu.

MISSION STATEMENT

The Center for Natural and Behavioral Sciences supports the liberal arts tradition of Chestnut Hill College by providing students with a wide range of course offerings related to the scientific and behavioral aspects of human wellness within the local and global ecosystem. Courses in the Center focus on fostering strong communication skills, problem solving abilities, analytical reasoning, critical thinking, and ethical decision making. As part of this interdisciplinary Center, students are individually mentored to prepare them for competitive careers following graduation.

FACULTY

Joshua Fetterman, PhD, Center Chair, Associate Professor of Psychology & Discipline Chair of Psychology
Clifford Agyei, PhD, Assistant Professor of Chemistry
Rebecca Eikey, PhD, Professor of Chemistry
Marlene Eisenberg, PhD, Assistant Professor of Psychology
Joseph Kulkosky, PhD, Professor of Biology & Discipline Chair of Biology
Janelle Leo, MS, Assistant Professor of Biology
Robert Meyer, PhD, Emeritus Professor of Biology
Alyson Paneque, PhD, Assistant Professor of Chemistry
Peter Reuter, PhD, Associate Professor of Biology, Anatomy, and Physiology
Dawn Schramm, MS, Instructor of Exercise/Health Science, & Discipline Chair of Exercise/Health Science
Kenneth Soprano, PhD, Emeritus Professor of Biology
Pasquale Succi, PhD, Assistant Professor of Exercise/Health Science
Elliott Tammaro, PhD, Assistant Professor of Physics
Hannah Venit, PhD, Assistant Professor of Biology
Jennifer Wade, PhD, Assistant Professor of Psychology

MAJOR PROGRAMS

Associate of Science with a Concentration in Life Sciences
Biochemistry
Biology
Biology with Co-Major in Secondary Education
Chemistry
Chemistry with Co-Major in Secondary Education
Environmental Science
Exercise Science
Forensic Biology
Forensic Chemistry
Health Sciences
Molecular Biology
Psychology
Combined Psychology and Counseling Psychology (BA/MS)
Combined Psychology and School Counseling (BA/MS)

MINOR PROGRAMS

Biochemistry
Biology
Chemistry
Environmental Science
Exercise Sciences
Health Sciences
Molecular Biology
Psychology

CONCENTRATIONS
Sports Medicine

OTHER PROGRAMS AND COURSES
Physics

OTHER REQUIREMENTS AND INFORMATION

Advanced Placement Test Information
Generally, a score of 3 or above on an *Advanced Placement Test* earns academic credit at the College. Scores on the following tests are equivalent to the course/credit indicated however; the Program reserves the right to require the student to demonstrate sufficient laboratory skills to award credit. Evidence of such skills may consist of a detailed description of the laboratory exercises performed or a detailed laboratory notebook signed by the High School Instructor.

AP TEST	SCORE	EQUIVALENT COURSE
Biology	3, 4, or 5	BIOL-111: Principles of Biology I *(4 credits)*
Environmental Sciences	3, 4, or 5	BIOL-106: Ecology and Environmental Issues *(3 credits)*

AP TEST	SCORE	EQUIVALENT COURSE
Chemistry	5	CHEM-132: Principles of Chemistry II *(4 credits)*
Chemistry	4	CHEM-131: Principles of Chemistry I *(4 credits)*
Chemistry	3	Natural Science elective – *fulfills Core Requirement (3 credits)*
Mechanics	4 or 5	PHYS-121: Principles of Physics I *(4 credits)*
Electricity and Magnetism	4 or 5	PHYS-122: Principles of Physics II *(4 credits)*
Mechanics	3	Natural Science elective – *fulfills Core Requirement (3 credits)*
Electricity and Magnetism	3	Natural Science elective – *fulfills Core Requirement (3 credits)*
Physics C	3, 4, or 5	Natural Science elective – *fulfills Core Requirement (3 credits)*

Generally, a score of 3 or above on an ***Advanced Placement Test*** earns academic credit at the College. Scores on the following tests are equivalent to the courses indicated:

AP TEST	SCORE	EQUIVALENT COURSE
Psychology	3, 4, or 5	PSYC-101: General Psychology *(3 credits)*

General Course Options
In addition to courses for majors, there are many Biology, Chemistry and Physics courses that are open to students of any major wishing to fulfill the *Core Requirements*, *or* are interested in exploring personal interests without committing to a minor. The following are open to any undergraduate student; however, they may not be offered every semester and may have a Prerequisite. Check the *Course Descriptions* section for additional information on the following:

Biology/Core Requirement

BIOL-101: General Biology I *(4 credits)*
BIOL-103: Human Biology *(4 credits)*
BIOL-106: Ecology and Environmental Issues *(3 credits)*
BIOL-111: Principles in Biology *(4 credits)*
BIOL-125: Ponds and Streams *(4 credits)*
BIOL-126: The Biology of Cancer
BIOL-145: Forests and Fields
BIOL-206: General Zoology *(3 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-215: Biological and Medical Ethics *(Fulfills Core Req)*

Chemistry/Core Requirement:

CHEM-106: Introduction to Forensic Science
CHEM-131: **Principles of Chemistry I *(4 credits)***

Physics/Core Requirement:

PHYS-104: Astronomy
PHYS-105: Physical/Earth/Space Science
PHYS-107: The Science of Music
PHYS-121: Principles of Physics I *(4 credits)*

Psychology courses open to students of any major to fulfill a *Core Requirement*, to meet a requirement in another major, or to pursue an interest in Psychology without declaring a minor include the following, which may not be offered every semester. Check the *Course Descriptions* beginning on page 233 for any Prerequisites. Courses are 3 credits unless indicated.

Psychology/Core Requirements:

PSYC-101: General Psychology
PSYC-109: Psychology of Women
PSYC-216: Quantitative Methods in Psychology

Awards and Scholarships

The Biology Program offers majors 50% reimbursement through the Amelia Kulkosky Scholarship Award for expenses relating to courses taken in advance of, and in preparation for, standardized professional school entry exams if the student has a GPA of 3.40 at the time of course enrollment. These preparatory courses methodically prepare students for the Medical College Admissions Test (MCAT), the Graduate Record Exam (GRE), and the Dental School Admissions Test (DAT), but the award is not necessarily limited to these specific testing areas. Any biology departmental major is eligible for this award. For information, please contact Dr. Joseph Kulkosky, Email: kulkoskyj@chc.edu.

Honor Societies

Sigma Zeta is a national science and mathematics honor society founded in 1925. The society is dedicated to encouraging and fostering the attainment of knowledge in Mathematics, Computer Science, and the Natural Sciences. Membership in the society recognizes and honors scholarly achievement in the Major. Criteria for eligibility for membership include completion of 25 credits towards the degree, with a minimum of 15 credits in the Major, a grade point average of 3.00 in the Major, and a 3.00 grade point average overall. Students majoring in Biochemistry, Biology, Chemistry, Exercise Science, Forensic Biology, Forensic Chemistry, Health Sciences, Molecular Biology, or Environmental Science may be invited by the program to join Sigma Zeta. Eligible students must be approved.

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 Career GPA of 3.20 or higher, a Psychology GPA of 3.50 or higher, Junior standing, and the completion of at least four Psychology courses. Eligible students must be approved by the Program.

Career Development, Public Speaking and Technology Requirements

Biology, Forensic Biology, Molecular Biology and Environmental Sciences: Majors in Biology, Forensic Biology, Molecular Biology, or Environmental Sciences fulfill the Public Speaking requirement is fulfilled by completing BIOL-300, BIOL-481, and BIOL-498, where students receive public speaking training and are required to make oral presentations on written research projects. The Technology requirement is completed by completing science lab sessions, which require students to become proficient in Microsoft Excel and Microsoft Word. Students also receive instruction in the use of various statistical programs.

Chemistry, Biochemistry, and Forensic Chemistry: In the field of chemistry, technology is used in three fundamental ways: to locate chemical information, to acquire data using analytical instrumentation, and to analyze acquired data. Students are taught to locate chemical information using discipline-specific search engines in CHEM-301: Analytical Chemistry. Students are taught to acquire chemical data using a variety of analytical instrumentation throughout the chemistry curriculum. (Specific instruction is provided in CHEM-132L, CHEM-215L, CHEM-216L, CHEM-301L, CHEM-307L, CHEM-314L, CHEM-340L.) Similarly, students are instructed to analyze and graph data throughout the curriculum using MS Excel. Initial training is provided in CHEM-131L and 132L, while advanced training is provided in CHEM-301L. Students majoring in Chemistry, Biochemistry or Forensic Chemistry are required to take MCOM-160: Public Speaking to fulfill this core requirement. Career Connections is fulfilled by students completing internships or research projects, which become the basis for their senior seminar presentations.

Health and Exercise Sciences: Majors in Health and Exercise Science fulfill the public speaking requirement through EXSC 303 and 498. Both of these courses provide instruction on giving oral presentations as well as require multiple oral presentations to propose, update and defend their human subjects research projects. The technology requirements are met through multiple lab courses using laboratory specific computer applications as well as in EXSC 303 and EXSC 498 where students will learn and need to be proficient in SPSS, Microsoft Excel, and Microsoft PowerPoint.

Psychology: Students majoring in Psychology fulfill their career development requirement through internship completion (where applicable) and/ or during *PSYC-498: Senior Seminar*. The public speaking requirement is fulfilled by psychology majors in *PSYC-313: Research Methods in Psychology* and this skill is reinforced in *PSYC-498: Senior Seminar*. Psychology majors fulfill the technology requirement through PSYC-216: Quantitative Methods where they are exposed to software for analyzing and interpreting data and data sets.

Post-Baccalaureate Study

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 to plan an appropriate course of study. Please note that most graduate programs of the types listed require:

- Two semesters of Biology
- Two semesters of General Chemistry
- Two semesters of Organic Chemistry
- Two semesters of Physics
- Two semesters of English Composition (LADS-120 or IDHP-210 and ENGL-101. -105, or IDHP-220)

Seminar Series

The Biology Program sponsors two annual seminar series events: The Biomedical Seminar Series, initiated in 1994, sponsors prominent speakers in the biomedical field and in basic research.

This seminar provides a forum for learning about recent advances in basic research, biomedicine, and exposes 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.

Articulation Agreements

Chestnut Hill College has entered into articulation agreements with several local universities offering graduate coursework. Certain requirements may be in place for Chestnut Hill College students, including certain course requirements, a minimum GPA, and/or minimum standardized test scores. Students interested in these agreements are encouraged to reach out to the appropriate Discipline Chair for specific program requirements.

Direct Admission into Pharmacy School

An articulation agreement between Temple University and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

3+2 Exercise Science/Athletic Training Program

An articulation agreement between Thomas Jefferson University and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

4+2 Master of Science in Athletic Training Program

An articulation agreement between Thomas Jefferson University and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

3+4 Doctor of Audiology Degree Program

An articulation agreement between Salus University (Osborne College of Audiology) and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

4+4 Doctor of Audiology Degree Program

An articulation agreement between Salus University (Osborne College of Audiology) and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

3+4 Doctor of Optometry Degree Program

An articulation agreement between Salus University (Pennsylvania College of Optometry) and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

4+4 Doctor of Optometry Degree Program

An articulation agreement between Salus University (Pennsylvania College of Optometry) and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

4+2 Department of Blindness and Low Vision Studies Master's Program

An articulation agreement between Salus University and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

4+2 Master of Science in Occupational Therapy Degree Program

An articulation agreement between Salus University and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

4+2 Physician Assistant Master of Medical Science Degree Program

An articulation agreement between Salus University and Chestnut Hill College. Contact the Discipline Chair of Biology or Health/Exercise Science for further information.

Attendance Modification:

Since Chemistry, Biochemistry, and Forensic Chemistry are lab-based programs, many courses in these majors are not open to attendance modification. Please see the Chemistry Program Chair for specific information.

Degrees and Certificates in The Center for Natural and Behavioral Sciences

Descriptions of major programs with their accompanying minors and concentrations are in alphabetical order and are followed by by descriptions of concentrations and minors that are applicable to several majors in the Center.

Associate of Science Degree with a Concentration in Life Sciences

Joseph Kulkosky, PhD, Professor of Biology & Discipline Chair, KulkoskyJ@chc.edu

The **Associate of Science (AS) with a concentration in Life Sciences** degree is designed to fulfill the prerequisite requirements of most Nursing Programs.

The SUS Core for an AS degree includes: WCHC-101, LADS-120, ENGL-101, GLST-201, RLST -104, and an Ethics course plus four additional courses from the following six disciplines: Artistic, World Language, Literary, History, Natural Science, Mathematics and Social Sciences. No more than one course from the same discipline can be applied to meet the requirements of the CORE.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. A minimum of 60 academic credits is required for the AS degree.

Requirements for the Associate of Science with a concentration in Life Sciences
BIOL-111: Principles of Biology I *(4 credits)*
BIOL-203: Anatomy and Physiology I *(4 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-303: Anatomy and Physiology II *(4 credits)*
BIOL-324: Microbiology *(4 credits)*
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)* or CHEM-250: Introduction to Biochemistry *(3 credits)*
MATH-117: Enriched Precalculus *or* above
MATH-227: Introduction to Statistics or MATH-262: Probability and Statistics
PSYC-101: General Psychology
PSYC-203: Psychology of Child Development
PSYC-217: Abnormal Psychology
SOCI-101: Introduction to Sociology

Sample Academic Plan

Associate of Science with a concentration in Life Sciences

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the degree program. **Minimum Academic Credits required for graduation: 60.**

Year One/Fall — 17 academic credits	Year One/Spring — 16 academic credits/17 credits total
BIOL-111: Principles of Biology I (4 credits)	**BIOL-210:** Nutrition *(3 credits)*
CHEM-131: Principles of Chemistry I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
LADS-120: Liberal Arts Discovery Seminar	or **CHEM-250:** Introduction to Biochemistry (3 credits)
WCHC-101: Welcome to CHC	**ENGL-101**: College Writing
MATH-117: Enriched Precalculus or above	**MATH-227**: Intro to Probability and Statistics
	or **MATH-262:** Probability and Statistics
	PSYC-101: General Psychology
Year Two/Fall — 16 academic credits	**Year Two/Spring — 17 academic credits**
BIOL-203: Human Anatomy and Physiology I (4 credits)	Artistic, History or World Language elective
100-Level Religious Studies Course	**BIOL-303**: Anatomy and Physiology II (4 credits)
GLST-201: Global Awareness Seminar	**BIOL-324**: Microbiology (4 credits)
PSYC-203: Psychology of Child Development	Ethics Course
SOCI-101: Introduction to Sociology	**PSYC-217:** Abnormal Psychology

Biochemistry

Rebecca Eikey, PhD, Professor &Discipline Chair, EikeyR@chc.edu

Major in Biochemistry

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Biochemistry
BIOL-111: Principles of Biology I *(4 credits)*

BIOL-201: Cell Biology *(4 credits)*
BIOL-217: Genetics *(4 credits)*
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
CHEM-216: Organic Chemistry II *(4 credits)*
CHEM-301: Analytical Chemistry *(5 credits)*
CHEM-307: Biochemistry I
CHEM-308: Biochemistry II *(5 credits)*
CHEM-313: Physical Chemistry I
CHEM-314: Physical Chemistry II *(5 credits)*
CHEM-498: Senior Seminar in Chemistry
MCOM-160: Public Speaking*
MATH-252: Calculus and Modern Analysis III
MATH-262: Probability and Statistics
PHYS-121: Principles of Physics I *(4 credits)*
PHYS-122: Principles of Physics II *(4 credits)*
Two Mathematics Courses *(6 credits)*

*Fulfills the Public Speaking Core Curriculum Requirement for graduation

Mathematics Courses (Choose one sequence):

MATH-203: Analytic Geometry and Calculus I
AND **MATH-204:** Analytic Geometry and Calculus II

MATH-211: Calculus and Modern Analysis I
AND **MATH-212**: Calculus and Modern Analysis II

Sample Academic Plan

Major in Biochemistry

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 17 academic credits	Year One/Spring — 16 academic credits
BIOL-111: Principles of Biology I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
CHEM-131: Principles of Chemistry I (4 credits)	One 100, 200, 300-level course in Religious Studies
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101:** College Writing
MATH-203: Analytic Geometry and Calculus I	World Language Requirement or General Elective
or **MATH-211**: Calculus and Modern Analysis I	**MATH-204:** Analytic Geometry and Calculus II
WCHC-101: Welcome to CHC	or **MATH-212**: Calculus and Modern Analysis II
Year Two/Fall — 14 academic credits	**Year Two/Spring — 17 academic credits**
CHEM-215: Organic Chemistry I (4 credits)	Core Requirement
An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies	**CHEM-216:** Organic Chemistry II (4 credits)
	Core Requirement
	World Language Requirement
MATH-252: Calculus and Modern Analysis III	**PHYS-122**: Principles of Physics II (4 credits)
PHYS-121: Principles of Physics I (4 credits)	
Year Three/Fall — 12 academic credits	**Year Three/Spring — 17 academic credits**
CHEM-301: Analytical Chemistry (5 credits)	**BIOL-201:** Genetics (4 credits)
CHEM-307: Biochemistry I	**CHEM-308:** Biochemistry II (5 credits)
MATH-262: Probability and Statistics	Core Requirement
General Elective (1 credit)	**MCOM-160:** Public Speaking
	GLST-201: Global Awareness Seminar
Year Four/Fall — 15 academic credits	**Year Four/Spring — 14 academic credits**
CHEM-313: Physical Chemistry I	**CHEM-314**: Physical Chemistry II (5 credits)
Core Requirement	**CHEM-498:** Senior Seminar in Chemistry
BIOL-217: Cell Biology	General Elective
Core Requirement	General Elective
General Elective	

Minor in Biochemistry

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Biochemistry
CHEM-131: Principles of Chemistry I ***(4 credits)***
CHEM-132: Principles of Chemistry II ***(4 credits)***
CHEM-215: Organic Chemistry I ***(4 credits)***

CHEM-216: Organic Chemistry II *(4 credits)*
CHEM-307: Biochemistry I *(3 credits)*
CHEM-308: Biochemistry II *(5 credits)*

Biology

Joseph Kulkosky, PhD, Professor of Biology & Discipline Chair, KulkoskyJ@chc.edu

The curriculum leading to a Majors in Biology (B.S. & B.A.) are 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. Students participate in various intercollegiate scientific seminars and often earn distinction and the Internship Program provides Biology majors with the opportunity to integrate academic learning with practical experience.

Bachelor of Arts (B.A.) in Biology

Requirements for a Bachelor of Arts (B.A.) in Biology
BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
BIOL-201: Cell Biology *(4 credits)*
BIOL-217: Genetics *(4 credits)*
BIOL-233: Ecology and Evolutionary Biology *(4 credits)*
BIOL-498: Senior Seminar in Biology
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)*
MATH-121: Precalculus I*
PHYS-121: Principles of Physics I *(4 credits)*
One Non-repeated Biology or Chemistry Elective *(3 or 4 credits)* OR HLTH-101: Intro to Health Sciences *(3 credits)*
Two 200-level Biology Elective
Two 300-level Biology Electives
Two 400-level Biology Electives
One Statistics Elective *(3 credits)*

*Students with a Mathematics Placement Exam score of 1 or 2 are considered to have met this course requirement, no additional Mathematics courses are required for this major.

200-level Biology Electives:

BIOL-203: Human Anatomy and Physiology I *(4 credits)*
BIOL-206: General Zoology *(3 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-215: Biological and Medical Ethics *(Fulfills Core Ethics Req)*
BIOL-281: Special Topics in Biology

300-level Biology Electives:

BIOL-300: Experimental Mth/Design (*Writing Intensive; 4 credits*)
BIOL-303: Human Anatomy and Physiology II *(4 credits)*
BIOL-312: Watersheds and Freshwater Ecology *(4 credits)*
BIOL-322: Terrestrial Ecology *(4 credits)*
BIOL-324: Microbiology *(4 credits)*
BIOL-325: Marine Biology *(4 credits)*
BIOL-332: Medical Terminology
BIOL-333: Evolution
BIOL-351: Molecular Biology
BIOL-360: Biotechnology (*Writing Intensive*)

400-level Biology Electives:

BIOL-401: Internship in Biology
BIOL-410: Immunology *(4 credits)*
BIOL-411: Developmental Biology *(4 credits)*
BIOL-413: Conservation and Restoration Biology
BIOL-430: Forensic Medicine
BIOL-440: Medical & Molecular Virology
BIOL-445: The Cure: From Bench to Bedside
BIOL-481: Advanced Special Topics in Biology

Statistics Electives:

MATH-227: Introduction to Probability and Statistics
MATH-262: Probability and Statistics
PSYC-216: Quantitative Methods in Psychology

Sample Academic Plan

Major in Biology – Bachelor of Arts in Biology (B.A.)

This is a *suggested academic plan only for a Bachelor of Arts (B.A.) in Biology*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall	17 academic credits	Year One/Spring	13 academic credits

BIOL-111: Principles of Biology I (4 credits)	BIOL/CHEM Elective (3 or 4 credits)
CHEM-131: Principles of Chemistry I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101**: College Writing
World Language Requirement #1	World Language Requirement #2 or General Elective
WCHC-101: Welcome to CHC	
Year Two/Fall 16 academic credits	**Year Two/Spring 16 academic credits**
BIOL-201: Cell Biology (4 credits)	200- Biology Elective (3 or 4 credits) level
Two General Electives (6 credits)	**BIOL-217:** Genetics (4 credits)
MATH-121: Precalculus I	200- Biology Elective (3 or 4 credits) level
One 100, 200, 300-level course in Religious Studies	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
	GLST-201: Global Awareness Seminar
Year Three/Fall 16 academic credits	**Year Three/Spring 16 academic credits**
300-level Biology Elective #1	300-level Biology Elective #2
PHYS-121: Principles of Physics I (4 credits)	**BIOL-233:** Ecology and Evolutionary Biology (4 credits)
Core Requirement	Core Requirement
Core Ethics Requirement (BIOL-215 recommended)	Core Requirement
Core Requirement	General Elective
Year Four/Fall 15 academic credits	**Year Four/Spring 15 academic credits**
400-level Biology Elective #1	400-level Biology Elective #2
Statistics Elective	**BIOL-498:** Senior Seminar in Biology
Minor #1 or Biology or General Elective	Minor #4 or Biology or General Elective
Minor #2 or Biology or General Elective	Minor #5 or Biology or General Elective
Minor #3 or Biology or General Elective	Minor #6 or Biology or General Elective

Bachelor of Science (B.S.) in Biology

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit; as is *BIOL-401: Internship in Biology*. Courses are 3 or 4 credits unless indicated and may not be offered every semester.

Requirements for a Bachelor of Science (B.S.) in Biology
BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
BIOL-201: Cell Biology *(4 credits)*
BIOL-217: Genetics *(4 credits)*
BIOL-233: Ecology and Evolutionary Biology *(4 credits)*
BIOL-498: Senior Seminar in Biology
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
PHYS-121: Principles of Physics I *(4 credits)*
One Non-repeated Biology or Chemistry Elective *(3 or 4 credits)*
OR HLTH-101: Intro to Health Sciences *(3 credits)*
One 200-level Biology Elective
Two 300-level Biology Electives
Two 400-level Biology Electives
One Mathematics Elective *(3 credits)*
One Statistics Elective *(3 credits)*
One course from at least two of the Area Electives* *(6 credits minimum)*

*For students considering graduate study, a course from each of the areas (CHEM, MATH, PHYS) is highly recommended.

200-level Biology Electives:

BIOL-203: Human Anatomy and Physiology I *(4 credits)*
BIOL-206: General Zoology *(3 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-215: Biological and Medical Ethics *(Fulfills Core Ethics Req)*
BIOL-281: Special Topics in Biology

300-level Biology Electives:

BIOL-300: Experimental Mth/Design *(4 credits)*
BIOL-303: Human Anatomy and Physiology II *(4 credits)*
BIOL-312: Watersheds and Freshwater Ecology *(4 credits)*
BIOL-322: Terrestrial Ecology *(4 credits)*
BIOL-324: Microbiology *(4 credits)*
BIOL-325: Marine Biology *(4 credits)*
BIOL-332: Medical Terminology
BIOL-333: Evolution
BIOL-351: Molecular Biology
BIOL-360: Biotechnology *(Writing Intensive)*

400-level Biology Electives:

BIOL-401: Internship in Biology
BIOL-410: Immunology *(4 credits)*
BIOL-413: Conservation and Restoration Biology
BIOL-430: Forensic Medicine

BIOL-440: Medical & Molecular Virology
BIOL-445: The Cure: From Bench to Bedside

BIOL-481: Advanced Special Topics in Biology

Mathematics Electives:

MATH-202: Math for Management II
MATH-203: Analytic Geometry and Calculus I

MATH-211: Calculus and Modern Analysis I

Statistics Electives:

MATH-227: Introduction to Probability and Statistics
MATH-262: Probability and Statistics

PSYC-216: Quantitative Methods in Psychology

***Area Electives:**

Chemistry

CHEM-216: Organic Chemistry II *(4 credits)*

CHEM-250: Introduction to Biochemistry

Mathematics

MATH-204: Analytic Geometry and Calculus II

MATH-212: Calculus and Modern Analysis II

Physics

PHYS-122: Principles of Physics II *(4 credits)*

* For students considering graduate study, a course from each of the areas (CHEM, MATH, PHYS) is highly recommended.

Sample Academic Plan

Major in Biology – Bachelor of Science in Biology (B.S.)

This is a *suggested academic plan only for a Bachelor of Science (B.S.) in Biology*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 17 academic credits	Year One/Spring — 16 academic credits
BIOL-111: Principles of Biology I (4 credits)	BIOL/CHEM Elective (3 or 4 credits)
CHEM-131: Principles of Chemistry I (4 credits)	CHEM-132: Principles of Chemistry II (4 credits)
LADS-120: Liberal Arts Discovery Seminar	ENGL-101: College Writing
World Language Requirement #1	General Elective
WCHC-101: Welcome to CHC	World Language Requirement #2 or General Elective
Year Two/Fall — 14 academic credits	**Year Two/Spring — 16 academic credits**
BIOL-201: Cell Biology (4 credits)	200-level Biology Elective (3 or 4 credits)
CHEM-215: Organic Chemistry I (4 credits)	BIOL-217: Genetics (4 credits)
One 100, 200, 300-level course in Religious Studies	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
Mathematics Elective	Elective Area #1 (3 or 4 credits)
	GLST-201: Global Awareness Seminar
Year Three/Fall — 16 academic credits	**Year Three/Spring — 16 academic credits**
300-level Biology Elective #1	300-level Biology Elective #2
Core Requirement	BIOL-233: Ecology and Evolutionary Biology (4 credits)
Core Ethics Requirement **(BIOL-215)**	Core Requirement
Core Requirement	Core Requirement
PHYS-121: Principles of Physics I (4 credits)	Elective Area #2 (3 or 4 credits)
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
400-level Biology Elective #1	400-level Biology Elective #2
Statistics Elective	BIOL-498: Senior Seminar in Biology
Minor #1 or Biology or General Elective	Minor #4 or Biology or General Elective
Minor #2 or Biology or General Elective	Minor #5 or Biology or General Elective
Minor #3 or Biology or General Elective	Minor #6 or Biology or General Elective

Major in Biology with Concentration in Sports Medicine

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit; as is *BIOL-401: Internship in Biology*. Courses are 3 or 4 credits unless indicated and may not be offered every semester.

Requirements for the Major in Biology with Concentration in Sports Medicine
BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
BIOL-201: Cell Biology *(4 credits)*

BIOL-203: Human Anatomy and Physiology I *(4 credits)*
BIOL-215: Biological and Medical Ethics (*Fulfills Core Ethics Requirement*)
BIOL-217: Genetics *(4 credits)*
BIOL-300: Experimental Methods and Designs *(Writing Intensive) (4 credits)* *or* EXSC-303: Research Methods in Health & Exercise Science
BIOL-303: Human Anatomy and Physiology II *(4 credits)*
One Biology Elective
BIOL-498: Senior Seminar in Biology
OR EXSC-498: Senior Seminar in Health & Exercise Science**
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
CHEM-216: Organic Chemistry II (4 credits)
OR CHEM-250: Intro Biochemistry
EXSC-301: Kinesiology
EXSC-302: Exercise Physiology *(4 credits)*
HLTH-101: Intro to Health Sciences
MATH-202: Math for Management II
OR MATH-203: Analytical Geometry and Calculus I
PHYS-121: Principles of Physics I *(4 credits)*
PHYS-122: Principles of Physics II (4 credits)
PSYC-101: General Psychology (*Fulfills Core Requirement*)
Choice of:
PSYC-210: Physiology of Behavior
OR PSYC-217: Abnormal Psychology
OR PSYC-230: Drugs and Behavior
OR PSYC-240: Psychology of Health, Stress & Coping
One Statistics Elective *(3 credits)*

*WI (writing intensive) course
**Prerequisite is EXSC-303: Research Methods in Health & Exercise Science

Statistics Electives:
MATH-227: Introduction to Probability and Statistics
MATH-262: Probability and Statistics
PSYC-216: Quantitative Methods in Psychology

Sample Academic Plan

Major in Biology with Concentration in Sports Medicine

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 17 academic credits	Year One/Spring — 16 academic credits
BIOL-111: Principles of Biology I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
CHEM-131: Principles of Chemistry I (4 credits)	**ENGL-101**: College Writing
LADS-120: Liberal Arts Discovery Seminar	**HLTH-101:** Intro to Health Sciences
World Language Requirement	One 100, 200, 300-level course in Religious Studies
WCHC-101: Welcome to CHC	World Language Requirement or General Elective
Year Two/Fall — 17 academic credits	**Year Two/Spring — 14 academic credits**
BIOL-201: Cell Biology (4 credits)	**BIOL-217:** Genetics (4 credits)
CHEM-215: Organic Chemistry I (4 credits)	Core Requirement
An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies	**CHEM-216**: Organic Chemistry II (4 credits)
	MATH-202: Math for Management II
GLST-201: Global Awareness Seminar	
PSYC-101: General Psychology	
Year Three/Fall — 17 academic credits	**Year Three/Spring — 14-15 academic credits**
BIOL-203: Human Anatomy and Physiology I (4 credits)	**BIOL-303**: Human Anatomy and Physiology II (4 credits)
BIOL-215: Biological and Medical Ethics (WI)	Biology, Chemistry or Health Science Elective
PHYS-121: Principles of Physics I (4 credits)	**EXSC-301:** Kinesiology
200-Level PSYC Elective	**PHYS-122**: Principles of Physics II (4 credits)
Statistics Elective	
Year Four/Fall — 14 academic credits	**Year Four/Spring — 12 academic credits**

Major in Biology with Secondary Education Co-Major and Minor in Special Education

The *Secondary Education Certification Preparation Program in Biology (Grades 7-12)* is available to Biology Majors seeking Pennsylvania Department of Education (PDE) Certification. The Program integrates educational theory and practice with field experiences that include practicum and student teaching, as well as opportunities to develop teaching competence through innovative and effective approaches to the educational process with focus on students at the Secondary Level. Students interested in the Co-Major/Minor should contact the Education Office at 215.248.7129.

The PDE requires that all *Secondary Education Certification Preparation Program* participants have 9 credits of Special Education and 3 credits of Teaching English as a Second Language, in addition, students must meet field experience competencies before Student Teaching: **EDUC-201** provides 20 hours; **EDUC-203** provides 20 hours; **EDSC-326** provides 75; and Student Teaching, EDSC-420, is 14 weeks in duration.

Stage I and Stage II Portfolios are completed in the following courses:
EDUC-201: Child and Adolescent Development (FE I) **EDUC-203:** Foundations of Education (FE II)

Stage IIIA Portfolio is completed in the following course:
EDSC-326: Special Methods in Biology/Field Experience IIIA

Stage IV Portfolio is completed in the following courses:
EDSC-420: Clinical Field Experience/Student Teaching **EDSC-421:** Clinical/Student Teaching Seminar

By 60 credits candidates must pass a basic skills test (PAPA or CORE) if not SAT/ACT exempt as required by PDE. An overall GPA of 3.0 or above is required for formal acceptance into the Education Dept. and for graduation. Students must successfully complete all required coursework, clinical field experiences, and student teaching.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major unless an exception is noted. Majors may need to re-take courses with C- grades if their Career GPA is less than the Career GPA required by the PDE for Certification or if a higher grade is required to demonstrate competency as identified by the program. *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Biology with a Co-Major in Secondary Education and Minor in Special Education
BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
BIOL-201: Cell Biology *(4 credits)*
BIOL-217: Genetics *(4 credits)*
BIOL-233: Ecology and Evolutionary Biology *(4 credits)*
BIOL-300: Experimental Methods and Design *(4 credits)*
BIOL-324: Microbiology *(4 credits)* *OR* BIOL-410: Immunology
BIOL-498: Senior Seminar in Biology
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
CHEM-250: Introduction to Biochemistry *OR* CHEM-216: Organic Chemistry II
EDUC-201: Child and Adolescent Development (FE I) *Fulfills Core Requirement*
EDUC-203: Foundations of Education (FE II)
EDSC-315: General Methods and Assessment *(c)*
EDSC-326: Special Methods in Biology/Field Experience IIIA /Stage IIIA Portfolio *(c)(m)*
EDSC-420: Clinical Field Experience/Student Teaching /Stage IV Portfolio *(9 credits) (c)*
EDSC-421: Clinical/Student Teaching Seminar *(c)*
EDSP-340: Introduction to Special Education *(m)*
EDSP-347: Assessments & Interventions for all Learners *(m)*
EDSP-362: Teaching Reading for All Learners *(m)*
EDSP-390: ELL Foundations and Methods *(m)*
ENGL-101: College Writing *(c)**
PHYS-105: Physical/Earth/Space Science
PHYS-121: Principles of Physics I *(4 credits)*
PHYS-122: Principles of Physics II *(4 credits)*
One Biology or Chemistry Elective
One 200-level or above Biology Elective
One American or British Literature Elective *(c)**
Two Mathematics Elective *(3 credits) (c)**
One Statistics Elective *(3 credits)*

(c) = courses required for Secondary Education Co-Major
(m) = courses required for Special Education Minor
*Student must earn grade of C or better

200-level Biology Electives:

BIOL-203: Human Anatomy and Physiology I *(4 credits)*
BIOL-206: General Zoology *(3 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-215: Biological and Medical Ethics *(Fulfills Core Ethics Req)*
BIOL-281: Special Topics in Biology

300-level Biology Electives:

BIOL-303: Human Anatomy and Physiology II *(4 credits)*
BIOL-312: Watersheds and Freshwater Ecology *(4 credits)*
BIOL-322: Terrestrial Ecology *(4 credits)*
BIOL-325: Marine Biology *(4 credits)*
BIOL-332: Medical Terminology
BIOL-333: Evolution
BIOL-351: Molecular Biology
BIOL-360: Biotechnology

400-level Biology Electives:

BIOL-401: Internship in Biology
BIOL-405: Environmental Study Tour *(4 credits)*
BIOL-410: Immunology *(4 credits)*
BIOL-411: Developmental Biology *(4 credits)*
BIOL-413: Conservation and Restoration Biology
BIOL-430: Forensic Medicine
BIOL-440: Medical & Molecular Virology
BIOL-481: Advanced Special Topics in Biology

Mathematics Electives:

MATH-202: Math for Management II
MATH-203: Analytic Geometry and Calculus I
MATH-211: Calculus and Modern Analysis I

Statistics Electives:

MATH-227: Introduction to Probability and Statistics
MATH-262: Probability and Statistics
PSYC-216: Quantitative Methods in Psychology

Sample Academic Plan

Major in Biology with Co-Major in Secondary Education and Minor in Special Education

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 20 academic credits	Year One/Spring — 17 academic credits
Take Basic Skills (reading, math, writing) test if not exempt	**BIOL-112:** Principles of Biology II (4 credits)
BIOL-111: Principles of Biology I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
CHEM-131: Principles of Chemistry I (4 credits)	**EDUC-201:** Child and Adolescent Development (FE I)
Core **LADS-120:** Liberal Arts Discovery Seminar	**ENGL-101/105:** College Writing
Core **WCHC-101:** Welcome to CHC	Core Foreign Language Requirement #2 (if needed)
Math Elective Req. #1 (202, 203, or 211)	Retake Basic Skills as needed. Must pass all before 60 credits
Core Foreign Language Requirement	
Year Two/Fall — 17 academic credits	**Year Two/Spring — 19 academic credits**
BIOL 201: Cell Biology (4 credits)	**BIOL-217:** Genetics (4 credits)
CHEM-215: Organic Chemistry (4 credits)	**CHEM-250:** Introduction to Biochemistry
EDUC-203: Foundations of Education (FE II)	**EDSC-315:** General Methods & Assessment
Statistics: MATH-227 or MATH-262 (Math Req #2)	**EDSP-340:** Introduction to Special Education
Core Religious Studies Requirement	Core Arts & Creativity Requirement
	ENGL American or British Literature Elective
Complete Pre-Professional Benchmark	Apply for formal admission to Education Dept. after 48 credits and before 60 credits
Year Three/Fall — 19 academic credits	**Year Three/Spring — 16 academic credits**
BIOL-300: Experimental Methods and Design	
PHYS-121: Principles of Physics I (4 credits)	**BIOL-233:** Ecology and Evolutionary Biology (4 credits)
EDSC-326: Sp Methods/Biology/Field Exp IIIA/Stage IIIA Ptf	**BIOL-324**: Microbiology
EDSP-362: Teaching Reading for all Learners	**PHYS-122:** Principles of Physics II
EDSP-347: Assessments & Interventions for all Learners	Core Religious Studies (Team-Taught) Requirement
Core Analysis of the Social World Requirement	Core Global Awareness Seminar
Year Four/Fall — 15 academic credits	**Year Four/Spring — 18 academic credits**
EDSC-420: Cl Field Exp/Stu Tch /Stage IV Portfolio (9 credits)	**BIOL-498:** Senior Seminar in Biology
EDSC-421: Clinical/Student Teaching Seminar	**GLST-201:** Global Awareness Seminar
EDSP-390: ELL Foundations and Methods	**PHYS-105:** Physical/Earth/Space Science
	200-Level Biology Elective/Core Ethics Requirement (**BIOL-215**)
	Core Capstone/Real World Problems
	Core Civic Life & Engagement Requirement

Minor in Biology

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester. Four of the six courses toward the minor cannot be required for another major.

Requirements for the Minor in Biology

At Least Six Biology courses with Four at the 200-Level or above

200-level Biology Electives:

BIOL-203: Human Anatomy and Physiology I *(4 credits)*
BIOL-206: General Zoology *(3 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-215: Biological and Medical Ethics
BIOL-281: Special Topics in Biology

300- and 400-Level Biology Electives:

BIOL-300: Experimental Mth/Design *(4 credits)*
BIOL-303: Human Anatomy and Physiology II *(4 credits)*
BIOL-312: Watersheds and Freshwater Ecology *(4 credits)*
BIOL-322: Terrestrial Ecology *(4 credits)*
BIOL-324: Microbiology *(4 credits)*
BIOL-325: Marine Biology *(4 credits)*
BIOL-332: Medical Terminology
BIOL-333: Evolution
BIOL-351: Molecular Biology
BIOL-360: Biotechnology
BIOL-401: Internship in Biology
BIOL-410: Immunology *(4 credits)*
BIOL-413: Conservation and Restoration Biology
BIOL-430: Forensic Medicine
BIOL-440: Medical & Molecular Virology
BIOL-445: The Cure: From Bench to Bedside
BIOL-481: Advanced Special Topics in Biology

Chemistry

Rebecca Eikey, PhD, Professor &Discipline Chair, EikeyR@chc.edu

Major in Chemistry

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better in every course required for the major to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit; as is *CHEM-401: Internship in Chemistry*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Chemistry

CHEM-131: Principles of Chemistry I *(3 credits; Fulfills Core Requirement)*
CHEM-132: Principles of Chemistry II *(3 credits)*
CHEM-215: Organic Chemistry I *(3 credits)*
CHEM-216: Organic Chemistry II *(3 credits)*
CHEM-301: Analytical Chemistry *(5 credits)*
CHEM-313: Physical Chemistry I
CHEM-314: Physical Chemistry II
CHEM-340: Inorganic Chemistry *(5 credits)*
CHEM-498: Senior Seminar in Chemistry
MCOM-160: Public Speaking
MATH-252: Calculus and Modern Analysis III
PHYS-121: Principles of Physics I *(4 credits)*
PHYS-122: Principles of Physics II *(4 credits)*
Two Chemistry Electives *at the 300 or 400 level (6 credits minimum)*
Two Mathematics Courses *(6 credits,)*
CHEM-131L: Principles of Chemistry I Lab *(1 credit)*
CHEM-132L: Principles of Chemistry II Lab *(1 credit)*
CHEM-215L: Organic Chemistry I Lab *(1 credit)*
CHEM-216L: Organic Chemistry II Lab *(1 credit)*
CHEM-314L: Physical Chemistry II Lab *(2 credits)*

Chemistry Electives:

CHEM-303: Instrumental Analysis *(5 credits)*
CHEM-307: Biochemistry I
CHEM-308: Biochemistry II (5 credits)
CHEM-405: Advanced Organic Chemistry
CHEM-481: Advanced Special Topics in Chemistry

Mathematics Courses (Choose one sequence):

MATH-203: Analytic Geometry and Calculus I
AND **MATH-204:** Analytic Geometry and Calculus II
MATH-211: Calculus and Modern Analysis I
AND **MATH-212**: Calculus and Modern Analysis II

Sample Academic Plan

Major in Chemistry

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 16 academic credits	Year One/Spring — 16 academic credits
CHEM-131: Principles of Chemistry I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
LADS-120: Liberal Arts Discovery Seminar	One 100, 200, 300-level course in Religious Studies
World Language Requirement	**ENGL-101:** College Writing
MATH-203: Analytic Geometry and Calculus I	World Language Requirement
or **MATH-211**: Calculus and Modern Analysis I	**MATH-204:** Analytic Geometry and Calculus II
WCHC-101: Welcome to CHC	or **MATH-212**: Calculus and Modern Analysis II
Year Two/Fall — 17 academic credits	**Year Two/Spring — 17 academic credits**
CHEM-215: Organic Chemistry I (4 credits)	**CHEM-216:** Organic Chemistry II (4 credits)
An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies	Core Ethics Requirement
Core Requirement	Core Requirement
PHYS-121: Principles of Physics I (4 credits)	**PHYS-122**: Principles of Physics II (4 credits)
MATH-252: Calculus and Modern Analysis III	Minor #1 or Chemistry or General Elective
Year Three/Fall — 16 academic credits	**Year Three/Spring — 15 academic credits**
CHEM-301: Analytical Chemistry (5 credits)	**CHEM-313**: Physical Chemistry I
CHEM-340: Inorganic Chemistry (5 credits)	Chemistry Elective #1
Core Requirement	Core Requirement
GLST-201: Global Awareness Seminar	**MCOM-160:** Public Speaking
	Minor #2 or Chemistry or General Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 14 academic credits**
CHEM-313: Physical Chemistry I (3 credits)	**CHEM-314:** Physical Chemistry II (5 credits)
Chemistry Elective #2	**CHEM-498:** Senior Seminar in Chemistry
Minor #3 or Chemistry or General Elective	Minor #6 or Chemistry or General Elective
Minor #4 or Chemistry or General Elective	Chemistry or General Elective
Minor #5 or Chemistry or General Elective	

Major in Chemistry with Co-Major in Secondary Education and Minor in Special Education

The *Secondary Education Certification Preparation Program in Chemistry (Grades 7-12)* is available to Chemistry Majors seeking Pennsylvania Department of Education (PDE) Certification. The Program integrates educational theory and practice with field experiences that include practicum and student teaching, as well as opportunities to develop teaching competence through innovative and effective approaches to the educational process with focus on students at the Secondary Level. Students interested in the Co-Major/Minor should contact the Education Office at 215.248.7129.

The PDE requires that all *Secondary Education Certification Preparation Program* participants have 9 credits of Special Education and 3 credits of Teaching English as a Second Language, in addition, students must meet field experience before Student Teaching: **EDSC-203** provides 20 hours; **EDSC**-201 provides 20 hours; **EDSC-327** provides 75; and Student Teaching, EDSC-420, is 14 weeks in duration.

Stage I and Stage II Portfolios are completed in the following courses:

EDUC-201: Child and Adolescent Development (FE I)

EDUC-203: Foundations of Education (FE II)

Stage IIIA Portfolio is completed in the following course:

EDSC-327: Special Methods in Chemistry/Field Experience IIIA

Stage IV Portfolio is completed in the following courses:

EDSC-420: Clinical Field Experience/Student Teaching

EDSC-421: Clinical/Student Teaching Seminar

By 60 credits candidates must pass a basic skills test (PAPA or CORE) if not SAT/ACT exempt as required by PDE. An overall GPA of 3.0 or above is required for formal acceptance into the Education Program and for graduation. Students must successfully complete all required coursework, clinical field experiences, and student teaching.

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major unless an exception is noted. Majors may need to re-take courses with C- grades if their Career GPA is less than the Career GPA required by the PDE for Certification or if a higher grade is required to demonstrate competency as identified by the program. *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Chemistry with Co-Major in Secondary Education and Minor in Special Education
CHEM-131: Principles of Chemistry I *(3 credits; Fulfills Core Requirement)*
CHEM-131L: Principles of Chemistry I Lab
CHEM-132: Principles of Chemistry II *(3 credits)*
CHEM-132L: Principles of Chemistry II Lab
CHEM-215: Organic Chemistry I *(3 credits)*

CHEM-215L: Organic Chemistry I Lab
CHEM-216: Organic Chemistry II *(3 credits)*
CHEM-216L: Organic Chemistry II Lab
CHEM-301: Analytical Chemistry *(5 credits)*
CHEM-313: Physical Chemistry I
CHEM-314: Physical Chemistry II
CHEM-340: Inorganic Chemistry *(5 credits)*
CHEM-498: Senior Seminar in Chemistry
EDUC-201: Child and Adolescent Development (FE I) *Fulfills Core Requirement*
EDUC-203: Foundations of Education (FE II)
EDSC-315: General Methods and Assessment *(e)*
EDSC-327: Special Methods in Chemistry/Field Experience IIIA /Stage IIIA Portfolio *(e)(m)*
EDSC-420: Clinical Field Experience/Student Teaching /Stage IV Portfolio *(9 credits) (e)*
EDSC-421: Clinical/Student Teaching Seminar *(e)*
EDSP-340: Introduction to Special Education *(m)*
EDSP-347: Assessments & Interventions for all Learners *(m)*
EDSP-362: Teaching Reading for All Learners *(m)*
EDSP-390: ELL Foundations and Methods *(m)*
ENGL-101: College Writing *(e)**
MATH-252: Calculus and Modern Analysis III
PHYS-121: Principles of Physics I *(4 credits)*
PHYS-122: Principles of Physics II *(4 credits)*
Two Chemistry Electives at the 300 or 400 Level *(6 credits minimum)*
Two Mathematics Courses *(6 credits) (e)**
*One American or British Literature Elective (e) **

(e) = courses required for Secondary Education Co-Major
(m) = courses required for Special Education Minor
*Student must earn grade of C or better

Chemistry Electives:

CHEM-303: Instrumental Analysis *(5 credits)*
CHEM-307: Biochemistry I
CHEM-308: Biochemistry II *(5 credits)*
CHEM-222: Toxicology
CHEM-405: Advanced Organic Chemistry
CHEM-481: Advanced Special Topics in Chemistry

Mathematics Courses (Choose one sequence):

MATH-203: Analytic Geometry and Calculus I
AND **MATH-204:** Analytic Geometry and Calculus II
MATH-211: Calculus and Modern Analysis I
AND **MATH-212**: Calculus and Modern Analysis II

Sample Academic Plan

Major in Chemistry with Co-Major in Secondary Education and Minor in Special Education

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 16 academic credits	Year One/Spring — 16 academic credits
Take Basic Skill Series (reading, math, writing) if not exempt	CHEM-132: Principles of Chemistry II (4 credits)
CHEM-131: Principles of Chemistry I (4 credits)	EDUC-201: Child and Adolescent Development (FE I)
MATH-203: Analytic Geometry and Calculus I	ENGL-101/105: College Writing
or MATH-211: Calculus and Modern Analysis I	MATH-204: Analytic Geometry and Calculus II
Core WCHC-101: Welcome to CHC	or MATH-212: Calculus and Modern Analysis II
Core LADS-120: Liberal Arts Discovery Seminar	Core Foreign Language Requirement
Core Foreign Language Requirement	Retake Basic Skills as needed. Must pass all before 60 credits
Year Two/Fall — 20 academic credits	**Year Two/Spring — 17 academic credits**
CHEM-215: Organic Chemistry I (4 credits)	CHEM 216: Organic Chemistry II (4 credits)
EDUC-203: Foundations of Education (FE II)	EDSC-315: General Methods and Assessment
PHYS-121: Principles of Physics I (4 credits)	PHYS-122: Principles of Physics II (4 credits)
ENGL American or British Literature	EDSP-340: Introduction to Special Education
Core Religious Studies Requirement	Core Arts and Creative Expression Requirement
Core Global Awareness Requirement	
Complete Pre-Professional Benchmark	Apply for formal admission to Education Dept. after 48 credits and before 60 credits

Year Three/Fall	18 academic credits
CHEM-301: Analytical Chemistry (5 credits)	
CHEM-313: Physical Chemistry I (4 credits)	
EDSC-327: Sp Mth Chem/Field Exp IIIA /Stage IIIA Portfolio	
EDSP-362: Teaching Reading for All Learners	
EDSP-347: Assessments & Interventions for all Learners	

Year Three/Spring	17 academic credits
CHEM-314: Physical Chemistry II (4 credits)	
Chemistry Elective #1 (4 credits)	
Core Religious Studies (Team Taught) Requirement	
Core Civic Life and Engagement Requirement	
Core Ethics Requirement **(BIOL-215)**	

Year Four/Fall	15 academic credits
EDSC-420: Clinical FE/St Tch /Stage IV Ptf (9 credits)	
EDSC-421: Clinical/Student Teaching Seminar	
EDSP-390: ELL Foundations and Methods	

Year Four/Spring	16 academic credits
CHEM-340: Inorganic Chemistry (5 credits)	
CHEM-498: Senior Seminar in Chemistry	
Chemistry Elective #2 (3 credits)	
Core Analysis of the Social World Requirement	
Core Capstone/Real World Problems	

Minor in Chemistry

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. *Special Topics* courses are repeatable for credit. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Chemistry
CHEM-131: Principles of Chemistry I *(4 credits; Fulfills Core Requirement)*
CHEM-132: Principles of Chemistry II *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
CHEM-216: Organic Chemistry II *(4 credits)*
Two Chemistry Electives *(6 credits minimum)*

Chemistry Electives:

CHEM-242: Environmental Chemistry
CHEM-250: Introduction to Biochemistry
CHEM-301: Analytical Chemistry (5 credits with lab)
CHEM-303: Instrumental Analysis *(5 credits with lab)*
CHEM-307: Biochemistry I *(5 credits with lab)*
CHEM-308: Biochemistry II
CHEM-313: Physical Chemistry I
CHEM-314: Physical Chemistry II *(5 credits with lab)*
CHEM-222: Toxicology
CHEM-340: Inorganic Chemistry *(5 credits with lab)*
CHEM-405: Advanced Organic Chemistry
CHEM-481: Advanced Special Topics in Chemistry

Environmental Science

Joseph Kulkosky, PhD, Professor of Biology & Discipline Chair, KulkoskyJ@chc.edu

Major in Environmental Science

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. Students may perform independent study (*BIOL-490: Independent Study in Biology*) during the Junior or Senior year under the direction of a program member, an established scientist, or a physician at a graduate school or major research center. Major students who meet academic qualifications are encouraged to participate in the Biology Program Honors program, which provides greater levels of challenge.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit; as is *BIOL-401: Internship in Biology*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Environmental Science
BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
BIOL-201: Cell Biology *(4 credits)*
BIOL-206: General Zoology *(3 credits)* or BIOL-281: Special Topics in Biology
BIOL-217: Genetics *(4 credits)*
BIOL-233: Ecology and Evolutionary Biology *(4 credits)*
BIOL-498: Senior Seminar in Biology
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
CHEM-242: Environmental Chemistry or CHEM-222: Toxicology or CHEM-250: Introduction to Biochemistry or CHEM-301: Analytical Chemistry (WI)
PHYS-121: Principles of Physics I (4 credits)
One Non-repeated Biology or Chemistry Elective (BIOL 106 recommended)
Four 300/400-level Biology Elective *(12 credits minimum)*

One Mathematics Elective *(3 credits)*
One Statistics Elective *(3 credits)*
One additional Mathematics/Physics Elective *(3 credits minimum)*

300/400-level Biology Electives:

BIOL-300: Experimental Mths/ Design *(4 credits)*
BIOL-312: Watersheds and Freshwater Biology
BIOL-322: Terrestrial Ecology
BIOL-325: Marine Biology *(4 credits)*
BIOL-333: Evolution
BIOL-351: Molecular Biology
BIOL-360: Biotechnology (*Writing Intensive*)
BIOL-401: Internship in Biology
BIOL-413: Conservation and Restoration Biology
BIOL-481: Advanced Special Topics in Biology

Mathematics Electives:

MATH-202: Math for Management II
MATH-203: Analytic Geometry and Calculus I
MATH-211: Calculus and Modern Analysis I

Statistics Electives:

MATH-227: Introduction to Probability and Statistics
MATH-262: Probability and Statistics
PSYC-216: Quantitative Methods in Psychology

Mathematics/Physics Electives*:

MATH -204: Analytic Geometry and Calculus II
MATH -212: Calculus and Modern Analysis II
PHYS-122: Principles of Physics II *(4 credits)*

* For students considering graduate study, a course from each of the areas (MATH and PHYS) is highly recommended.

Sample Academic Plan

Major in Environmental Science

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 17 academic credits	Year One/Spring — 14 academic credits
BIOL-111: Principles of Biology I (4 credits)	BIOL/CHEM Elective
CHEM-131: Principles of Chemistry I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
World Language Requirement	**ENGL-101**: College Writing
LADS-120: Liberal Arts Discovery Seminar	World Language Requirement or General Elective
WCHC-101: Welcome to CHC	
Year Two/Fall — 14 academic credits	**Year Two/Spring — 16 academic credits**
BIOL-201: Cell Biology (4 credits)	**BIOL-206:** General Zoology
CHEM-215: Organic Chemistry I (4 credits)	**BIOL-233:** Ecology and Evolutionary Biology (4 credits)
One 100, 200, 300-level course in Religious Studies	An IDHP seminar with an indicated Religious Studies component
Mathematics Elective	or an interdisciplinary course cross-listed with Religious Studies
	GLST-201: Global Awareness Seminar
	Statistics Elective
Year Three/Fall — 17 academic credits	**Year Three/Spring — 16 academic credits**
300/400 Level Biology Elective	**BIOL-217:** Genetics (4 credits)
Core Requirement	300-level Biology Elective
Core Requirement	Core Requirement
Core Requirement	Core Requirement
PHYS-121: Principles of Physics I (4 credits)	Mathematics/Physics Elective
Year Four/Fall — 16 academic credits	**Year Four/Spring — 15 academic credits**
300/400-level Biology Elective	**BIOL-498:** Senior Seminar in Biology
300/400 Level Biology Elective	Biology or General Elective
CHEM-242: Environmental Chemistry	General Elective
Or CHEM-222: Toxicology or **CHEM-301:** Analytical Chemistry	General Elective
Biology or General Elective	300/400 Level Biology Elective
Biology or Chemistry Elective	

Minor in Environmental Science

Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Environmental Science
BIOL-101: Inquiry into Life I or BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
BIOL-106: Ecology and Environmental Issues
Four Biology Electives *(at least two courses not included in the Major)*

Biology Electives:

BIOL-125: Ponds and Streams *(4 credits)*
BIOL-145: Forests and Fields
BIOL-206: General Zoology *(3 credits)*
BIOL-215: Biological and Medical Ethics
BIOL-233: Ecology and Evolutionary Biology *(4 credits)*
BIOL-312: Watersheds and Freshwater Ecology *(4 credits)*
BIOL-322: Terrestrial Ecology *(4 credits)*
BIOL-325: Marine Biology *(4 credits)*
BIOL-333: Evolution
BIOL-413: Conservation/Restoration Biology

Exercise Science

Dawn Schramm, MS, Instructor of Exercise/Health Science & Interim Discipline Chair, SchrammD@chc.edu

Chestnut Hill College offers a **Bachelor of Science (B.S.)** in **Exercise Science**. After successful completion of the Exercise Science program, students will be prepared to sit for the American College of Sports Medicine Personal Training and/or Exercise Physiologist Certifications as well as the National Strength and Conditioning Certified Strength and Conditioning Specialist Certification. Students interested in these majors should contact Dawn Schramm, MS for more information.
Email: SchrammD@chc.edu.

Program Mission

The Exercise Science degree will provide a high-quality education to develop professionals that have a strong understanding of the scientific and behavioral aspects of fitness and wellness that can be used to promote health and wellness throughout the community and the world. The program will provide students the opportunity to explore the many career options in the health and exercise sciences and decide on what best fits their interests, skill, and abilities.

Major in Exercise Science

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Exercise Science
BIOL-111: Principles of Biology I *(4 credits)*
BIOL-103: Human Biology for Allied Health Professionals *(4 credits)*
BIOL-203: Anatomy and Physiology I *(4 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-303: Anatomy and Physiology II *(4 credits)*
CHEM-131: Principles of Chemistry I *(4 credits)*
EXSC-101: Introduction to Exercise Science and Wellness
EXSC-102: Wellness in America Seminar
EXSC-270: Exercise and Sport Psychology
EXSC-301: Kinesiology
EXSC-302: Exercise Physiology *(4 credits)*
EXSC-303: Research Methods in Health & Exercise
EXSC-304: Personal Training and Exercise Leadership
EXSC-305: Exercise Testing and Prescription
EXSC-306: Nutrition for Exercise and Health
EXSC-401: Internship in Health & Exercise Science
EXSC-402: Fitness and Wellness for Special Populations
EXSC-403: Foundations of Strength and Conditioning
EXSC-498: Senior Seminar in Health & Exercise Science
PSYC-101: General Psychology
One Statistics Elective

Statistics Electives:

MATH-227: Introduction to Probability and Statistics
MATH-262: Probability and Statistics
PSYC-216: Quantitative Methods in Psychology

Sample Academic Plan

Major in Exercise Science

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall	15 academic credits	Year One/Spring	16 academic credits

BIOL-111: Principles of Biology I (4 credits)	**BIOL-103:** Human Biology for Allied Health Professionals *(4 credits)*
EXSC-101: Introduction to Exercise Science	**ENGL-101**: College Writing
LADS-120: Liberal Arts Discovery Seminar	**EXSC-102:** Wellness in America Seminar
World Language Requirement	World Language Requirement or General Elective
WCHC-101: Welcome to CHC	One 100, 200, 300-level course in Religious Studies
Year Two/Fall — 16 academic credits	**Year Two/Spring — 16 academic credits**
BIOL-203: Anatomy & Physiology I (4 credits)	**BIOL-303:** Anatomy & Physiology II (4 credits)
Core Requirement	**BIOL-210:** Nutrition (3 credits)
GLST-201: Global Awareness Seminar	**EXSC-270:** Exercise and Sport Psychology
PSYC-101: General Psychology	Core – Religious Studies
Statistics Elective	General Elective #1
Year Three/Fall — 14 academic credits	**Year Three/Spring — 15 academic credits**
CHEM-131: Principles of Chemistry I (4 credits)	Core Requirement
EXSC-301: Kinesiology	**EXSC-304:** Personal Training and Exercise Leadership
EXSC-302: Exercise Physiology (4 credits)	**EXSC-305:** Exercise Testing and Prescription
General Elective #2	**EXSC-306**: Nutrition for Exercise and Health
	General Elective #3
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
Core Requirement	Core Requirement
EXSC-303: Research Methods in Health & Exercise *(Writing Intensive)*	**EXSC-403:** Foundations of Strength and Conditioning
EXSC-401: Internship in Health & Exercise Science	**EXSC-498:** Senior Seminar in Health & Exercise Science
EXSC-402: Fitness and Wellness for Special Populations	General Elective #5
General Elective #4	General Elective #6

Minor in Exercise Science

Requirements for the Minor in Exercise Science
BIOL-203: Anatomy & Physiology I + Lab (4 credits)
BIOL-303: Anatomy & Physiology II + Lab (4 credits)
EXSC-302: Exercise Physiology + Lab (4 credits)
Three Exercise Science Electives

Exercise Science Electives:

EXSC-101: Introduction to Exercise Science (3cr)
EXSC-270: Exercise and Sport Psychology (3cr)
EXSC-301: Kinesiology (3cr)
EXSC-304: Personal Training and Exercise Leadership (3cr)
EXSC-305: Exercise Testing and Prescription (3cr)
EXSC-306: Nutrition for Exercise and Health (3cr)
EXSC-402: Foundations of Strength and Conditioning (3cr)

Forensic Biology

Joseph Kulkosky, PhD, Professor of Biology & Discipline Chair, KulkoskyJ@chc.edu

The Major in Forensic Biology prepares students for entry into the field of forensics with an emphasis on the analysis of evidence of biological origin. Students may perform independent study (*BIOL-490: Independent Study in Biology*) during the Junior or Senior year under the direction of a program member, an established scientist, or a physician at a graduate school or major research center.

Major in Forensic Biology

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Forensic Biology
BIOL-111: Principles of Biology I *(4 credits)*
BIOL-201: Cell Biology *(4 credits)*
BIOL-203: Human Anatomy and Physiology I *(4 credits)*
BIOL-217: Genetics *(4 credits)*
BIOL-324: Microbiology *(4 credits)*
or BIOL-410: Immunology *(4 credits)*
BIOL-351: Molecular Biology**

or BIOL-360: Biotechnology
BIOL-430: Forensic Medicine
BIOL-498: Senior Seminar in Biology
CHEM-106: Introduction to Forensic Science
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
CHEM-222: Toxicology
or CHEM-216: Organic Chemistry II (4 credits)*
or CHEM-250: Introduction to Biochemistry
One non-repeated Biology or Chemistry Elective*
*CHEM-301: Analytical Chemistry (5 credits) is recommended
CRJU-122: Introduction to Criminal Justice
CRJU-223: Criminal Law
or CRJU-224: Criminal Investigation
or CRJU-225: Criminal Procedure
or CRJU-227: Sanctions and Sentencing
MATH-202: Math for Management II/Applied Calculus
or MATH-203: Analytic Geometry and Calculus I
PHYS-121: Principles of Physics I *(4 credits)*
One Statistics Elective *(3 credits)*

*Graduate degree programs in Forensic Science typically require two semesters of Organic Chemistry for admission.
**Consult with Faculty Advisor.
***Students seeking a double major in Chemistry and Forensic Biology cannot elect to take CHEM-250: Introduction to Biochemistry

300-Level Biology Electives:
BIOL-351: Molecular Biology
OR **BIOL-360:** Biotechnology (*Writing Intensive*)

Chemistry Electives:
CHEM-216: Organic Chemistry II *(4 credits)*
OR **CHEM-222:** Toxicology

Statistics Electives:
MATH-227: Introduction to Probability and Statistics
MATH-262: Probability and Statistics
PSYC-216: Quantitative Methods in Psychology

Recommended, but not required:
PHYS-122: Principles of Physics II *(4 credits)*

Sample Academic Plan

Major in Forensic Biology

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 14 academic credits	Year One/Spring — 16 academic credits
BIOL-111: Principles of Biology I (4 credits)	**CHEM-106:** Introduction to Forensic Science
CHEM-131: Principles of Chemistry I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101**: College Writing
WCHC-101: Welcome to CHC	World Language Requirement
	Core Requirement
Year Two/Fall — 17 academic credits	**Year Two/Spring — 16 academic credits**
BIOL-201: Cell Biology (4 credits)	200 or 300 level Biology or Chemistry Elective
CHEM-215: Organic Chemistry I (4 credits)	**BIOL-217:** Genetics (4 credits)
One 100, 200, 300-level course in Religious Studies	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
MATH-202: Math for Management II/Applied Calculus	Statistics Elective
or MATH-203: Analytic Geometry and Calculus I	**CHEM-222:** Toxicology
CRJU-122: Introduction to Criminal Justice	or **CHEM 216:** Organic Chemistry II (4 credits)*
	or CHEM-250: Intro to Biochemistry
Year Three/Fall — 17 academic credits	**Year Three/Spring — 15 academic credits**
BIOL-203: Human Anatomy and Physiology I *(4 credits)*	**BIOL-303:** Human Anatomy and Physiology II *(4 credits)*
Core Requirement	**CRJU-223:** Criminal Law
Core Requirement	OR **CRJU-224:** Criminal Investigations
Core Requirement	OR **CRJU-225:** Criminal Procedure
PHYS-121: Principles of Physics I (4 credits)	OR CRJU-227: Sanctions and Sentencing

Year Four/Fall	15 academic credits
BIOL-351: Molecular Biology	
or **BIOL-360**: Biotechnology *(Writing Intensive)*	
GLST-201: Global Awareness Seminar	
Minor #1 or Biology or General Elective	
Minor #2 or Biology or General Elective	
Minor #3 or Biology or General Elective	

Year Four/Spring	15 academic credits
BIOL-324: Microbiology *(4 credits)*	
OR **BIOL-410:** Immunology *(4 credits)*	
Core Requirement	
BIOL-430: Forensic Medicine	
BIOL-498: Senior Seminar in Biology	
Minor #4 or Biology or General Elective	
Minor #5 or Biology or General Elective	
Minor #6 or Biology or General Elective	

Forensic Chemistry

Rebecca Eikey, PhD,Professor & Discipline Chair, EikeyR@chc.edu

Major in Forensic Chemistry

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit; as is *CHEM-401: Internship in Chemistry.* Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Forensic Chemistry
BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
CHEM-106: Introduction to Forensic Science
CHEM-131: Principles of Chemistry I
CHEM-132: Principles of Chemistry II
CHEM-215: Organic Chemistry I
CHEM-216: Organic Chemistry II
CHEM-222: Toxicology
CHEM-301: Analytical Chemistry *(5 credits)*
CHEM-303: Instrumental Analysis *(5 credits)*
CHEM-307: Biochemistry I
CHEM-340: Inorganic Chemistry *(5 credits)*
CHEM-401: Internship in Chemistry *(2–4 credits)*
CHEM-498: Senior Seminar in Chemistry
PHYS-121: Principles of Physics I *(4 credits)*
MATH-203: Analytic Geometry and Calculus I *OR* MATH-211: Calculus and Modern Analysis I
MATH-227: Intro to Probability and Statistics
MCOM-160: Public Speaking*
CRJU-225: Criminal Procedure
PSYC-101: Introduction to Psychology
PSYC-230: Drugs & Behavior *or* PSYC-235: Forensic Psychology
CHEM-131L: Principles of Chemistry I Lab *(1 credit)*
CHEM-132L: Principles of Chemistry II Lab *(1 credit)*
CHEM-215L: Organic Chemistry I Lab *(1 credit)*
CHEM-216L: Organic Chemistry II Lab *(1 credit)*

*Fulfills the Public Speaking Core Curriculum Requirement for graduation

Sample Academic Plan

Major in Forensic Chemistry

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. The minimum number of Academic Credits required for graduation is 120.

Year One/Fall	17 academic credits
BIOL-111: Principles of Biology I (4 credits)	
CHEM-131: Principles of Chemistry I (4 credits)	
LADS-120: Liberal Arts Discovery Seminar	
MATH-203: Analytic Geometry and Calculus I	
or **MATH-211**: Calculus and Modern Analysis I	
WCHC-101: Welcome to CHC	

Year One/Spring	16 academic credits
CHEM-106: Introduction to Forensic Chemistry	
CHEM-132: Principles of Chemistry II (4 credits)	
One 100, 200, 300-level course in Religious Studies	
ENGL-101: College Writing	
PSYC-101: Introduction to Psychology	

Year Two/Fall	17 academic credits
CHEM-215: Organic Chemistry I (4 credits)	

Year Two/Spring	16 academic credits
PSYC-230: Drugs and Behavior	

An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
PHYS-121: Principles of Physics I (4 credits)
CRJU-224: Criminal Investigation
or **CRJU-223:** Criminal Law
Core Requirement

Or **PSYC-235:** Forensic Psychology
CHEM-216: Organic Chemistry II (4 credits)
Core Requirement
World Language Requirement
MATH-227: Intro to Probability and Statistics

Year Three/Fall	15 academic credits
CHEM-301: Analytical Chemistry (5 credits)	
CHEM-230: Internship Seminar (1 credit)	
CRJU-225: Criminal Procedure	
Core Requirement	
World Language Requirement	

Year Three/Spring	14 academic credits
CHEM-303: Instrumental Analysis (5 credits)	
CHEM-250: Introduction to Biochemistry	
CHEM-222: Toxicology	
MCOM-160: Public Speaking	

Year Four/Fall	14 academic credits
CHEM-340: Inorganic Chemistry (5 credits)	
CHEM-401: Internship in Chemistry	
Core Requirement	
Core Requirement	

Year Four/Spring	15 academic credits
CHEM-498: Senior Seminar in Forensic Chemistry	
Core Requirement	
Chemistry or General Elective	
Chemistry or General Elective	
Chemistry or General Elective	

Health Sciences

Dawn Schramm, MS, Instructor of Exercise/Health Science & Interim Discipline Chair, SchrammD@chc.edu

Major in Health Sciences

The Health Sciences degree will provide students an interdisciplinary educational program with the goal of helping prepare students to be leaders, advocates, and role models in the health professions. The program allows for students with diverse academic and professional interests to explore and analyze the scientific, ethical, sociological, and structural components of the health sciences and the health system. The program will provide students the opportunity to explore the many career options in the health and exercise sciences and decide on what best fits their interests, skill, and abilities.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Health Sciences
BIOL-111: Principles of Biology I *(4 credits)*
BIOL-103: Human Biology for Allied Health Professionals *(4 credits)*
BIOL-203: Anatomy and Physiology I *(4 credits)*
BIOL-215: Biological and Medical Ethics
BIOL-303: Anatomy and Physiology II *(4 credits)*
BIOL-332: Medical Terminology
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II (4 credits)
EXSC-303: Research Methods in Health & Exercise Science
EXSC-401: Internship in Health & Exercise Science
EXSC-498: Senior Seminar in Health & Exercise Science
HLTH-101: Introduction to the Health Sciences
HLTH-102: Introduction to Healthcare
MATH-227: Introduction to Statistics and Probability
PSYC-101: Introduction to Psychology
PSYC-250: Adolescence, Adulthood and Aging
SOCI-216: Sociology of Health and Medicine
At least 15 credits of Health Sciences Electives

Health Sciences Electives (at least 15 credits from the following options):
BIOL-201: Cell Biology *(4 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-217: Genetics *(4 credits)*
BIOL-324: Microbiology *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
CHEM-250: Introduction to Biochemistry
EXSC-301: Kinesiology
EXSC-302: Exercise Physiology *(4 credits)*
EXSC-305: Exercise Testing and Prescription
HSLP-322: Disability and Society/Seminar

HSLP-356: Social Welfare Policy
PHYS-121: Principles of Physics I *(4 credits)*
PHYS-122: Principles of Physics II *(4 credits)*
PSYC-203: Psychology/Child Development
PSYC-217: Abnormal Psychology
BUSN-104: Introduction to Business
MGMT-105: Principles of Management
MGMT-302: Entrepreneurship
MATH-202: Math for Mgmt II/Applied Calculus
SOCI-101: Introduction to Sociology
SOCI-114: Social Gerontology
SOCI-127: Critical Issues/Diversity, Equity, and Inclusion
Any 100 or 200 level PSYC course
Any 100 or 200 level SOCI course

Sample Academic Plan

Major in Health Sciences

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 16 academic credits	Year One/Spring — 16 academic credits
BIOL-111: Principles of Biology I (4 credits)	**BIOL-103:** Human Biology for Allied Health Professionals *(4 credits)*
LADS-120: Liberal Arts Discovery Seminar	Core Requirement
World Language Requirement	**ENGL-101**: College Writing
HLTH-101: Introduction to Health Sciences	World Language Requirement or General Elective
WCHC-101: Welcome to CHC	**HLTH-102:** Introduction to Healthcare
Year Two/Fall — 14 academic credits	**Year Two/Spring — 14 academic credits**
BIOL-203: Anatomy & Physiology I (4 credits)	**BIOL-303:** Anatomy & Physiology II (4 credits)
CHEM-131: Principles of Chemistry I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
Statistics Elective	Core Requirement
One 100 level course in Religious Studies	Core – Religious Studies
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
BIOL-332: Medical Terminology	General Elective
BIOL-215: Biological and Medical Ethics	General Elective
PSYC-101: General Psychology	Health Science Elective
General Elective	**PSYC-250:** Adolescence, Adulthood and Aging
Health Sciences Elective	**SOCI-216:** Sociology of Health and Medicine
Year Four/Fall — 16 academic credits	**Year Four/Spring — 15 academic credits**
Core Requirement	Core Requirement
EXSC-303: Research Methods in Health & Exercise Science *(Writing Intensive)*	**EXSC-498:** Senior Seminar in Health & Exercise Science
EXSC-401: Internship in Health & Exercise Science	General Elective
GLST-201: Global Awareness Seminar	General Elective
Health Sciences Elective	Health Sciences Elective

Minor in Health Sciences

Requirements for the Minor in Health Sciences
HLTH-102: Introduction to U.S. Healthcare (3 credits)
BIOL-103: Human Biology + Lab (4 credits)
Four Health Sciences Electives

Health Sciences Electives:
BIOL-201 Cell Biology + Lab (4cr)
BIOL-210 Nutrition (3cr)
BIOL-215 Medical Ethics (3cr)
BIOL-217 Genetics + Lab (4cr)
BIOL-332 Medical Terminology (3cr)
CHEM-250 Introduction to Biochemistry (3cr)
EXSC-301 Kinesiology (3cr)
EXSC-302 Exercise Physiology + Lab (4cr)
HLTH-101 Introduction to the Health Sciences (3cr)
HSLP-322 Disability and Society (3cr)
HSLP-356 Social Welfare Policy (3cr)

SOCI-216 Sociology of Health and Medicine (3cr)

Molecular Biology

Joseph Kulkosky, PhD, Professor of Biology & Discipline Chair, kulkoskyj@chc.edu

Major in Molecular Biology

The Major in Molecular Biology places a strong emphasis on the study of life processes at the molecular and biochemical level. A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students may perform independent study (*BIOL-490: Independent Study in Biology*) during the Junior or Senior year under the direction of a program member, an established scientist, or a physician at a graduate school or major research center.

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions; *Special Topics* courses are repeatable for credit; as is *BIOL-401: Internship in Biology*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Molecular Biology
BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
BIOL-201: Cell Biology *(4 credits)*
BIOL-217: Genetics *(4 credits)*
BIOL-351: Molecular Biology
BIOL-360: Biotechnology *(Writing Intensive)*
BIOL-410: Immunology *(4 credits)* OR BIOL-324: Microbiology (4 credits)
BIOL-498: Senior Seminar in Biology
CHEM-131: Principles of Chemistry I *(4 credits)*
CHEM-132: Principles of Chemistry II *(4 credits)*
CHEM-215: Organic Chemistry I *(4 credits)*
PHYS-121: Principles of Physics I *(4 credits)*
One Non-repeated Biology or Chemistry Elective *(3 credits minimum)*
One 200-level Biology Elective *(3 credits minimum)*
One 300-level Biology Elective *(3 credits minimum) (BIOL-324: Microbiology recommended)*
One 400-level Biology Elective *(3 credits minimum)*
One Mathematics Elective *(3 credits)*
One Statistics Elective *(3 credits)*
One additional Mathematics/Physics Elective *(3 credits minimum)*

200-level Biology Electives:

BIOL-203: Human Anatomy and Physiology I *(4 credits)*
BIOL-206: General Zoology *(3 credits)*
BIOL-210: Nutrition *(3 credits)*
BIOL-215: Biological and Medical Ethics *(Fulfills Core Ethics Req)*
BIOL-233: Ecology and Evolutionary Biology
BIOL-281: Special Topics in Biology

300-level Biology Electives:

BIOL-300: Experimental Mths/Design (*Writing Intensive*) *(4 credits)*
BIOL-303: Human Anatomy and Physiology II *(4 credits)*
BIOL-312: Watersheds and Freshwater Ecology *(4 credits)*
BIOL-322: Terrestrial Ecology *(4 credits)*
BIOL-324: Microbiology *(4 credits)*
BIOL-325: Marine Biology *(4 credits)*
BIOL-333: Evolution

400-level Biology Electives:

BIOL-401: Internship in Biology
BIOL-410: Immunology *(4 credits)*
BIOL-430: Forensic Medicine
BIOL-440: Medical and Molecular Virology
BIOL-445: The Cure: From Bench to Beside
BIOL-481: Advanced Special Topics in Biology

Mathematics Electives:

MATH-202: Math for Management II
MATH-203: Analytic Geometry and Calculus I
MATH-211: Calculus and Modern Analysis I

Statistics Electives:

MATH-227: Introduction to Probability and Statistics
MATH-262: Probability and Statistics
PSYC-216: Quantitative Methods in Psychology

Mathematics/Physics Electives*:

MATH-204: Analytic Geometry and Calculus II
MATH-212: Calculus and Modern Analysis II

PHYS-122: Principles of Physics II *(4 credits)*

* For students considering graduate study, a course from each of the areas (MATH and PHYS) is highly recommended

Sample Academic Plan

Major in Molecular Biology

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 17 academic credits	Year One/Spring — 14 academic credits
BIOL-111: Principles of Biology I (4 credits)	BIOL/CHEM Elective
CHEM-131: Principles of Chemistry I (4 credits)	**CHEM-132:** Principles of Chemistry II (4 credits)
LADS-120: Liberal Arts Discovery Seminar	**ENGL-101**: College Writing
World Language Requirement	World Language Requirement or General Elective
WCHC-101: Welcome to CHC	
Year Two/Fall — 14 academic credits	**Year Two/Spring — 16 academic credits**
BIOL-201: Cell Biology (4 credits)	200-level Biology Elective
CHEM-215: Organic Chemistry I (4 credits)	**BIOL-217:** Genetics (4 credits)
One 100, 200, 300-level course in Religious Studies	An IDHP seminar with an indicated Religious Studies component or an interdisciplinary course cross-listed with Religious Studies
Mathematics Elective	Core Requirement
	Statistics Elective
Year Three/Fall — 16 academic credits	**Year Three/Spring — 16 academic credits**
300-level Biology Elective	**BIOL-351:** Molecular Biology
Core Requirement	**BIOL-360:** Biotechnology *(Writing Intensive)*
Core Requirement	**BIOL-410:** Immunology (4 credits)
Core Requirement	OR **BIOL-324:** Microbiology (4 credits)
PHYS-121: Principles of Physics I (4 credits)	Core Requirement
	Mathematics/Physics Elective
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
400-level Biology Elective	**BIOL-498:** Senior Seminar in Biology
GLST-201: Global Awareness Seminar	Minor #4 or Biology or General Elective
Minor #1 or Biology or General Elective	Minor #5 or Biology or General Elective
Minor #2 or Biology or General Elective	Minor #6 or Biology or General Elective
Minor #3 or Biology or General Elective	Biology or General Elective

Minor in Molecular Biology

This minor is designed for Science, Mathematics, or Computer Science majors who have an interest in Molecular Biology and Bioinformatics. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Molecular Biology
BIOL-111: Principles of Biology I *(4 credits; Fulfills Core Requirement)*
BIOL-201: Cell Biology *(4 credits)*
BIOL-217: Genetics *(4 credits)*
BIOL-351: Molecular Biology
BIOL-360: Biotechnology *(Writing Intensive)*
One Non-repeated Biology or Chemistry Elective

Psychology

Joshua Fetterman, PhD, Associate Professor of Psychology & Discipline Chair, FettermanJ@chc.edu

Chestnut Hill College offers a **Bachelor of Arts** (BA) in **Psychology**, combined degree programs in Clinical and **Counseling Psychology** (BA/MS) and in School Counseling (BA/MS), and a minor in **Psychology**. Students interested in these programs should contact Dr. Joshua Fetterman, Morton Wing of St. Joseph's Hall, Office #14. Telephone: 215.248.7129. Email: fettermanj@chc.edu.

Major in Psychology

A minimum Career GPA of 2.00 and a minimum Major GPA of 2.00 are required for graduation. Unless indicated, students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Major. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit; as is *PSYC-401: Internship in Psychology*. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Major in Psychology
PSYC-101: General Psychology *(Fulfills Core Requirement)*

PSYC-216: Quantitative Methods in Psychology
PSYC-313: Research Design in Psychology
PSYC-320: Psychological Assessment
PSYC-498: Senior Seminar in Psychology
One Applied Psychology Elective
One Clinical Psychology Elective
One Developmental Psychology Elective
One Experimental Psychology Elective
Three additional Psychology Electives from any area

Applied Psychology Electives:

PSYC-109: Psychology of Women
PSYC-213: Industrial/Organizational Psychology
PSYC-220: Introduction to Sports Psychology
PSYC-235: Forensic Psychology
PSYC-281: Special Topics in Applied Psychology
PSYC-310: Group Process and Leadership
PSYC-481: Advanced Special Topics in Applied Psychology

Clinical Psychology Electives:

PSYC-206: Theories of Personality
PSYC-217: Abnormal Psychology
PSYC-219: Child Psychopathology
PSYC-223: Theory and Practice of Psychological Counseling
PSYC-281: Special Topics in Clinical Psychology
PSYC-481: Advanced Special Topics in Clinical Psychology

Developmental Psychology Electives:

PSYC-203: Psychology of Child Development
PSYC-250: Adolescence/Adulthood and Aging
PSYC-270: Applied Behavioral Analysis
PSYC-281: Special Topics in Applied Developmental Psychology
PSYC-481: Advanced Special Topics in Developmental Psychology

Experimental Psychology Electives:

PSYC-207: Introduction to Cognitive Psychology
PSYC-210: Physiology of Behavior
PSYC-211: Sensation and Perception
PSYC-212: Social Psychology
PSYC-230: Drugs and Behavior
PSYC-240: Psychology of Health, Stress and Coping
PSYC-260: Theories of Learning
PSYC-281: Special Topics in Experimental Psychology
PSYC-481: Advanced Special Topics in Experimental Psychology

Sample Academic Plan

Major in Psychology

This is a *suggested academic plan only*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall — 15 academic credits/16 credits total	Year One/Spring — 15 academic credits
LADS-120: Liberal Arts Discovery Seminar	Applied Psychology Elective
World Language Requirement	Core Requirement
PSYC-101: General Psychology	An IDHP seminar with an indicated Religious Studies component
One 100, 200, 300-level course in Religious Studies	or an interdisciplinary course cross-listed with Religious Studies
WCHC-101: Welcome to CHC	**ENGL-101:** College Writing
	World Language Requirement or General Elective
Year Two/Fall — 15 academic credits	**Year Two/Spring — 15 academic credits**
Clinical Psychology Elective	Core Requirement
Core Requirement	**GLST-201:** Global Awareness Seminar
Core Requirement	Psychology Elective #1
Developmental Psychology Elective	Psychology Elective #2
Experimental Psychology Elective	Psychology Elective #3
Year Three/Fall — 15 academic credits	**Year Three/Spring — 15 academic credits**
Minor #1 or Psychology or General Elective	Minor #5 or Psychology or General Elective
Minor #2 or Psychology or General Elective	Minor #6 or Psychology or General Elective
Minor #3 or Psychology or General Elective	**PSYC-313:** Research Design in Psychology
Minor #4 or Psychology or General Elective	Psychology or General Elective
PSYC-216: Quantitative Methods in Psychology	Core Requirement
Year Four/Fall — 15 academic credits	**Year Four/Spring — 15 academic credits**
PSYC-320: Psychological Assessment	**PSYC-498:** Senior Seminar in Psychology
Psychology or General Elective	Psychology or General Elective
Psychology or General Elective	Psychology or General Elective
Psychology or General Elective	Psychology or General Elective
Psychology or General Elective	Psychology or General Elective

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. An *Independent Study* may be available with appropriate permissions and *Special Topics* courses are repeatable for credit; as is *PSYC-401: Internship in Psychology*. Students must earn a grade of C- (1.70) or better to successfully complete the requirements for the Minor. Courses are 3 credits unless indicated and may not be offered every semester.

Requirements for the Minor in Psychology
PSYC-101: General Psychology *(Fulfills Core Requirement)*
One Applied Psychology Elective
One Clinical Psychology Elective
One Developmental Psychology Elective
One Experimental Psychology Elective
One additional Psychology Elective from any area

Applied Psychology Electives:

PSYC-109: Psychology of Women
PSYC-213: Industrial/Organizational Psychology
PSYC-220: Introduction to Sports Psychology
PSYC-235: Forensic Psychology
PSYC-281: Special Topics in Applied Psychology
PSYC-310: Group Process and Leadership
PSYC-481: Advanced Special Topics in Applied Psychology

Clinical Psychology Electives:

PSYC-206: Theories of Personality
PSYC-217: Abnormal Psychology
PSYC-219: Child Psychology
PSYC-223: Theory and Practice of Psychological Counseling
PSYC-281: Special Topics in Clinical Psychology
PSYC-481: Advanced Special Topics in Clinical Psychology

Developmental Psychology Electives:

PSYC-203: Psychology of Child Development
PSYC-250: Adolescence/Adulthood and Aging
PSYC-219: Psychology of Child Development
PSYC-270: Applied Behavioral Analysis
PSYC-281: Special Topics in Clinical Psychology
PSYC-481: Advanced Special Topics in Developmental Psycholy

Experimental Psychology Electives:

PSYC-207: Introduction to Cognitive Psychology
PSYC-210: Physiology of Behavior
PSYC-211: Sensation and Perception
PSYC-212: Social Psychology
PSYC-230: Drugs and Behavior
PSYC-240: Psychology of Health, Stress and Coping
PSYC-260: Theories of Learning
PSYC-281: Special Topics in Experimental Psychology
PSYC-481: Advanced Special Topics in Experimental Psychology

Combined Program in Clinical and Counseling Psychology

The combined **BA in Psychology/MS Program in Clinical and Counseling Psychology** provides the opportunity for exceptionally qualified students to work on a bachelor's degree and a master's degree simultaneously. This program allows study at undergraduate and graduate levels in a parallel format, creating a rewarding and challenging program to focused, qualified students. Students accepted into the program may take graduate courses after completing 90 academic credits on the undergraduate level. To earn the 90 credits, students will most likely need to take summer courses and/or an overload of credits during the academic year.

Psychology majors interested in the program should set up an appointment no later than the end of their second semester of enrollment at the College to discuss their interest in pursuing the BA/MS program. Email: psychcombined@chc.edu.

Students meeting the following criteria may be formally admitted to the program:

Completion of at least 90 academic credits (a minimum of 15 academic credits completed at Chestnut Hill College)
Career GPA of 3.20 or above
Completion of at least 24 credits in Psychology courses, including PSYC-101, PSYC-206, and PSYC-217
GPA of 3.50 or above in Psychology courses (PSYC-XXX) with no Psychology course grade lower than B-
Formal acceptance into the Chestnut Hill College School of Graduate Studies

Due to the nature of the program, a specialized course plan will be developed with each student on an individual basis. Students who appear to be qualified to pursue application to the program will be advised of appropriate course scheduling and admission requirements by the Coordinator. Students who do not appear to be on track to meet the admission requirements will be so advised. **Minimum Academic Credits required for the BA: 120, Minimum Academic Credits required for the MS: 60**

Combined Program in School Counseling

The combined **BA in Psychology/MS Program in School Counseling** provides the opportunity for exceptionally qualified students to work on a bachelor's degree and a master's degree simultaneously. This program allows study at undergraduate and graduate levels in a parallel format, creating a rewarding and challenging program to focused, qualified students. Students accepted into the program may take graduate courses after completing 90 academic credits on the undergraduate level. To earn the 90 credits, students will most likely need to take summer courses and/or an overload of credits during the academic year.

Psychology majors interested in the program should set up an appointment no later than the end of their second semester of enrollment at the College to discuss their interest in pursuing the BA/MS program. Email: psychcombined@chc.edu.

Students meeting the following criteria may be formally admitted to the program:

Completion of at least 90 academic credits (a minimum of 15 academic credits completed at Chestnut Hill College)
Career GPA of 3.20 or above
Completion of at least 24 credits in Psychology courses, including PSYC-101, PSYC-206, and PSYC-217
GPA of 3.50 or above in Psychology courses (PSYC-XXX) with no Psychology course grade lower than B-
Formal acceptance into the Chestnut Hill College School of Graduate Studies

Due to the nature of the program, a specialized course plan will be developed with each student on an individual basis. Students who appear to be qualified to pursue application to the program will be advised of appropriate course scheduling and admission requirements by the Coordinator. Students who do not appear to be on track to meet the admission requirements will be so advised. **Minimum Academic Credits required for the BA: 120, Minimum Academic Credits required for the MS: 49**

CENTER FOR NURSING

The Nursing programs at Chestnut Hill are designed to provide students with a state-of-the art curriculum which will prepare students to take and pass the National Counsel Licensing Examination (NCLEX-RN) so that they can practice as Professional Registered Nurses. Both the Traditional Undergraduate (BSN) and Accelerated Second (BSN) Degree programs will provide graduates with the analytical, decision making and psychomotor skills necessary to provide disease prevention and acute and chronic intervention to patients in their care. All Nursing majors must be approved by Dr. Susan Apold. E-Mail: ApoldS@chc.edu.

MISSION STATEMENT

The Department of Nursing seeks to educate students in an intellectually rigorous program of study to become skilled and compassionate providers of nursing care through a transformative holistic nursing curriculum which is rooted in the charism of the Sisters of Saint Joseph and devoted to the service of the needs of the "dear neighbor". The Department of Nursing will prepare compassionate nurses who understand that the formation of healthy relationships is the foundation of health and that the provision of care requires the fostering those relationships. In pursuit of that mission, Chestnut Hill College nurses will be able to: initiate and adapt to change, engage in critical thinking in health care innovation, engage in bold leadership in pursuit of individual, family, community, and environmental and professional advocacy, and seek knowledge wherever it presents itself in pursuit of a global culture of health.

FACULTY

Susan Apold, PhD, Professor of Nursing & Center Chair
Cara Davis, M.S., Instructor of Nursing
Linda Maldonado, Ph.D., Associate Professor of Nursing
Sharon Mingo, DNP, Associate Professor of Nursing
Susan Rux, Professor of Nursing
Edward Walton, D.HSc, Associate Professor of Nursing

MAJOR PROGRAMS

Nursing: Accelerated Second Degree
Nursing: Traditional Undergraduate Program

OTHER REQUIREMENTS AND INFORMATION

Chestnut Hill College (CHC) has two pathways for attaining a Bachelor of Science in Nursing degree (BSN). Successful completion of both programs will qualify graduates to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), the licensing examination required in all jurisdictions in the United States in order to practice as a Registered Nurse.

- The traditional Undergraduate program. This is a 120 credit program that includes the CHC Core curriculum, science pre-requisites for progression into the clinical portion of the BSN program and nursing courses required for the major. The proposed curriculum plan is designed to be completed in 4 academic years (8 academic semesters).

- The Accelerated Second-degree Bachelor of Science in Nursing degree program (ABSN) is offered to individuals who hold a Bachelor's degree in another discipline. This is a 56 credit program is added to the applicant's Undergraduate program. This program is designed to be completed in 4 continuous semesters.

A minimum Career GPA of 3.0 is required for entrance into both programs. Students in both programs must complete the following pre-requisite sciences with a "B" or better in each science. (Students may repeat only one science one time). Students who are not successful in achieving the standard of "B" or better will be dismissed from the program prior to beginning the clinical portion of the program.

- **BIOL 203/203L Anatomy and Physiology I**
- **BIOL 210 Nutrition**
- **BIOL 303/303L Anatomy and Physiology II**
- **BIOL 324 Microbiology**
- **CHEM 131/131L Principles of Chemistry**
- **PSYC 250 Psychology of Adolescence, Adulthood and Aging**

Students must take a TEAS (Test of Essential Academic Skills) test in the semester preceding their entrance into the clinical portion of the nursing program and earn a grade of "basic". Students may take this exam twice and submit their highest score to their advisor.

Students must earn a C in all nursing courses. Students may repeat one nursing course one time. Students must maintain a GPA of 2.67 during the course of their program.

Degrees and Certificates in The Center for Nursing

Susan Apold, PhD, Professor of Nursing & Center Chair, ApoldS@chc.edu

Bachelor of Science in Nursing (B.S.N.) -- Traditional Undergraduate Program

Requirements for a Bachelor of Science in Nursing (B.S.N)
Pre-requisite to entering the Nursing Concentration, i.e. clinical nursing courses (22 Credits)
BIOL 203/203L: Anatomy and Physiology I 4c
BIOL 210: Nutrition 3c
BIOL 303/303L: Anatomy and Physiology II 4c
BIOL 324: Microbiology 4c
PSYC 250: Psychology of Adolescence, Adulthood and Aging 3c
CHEM 131/131L: Principles of Chemistry I 4c
Requirements for the Nursing Major: Traditional Undergraduate Program (56 Credits)
NURS 300: Culture of Health
NURS 301 Health Assessment with lab
NURS 302: Pathophysiology
NURS 303: Pharmacology
NURS 304: Fundamentals of Patient Centered Care
NURS 305: Nursing Care of the Adult and Aging Patient I
NURS 306: Nursing Care of the Adult and Aging Patient II
NURS 307: Considerations in the Care of the Aging Adult
NURS 310: Evolving Issues in Nursing
NURS 402: Population Health: Women/Children
NURS 404: Popl Health: Communities
NURS 405: Population Health: Behavioral Health
NURS 410: Evidence Basis for Nursing
NURS 415: Nursing Leadership Development
NURS 416: Capstone Transition to Professional Nursing

Sample Academic Plan

Major in Nursing – Bachelor of Science in Nursing (B.S.)- Traditional Undergraduate Baccalaureate Program in Nursing

This is a *suggested academic plan only for a Bachelor of Science (B.S.) in Nursing*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for graduation is 120.**

Year One/Fall 16 academic credits	Year One/Spring 15 academic credits
MATH-121: Precalculus I or **MATH-227:** Intro to Probability and Statistics	**BIOL 210:** Nutrition
CHEM-131: Principles of Chemistry I with Lab	**ENGL-101**: College Writing
LADS-120: Liberal Arts Discovery Seminar	**PSYC 101:** General Psychology
CORE: World Language Requirement #1	**RLST 104 or 105**: Religious Studies
WCHC-101: Welcome to CHC	**CORE**: World Language Requirement #2 or General Elective
Year Two/Fall 16 academic credits	**Year Two/Spring 17 academic credits**
BIOL-203: Anatomy and Physiology I with Lab	**BIOL-303:** Anatomy and Physiology II with Lab
BIOL-215: Biological and Medical Ethics	**BIOL-324:** Microbiology with Lab
GLST-201: Global Studies	**PSYC-250:** Psychology of Adolescence, Adulthood and Aging
CORE: Analysis of the Social World	**CORE**: Art and Creative Expression
NURS-300: Culture of Health	**CORE**: Meaning and Interpretation of the Human Experience
Year Three/Fall 15 academic credits	**Year Three/Spring 14 academic credits**
NURS-301: Health Assessment with Lab	**NURS-302:** Pathophysiology
NURS-303: Pharmacology	**NURS-305:** Nursing Care of the Adult and Aging Patient I
NURS-304: Fundamentals of Patient Centered Care	**NURS-306**: Nursing Care of the Adult and Aging Patient II
CORE: Elective	**NURS-307:** Considerations in the Care of the Aging Adult
Year Four/Fall 14 academic credits	**Year Four/Spring 13 academic credits**
NURS-310: Evolving Issues in Nursing	**NURS-404:** Population Health: communities
NURS-402: Population Health: Women, Children, and the Childbearing Family	**NURS-415:** Nursing Leadership Development
NURS-405: Population Health: Behavioral Health	**NURS-416:** Capstone: Transition to Professional Nursing
NURS-410: Evidence Basis for Nursing	

Bachelor of Science in Nursing (B.S.N.) -- Accelerated Second Degree (ABSN)

A minimum Career GPA of 3.0 is required for entrance into the ABSN. ABSN applicants MUST complete the following pre-requisite sciences with a "B" or better in each science in order to be considered for admission. (Students may repeat only one science one time). Students who are not successful in achieving the standard of "B" or better will be dismissed from the program prior to beginning the clinical portion of the program.

Applicants for the Accelerated Second-Degree Program must meet the following criteria:

- 3.0 cumulative Undergraduate GPA
- Completion of TEAS test with a minimum score of 70% (students may retake the TEAS one time)
- Minimum of a 'B" or better in all science prerequisites competed within 5 years of application to the program:
- Prerequisite coursework (within 5 years of completion)
  - BIOL 203/203L Anatomy and Physiology I
  - BIOL 210 Nutrition
  - BIOL 303/303L Anatomy and Physiology II
  - BIOL 324/324L Microbiology
  - CHEM 131/131L Principles of Chemistry I
  - PSYC 250 Psychology of Adolescence, Adulthood and Aging

Students must take a TEAS (Test of Essential Academic Skills) test and earn a score of "Basic". The TEAS test can be repeated and the highest score earned submitted with the application. TEAS results are considered valid if taken within the previous two calendar years.

Also, students must earn a C in all nursing courses. Students may repeat one nursing course one time. Students must maintain a GPA of 2.67 during the course of their program.

Requirements for the Accelerated Second-Degree Bachelor of Science in Nursing (B.S.N)
NURS 300: Culture of Health (3 credits)
NURS 301 Health Assessment with lab (3 credits)
NURS 302: Pathophysiology (3 credits)
NURS 303: Pharmacology (3 credits)
NURS 304: Fundamentals of Patient Centered Care (6 credits)
NURS 305: Nursing Care of the Adult and Aging Patient I (4 credits)
NURS 306: Nursing Care of the Adult and Aging Patient II (4 credits)
NURS 307: Considerations in the Care of the Aging Adult (2 credits)
NURS 310: Evolving Issues in Nursing (2 credits)
NURS 402: Population Health: Women/Children and the Child Bearing Family (4 credits)
NURS 404: Population Health: Nursing Care of the Community (4 credits)
NURS 405: Population Health: Behavioral Health (4 credits)
NURS 410: Evidence Basis for Nursing Practice (3 credits)
NURS 415: Nursing Leadership Development (3 credits)
NURS 416: Capstone Leadership and Transition to Professional Practice (8 credits)

Sample Academic Plan

Major in Nursing – Bachelor of Science in Nursing (B.S.)- Accelerated Second Degree Baccalaureate Program in Nursing

This is a *suggested academic plan only for a Bachelor of Science (B.S.) in Nursing*; it is not meant to address each student's individual requirements or interests. Students will develop a personalized plan with a Faculty Advisor; however, it is the student's responsibility to be aware of, register for, and successfully complete all of the requirements for graduation in the Major. **The minimum number of Academic Credits required for the second Baccalaureate degree in Nursing is 56.**

Year One/Fall 15 academic credits	Year One/Spring 13 academic credits
NURS-301AC: Health Assessment	**NURS 302AC**: Pathophysiology
NURS-300AC: Culture of Health	**NURS-305AC:** Nursing Care of the Adult/Aging Patient I
NURS 303AC: Pharmacology	**NURS-306AC:** Nursing Care of the Adult/Aging Patient II
NURS-304AC: Fundamentals of Patient Centered Care	**NURS-307AC**: Considerations in the Care of the Aging Adult
Year Two/Fall 13 academic credits	**Year Two/Spring 15 academic credits**
NURS-310AC: Evolving Issues in Nursing	**NURS-404AC:** Population Health: Communities
NURS-402AC: Population Health: Women Children and the Childbearing Family	**NURS-415AC:** Leadership Development

NURS-405AC: Population Health: Behavioral Health
NURS-410AC: Evidence Basis for Nursing Practice

NURS-416AC: Capstone- Leadership andTransition to Professional Nursing

ACCT – ACCOUNTING

ACCT 103: Financial Accounting
(*QA*) *Credits:* 3 Letter Grade
A study of the basic accounting cycle and financial statement preparation as applied to service and merchandising enterprises. Analyzes the accounting system of a small business.

ACCT 104: Managerial Accounting
Credits: 3 Letter Grade
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: ACCT-103

ACCT 113: Computerized Accounting
Credits: 1 Letter Grade
Designed to highlight the usefulness of computers in accounting. Students use the computer in recording transactions for a small business. Prerequisite: ACCT-103

ACCT 213: Intermediate Accounting Theory I
Credits: 3 Letter Grade
An in-depth study of the theory and application of accounting topics including the accounting cycle, financial statements, assets, and liabilities. Prerequisite: ACCT-104

ACCT 214: Intermediate Accounting Theory II
Credits: 3 Letter Grade
A continuation of ACCT-213. Topics includes stockholders' equity, revenue recognition, leases, pensions, cash flows, and financial statement analysis. Prerequisite: ACCT-213

ACCT 216: Taxes
Credits: 3 Letter Grade
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: ACCT-104

ACCT 223: Cost Accounting
Credits: 3 Letter Grade
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: ACCT-104

ACCT 281: Special Topics in Accounting
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit. Prerequisite: ACCT-213

ACCT 333: Auditing
Credits: 3 Letter Grade
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: ACCT-214.

ACCT 363: Advanced Accounting Theory I
Credits: 3 Letter Grade
A detailed study of accounting topics including business combinations, consolidated financial statements, and inter-company transactions. Prerequisite: ACCT-214

ACCT 364: Advanced Accounting Theory II
Credits: 3 Letter Grade
A continuation of ACCT-363: 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: ACCT-214

ACCT 401: Internship in Accounting
Credits: 3 Pass/Fail
Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation. Prerequisite: Junior Status

ACCT 481: Adv Special Topics in Accounting
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit. Prerequisite: ACCT-214.

ACCT 490: Independent Study in Accounting
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from .5 to 4.0 credits. Prerequisite: Permission of the Instructor required.

ACCT 498: Senior Seminar in Accounting
Credits: 3 Letter Grade
Capstone course designed to engage the student in a research project culminating in an oral and written presentation. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: A Writing Intensive course, usually MGMT-204.

ARTH - ART HISTORY

ARTH 101: Western Art-Prehistoric to Gothic
(*AC*) *Credits:* 3 Letter Grade
A chronological survey of the development of western art from the prehistoric era to the gothic period set within the context of the religious beliefs, political and philosophical ideas and economic environment of the society for which it was made. Core: Art/Music requirement.

ARTH 102: Western Art-Early Ren to Modern
(*AC*) *Credits:* 3 Letter Grade
A chronological survey of the development of western art from the 14th century to the modern period set within the context of the religious beliefs, political and philosophical ideas and economic environment of the society for which it was made. Core: Art/Music requirement.

ARTH 185: 17th Century Art
(*AC*) *Credits:* 3 Letter Grade
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. Core: Art/Music requirement.

ARTH 190: American Art
(*AC*) *Credits:* 3 Letter Grade
Survey of three centuries of American art. Students concentrate on leading painters and sculptors and examine the major stylistic movements.Core: Art/Music requirement.

ARTH 191: Romanticism to Post-Impressionism
(*AC*) *Credits:* 3 Letter Grade
A study of the radical defiance of the accepted academic style by such French artists as Delacroix, Manet, Monet, Morisot, van Gogh and Cézanne within the context of the rapid social, political, and economic changes of the nineteenth century. Core: Art/Music requirement.

ARTH 192: 20th Century Art
(*AC*) *Credits:* 3 Letter Grade
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. Core: Art/Music requirement.

ARTH 201: Historical Survey of Women Artists
(*AC*) *Credits:* 3 Letter Grade

Introduction to the role of women in the history of Western painting. ARTH-102 recommended as a prerequisite, but not required. Core: Art/Music requirement.

ARTH 261: Early Italian Renaissance Art
(*AC*) *Credits:* 3 Letter Grade
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. Core: Art/Music requirement.

ARTH 281: Special Topics in Art History
(*AC*) *Credits:* 3 Letter Grade
Topics vary by semester. Repeatable for credit. This class is a history class in relation to art, not a studio art class. Core: Art/Music requirement.

ARTH 481: Adv Special Topics in Art History
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit. Core: Art/Music requirement.

ARTH 490: Independent Study in Art History
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Core: Art/Music requirement. Prerequisite: Permission of the Department Chair required.

ARTS – ART STUDIO

ARTS 121: Introduction to Drawing Techniques
(*AC*) *Credits:* 3 Letter Grade
From visual representation to statements of individual style, students study the elements and principles of Art through a variety of drawing techniques and media. Core: Arts requirement. Cross-listed: ARTS-221 and ARTS-321.

ARTS 131: Introduction to Painting
(*AC*) *Credits:* 3 Letter Grade
A survey of oil painting techniques with an emphasis on experimentation, acquisition of skills aimed at the development of a personal visual language and style in painting. Core: Arts requirement. Cross-listed: ARTS-231 and ARTS-331.

ARTS 132: Painting with the Dear Neighbor
(*AC*) *Credits:* 3 Letter Grade
Designed for students who might prefer a "step by step" approach to painting in the style of paint and sip nights with the desire to build community and friendships within the class. A strong focus of the course is to use art making to flesh on the beautiful mission of the College. The course will treat painting on canvas as an event to experience, to understand, and to celebrate the journey of fellow students' lives in a more meaningful way. Each class meeting students will start and finish a new painting, and each painting may be seasonal or attached to current events.

ARTS 134: Introduction to Watercolor Painting
(*AC*) *Credits:* 3 Letter Grade
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, and color. Core: Arts requirement. Cross-listed: ARTS-234 and ARTS-334.

ARTS 144: Painting: Acrylic, Watercolor & Ink
(*AC*) *Credits:* 3 Letter Grade

ARTS 220: Intermediate Art By Heart
(*AC*) *Credits:* 3 Letter Grade
Design and culture from the Global Village. 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. Develops skills and concepts learned in the introductory level. Core: Arts requirement. Cross-listed: ARTS-120.

ARTS 221: Intermediate Drawing Techniques
Credits: 3 Letter Grade
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 instructor directed drawing projects with the class, students work with the instructor to propose and pursue more complex assignments of special interest to them individually. Core: Arts requirement. Prerequisite: ARTS-121. Cross-listed: ARTS-121 and ARTS-321.

ARTS 231: Intermediate Painting
Credits: 3 Letter Grade
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. Core: Arts requirement. Prerequisite: ARTS-131. Cross-listed: ARTS-131 and ARTS-331, or permission of the Instructor.

ARTS 232: Intermediate Painting/Dear Neighbor
Credits: 3 Letter Grade
Designed for students who might prefer a "step by step" approach to painting in the style of paint and sip nights with the desire to build community and friendships within the class. A strong focus of the course is to use art making to flesh on the beautiful mission of the College. The course will treat painting on canvas as an event to experience, to understand, and to celebrate the journey of fellow students' lives in a more meaningful way. Each class meeting students will start and finish a new painting, and each painting may be seasonal or attached to current events.

ARTS 234: Intermediate Watercolor Painting
Credits: 3 Letter Grade
Explores watercolor painting beyond the introductory level. Experimentation with media and development of skills to achieve goals and develop a personal style will be emphasized. Core: Arts requirement. Prerequisite: ARTS-134. Cross-listed: ARTS-134 and ARTS-334, or permission of the Instructor.

ARTS 244: Intermediate Painting: Acrylic
Credits: 3 Letter Grade

ARTS 281: Special Topics in Art Studio
(*AC*) *Credits:* 3 Letter Grade
Explores the foundations of modernism, its development through the twentieth century, and its manifestation in the present day. Twentieth-century developments in painting will be investigated in detail. Students will investigate how art is a reflection of the society in which it is produced, and how contemporary artists (artists living and working today) may represent their respective cultures. Students will study the many and various art movements of the twentieth century, anaylzing the artistic, political, and social elements inherent within them. Upon completion of this course, the successful student will have acquired a strong critical vocabulary necessary for interpreting and evaluating modern art. Repeatable for credit. Core: Arts requirement.

ARTS 321: Advanced Drawing Techniques
Credits: 3 Letter Grade
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.Core: Arts requirement. Prerequisite: ARTS-221. Cross-listed: ARTS-121 and ARTS-221.

ARTS 331: Advanced Painting
Credits: 3 Letter Grade
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 at an advanced level. Students become more independent in selecting ideas in terms of purpose, media and technique. Core: Arts requirement. Cross-listed: ARTS-131 and ARTS-231.

ARTS 332: Adv Painting/Dear Neighbor
Credits: 3 Letter Grade
Designed for students who might prefer a "step by step" approach to painting in the style of paint and sip nights with the desire to build community and friendships within the class. A strong focus of the course is to use art making to flesh on the beautiful mission of the College. The course will treat painting on canvas as an event to experience, to understand, and to celebrate the journey of fellow students' lives in a more meaningful way. Each class meeting students will start and finish a new painting, and each painting may be seasonal or attached to current events.

ARTS 334: Advanced Watercolor Painting
Credits: 3 Letter Grade
An advanced exploration of watercolor techniques aimed at control and freedom, use of color, and creative combinations in pursuit of personal expression and style. Core: Arts requirement. Prerequisite: ARTS-234. Cross-listed: ARTS-134 and ARTS-234.

ARTS 344: Advanced Painting: Acrylic
Credits: 3 Letter Grade

ARTS 481: Adv Special Topics in Art Studio
Credits: 3 Letter Grade
Explores the foundations of modernism, its development through the twentieth century, and its manifestation in the present day. Twentieth-century developments in painting will be investigated in detail. Students will investigate how art is a reflection of the society in which it is produced, and how contemporary artists (artists living and working today) may represent their respective cultures. Students will study the many and various art movements of the twentieth century, analyzing the artistic, political and social elements inherent within them. Upon completion of this course, the successful student will have acquired a strong critical vocabulary necessary for interpreting and evaluating modern art. Repeatable for credit. Core: Arts requirement.

ARTS 490: Independent Study in Art Studio
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Core: Arts requirement. Prerequisite: Permission of the Department Chair required.

AVSC – AVIATION

AVSC 101: An Introduction to Aviation
Credits: 3 Letter Grade
This course is designed as a survey of Commercial Aviation. The course will also cover the history of aviation transportation, flight theory and performance, pilot training, aviation business, human factors, airspace, air traffic control, career opportunities in general, commercial and military aviation, and aviation safety. Three (3) hours lecture per week. Credit, three hours.

AVSC 110: Private Pilot Flight
Credits: 3 Letter Grade
In this course, the student will receive the necessary dual flight instruction and solo flight time to qualify for the FAA Private Pilot Certificate under Part 141 of the Federal Aviation Regulations.

AVSC 120: Private Pilot Ground School I
Credits: 3 Letter Grade
Prepares students with the knowledge necessary to successfully complete the Federal Aviation Administration (FAA) Private Pilot knowledge exam. Topics include pilot training, aircraft systems, aerodynamic principles, safety of flight, air traffic control procedures, weather theory, weather hazards and conditions, federal aviation regulations, aircraft performance, weight and balance principles and navigation procedures.

AVSC 121: Private Pilot Ground School II
Credits: 3 Letter Grade
This course is an introduction to the post-solo phase of flight, including Federal Aviation Regulations (FARS) pertaining to the private pilot, basic weather and weather chart interpretation, cross-country flight planning and navigation, and flight physiology. The student is prepared to take the FAA private pilot knowledge test upon successful completion of this course.

AVSC 130: Aerodynamics and Aircraft Performan
Credits: 3 Letter Grade
Academic studies covering advanced aerodynamic theories and their application. Includes airfoil shape, drag, velocity, lift, thrust, stability, and control. Also included are advanced principles of performance including airplane capabilities and limitations, performance design criteria, load factors, weight and balance, comparative analysis of aircraft, and aircraft certification. Three (3) hours lecture per week.

AVSC 140: Aviation Ethics
Credits: 3 Letter Grade
This course investigates aviation industry safety, sustainability, and leadership from an ethics perspective. Utilizing various ethics theories as a foundation, students will analyze case situations related to aviation safety, leadership, corporate responsibility, sustainability, and decision making. Students will develop a world-view on how the aviation professional should work within the industry. The course will help students to gain tools necessary to recognize and apply leadership and managerial principles to common ethical situations found in this unique aviation environment.

AVSC 210: Instrument Pilot Ground School
Credits: 3 Letter Grade
This course will provide basic instrument flight training. The student will gain an in-depth knowledge of Air Traffic Control procedures, airway navigation, and both precision and non-precision instrument approaches. This course will prepare the student for the FAA Instrument Practical Test. The purpose of this course is to integrate the information and skills learned in the Instrument Ground course with the actual in-flight requirements of the FAA Part 141 instrument flight training syllabus.

AVSC 220: Instrument Fight
Credits: 4 Letter Grade
Provides the student with an in-depth study of the responsibilities and techniques to be used as an Instrument Flight Instructor. This course will also include additional study of instrument flight, charts, publications and regulations pertaining to the IFR environment, further develop the student's knowledge of Technically Advanced Aircraft and provide practical teaching experience. The student must complete the associated flight lessons in the Instrument Flight Instructor course to satisfactorily complete the course.

AVSC 230: Commercial Pilot Ground School
Credits: 3 Letter Grade
This course prepares the student for the FAA Commercial Pilot Airplane written examination for the commercial pilot license. This course will review airports, airspace, flight information, and meteorology, as well as airplane performance, VFR cross-country planning, and navigation. In addition, the student will gain a greater understanding of aviation physiology, aeronautical decision making, and the FARs applicable to commercial pilot operations. Operation of complex aircraft systems, how to predict aircraft performance and advanced aerodynamics will also be covered.

AVSC 240: Air Traffic Control
Credits: 3 Letter Grade
Provides a comprehensive overview of Air Traffic Control (ATC) responsibilities and functions. Topics include the history, development, and structure of the Federal Aviation Administration (FAA), and the National Airspace System (NAS). Air traffic control procedures, integrated navigation

systems, terminal and en route control, flight service, flight safety, and weather facilities are reviewed.

AVSC 250: Aviation Weather
Credits: 3 Letter Grade
This course is a study of weather hazards, meteorological flight planning, aviation weather equipment and human factors as related to flight safety in all weather conditions. This course will help the student develop a better understanding of the atmosphere; the aviator's operating environment. Once the operating environment is understood, the student will then have the knowledge required to maximize aircraft performance, while minimizing exposure to weather hazards.

AVSC 310: Commercial Pilot Flight
Credits: 4 Letter Grade
This course is designed to develop a higher degree of coordination and judgment through additional experience in more advanced flight maneuvers and cross-country flying under Part 141 of the Federal Aviation Regulations.

AVSC 320: Flight Instructor Ground School
Credits: 3 Letter Grade
This course covers flight instructor methods and maneuvers in preparation for the FAA Certified Flight Instructor initial evaluation. The purpose of this course is to prepare the student to become a Certified Flight Instructor for single engine aircraft. This course meets the requirements for accomplishing the FAA practical examinations for single engine flight instructor.

AVSC 330: Air Carrier Operations
Credits: 3 Letter Grade

AVSC 340: Aviation Safety
Credits: 3 Letter Grade
Explores the causes of aircraft accidents including an overview of the National Transportation Safety Board (NTSB) accident investigation process, the development of accident prevention programs, airborne and ground-based safety systems, regulations, and safety management systems. Aviation safety planning, safety awareness, and human factors leading to aircraft-related accidents are reviewed.

AVSC 350: Aircraft Systems
Credits: 3 Letter Grade
In this course students explore the components and operation of aircraft systems including hydraulic, electrical, fuel, oil, pressurization, flight control, anti-icing and fire, as well as the interrelationship of directional guidance. Performance charts, weight and balance calculations and sections of aircraft operating manuals are addressed. Multiple engine systems ranging from basic piston engines to sophisticated jet propulsion and auxiliary power units are studied. In addition, students learn New Generation and analog avionics and navigation systems.

AVSC 360: Aviation Regulatory Process (CWRM)
Credits: 3 Letter Grade
This course is a study of the development of the United States aviation regulatory process, its current structure, the rule-making process, the appeals process, ICAO, etc., as well as an exposure to current aviation law as it applies to aviators and operators in the Airman's Information Manual.

AVSC 370: Intro/General Aviation Management
Credits: 3 Letter Grade
Provides an understanding of management and financial techniques related to aviation businesses. Generally accepted and proven business techniques and proven business techniques are applied to the aviation setting.

AVSC 380: Aviation Finance
Credits: 3 Letter Grade
The aviation industry is greatly affected by the continually changing economic climate. The often technical and complex issues, as well as the myriad of liabilities surrounding it, can make financing aircraft a potentially expensive minefield. Despite the risks involved, aviation finance is a potentially lucrative venture. With the correct financing and security structures, in conjunction with effective tax planning, many of these liabilities can be identified and accounted for. This course will provide you with an understanding of the key issues involved in aviation finance in order to identify and minimize the inherent risks and liabilities.

AVSC 410: Instructional Flight (CFI)
Credits: 3 Letter Grade
Instrument ground and flight, Commercial ground and flight, and CFI ground, which may be taken concurrently This course includes analysis of flight maneuvers, take-offs, landings, stalls, emergencies and procedures, as well as analysis and practice instruction of advanced maneuver, altitude instrument flying, considerations of night flight, aircraft performance, cross-country flight and navigation. Practice flight and ground instruction. It prepares the student for the FAA Certified Flight Instructor rating. Additional fees required.

AVSC 420: Aviation Marketing Management
Credits: 3 Letter Grade
The course integrates common marketing strategies, tactics and processes across aviation and aerospace industry segments. The classes in the major bring a focus to specific aviation and aerospace markets and the dynamic marketing activities utilized to build customer relationships and provide value to the firm and customers. Course content blends knowledge on the strategy and structure within an industry segment along with major marketing tactics and the analytics used to track marketing success in the marketplace.

AVSC 430: Human Factors in Aviation
Credits: 3 Letter Grade
This course is a study of the human factor in aviation. Human factor issues present the largest threat to safe operation of aircraft; current studies provide investigation into how aircrew can make the difference in aircraft safety. Included in this course are these studies, as well as new trends in arrangement of flight decks for multi-crew aircraft, general aviation updates for single pilot aircraft, and special attention given to crew resource management and team dynamics.

AVSC 498: Senior Seminar in Aviation Management
Credits: 3 Letter Grade
In this capstone course, students will showcase their proficiency in meeting Aviation Department outcomes while delving into the contemporary and professional challenges facing the aviation industry. Emphasizing their growth as professional leaders, students will illustrate how their education has equipped them to address industry specific issues effectively. Additionally, through their course work, students will demonstrate an understanding of information literacy and advanced communication skills.

BIOL – BIOLOGY

BIOL 101: Inquiry Into Life I
(SI) Credits: 3 Letter Grade
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. Course has an embedded lab component. Core: Natural Sciences

BIOL 103: Human Biology/Allied Health Prof
(SI) Credits: 4 Letter Grade
An introduction to the human body, basic chemical composition of the body, levels of organization, structure of cells, cell membranes, tissues, organs, including a basic introduction and overview of the eleven organ systems. Selected systems will be covered briefly and attempts will be made to focus on pathology for critical thinking on what can go wrong in the normal functioning of the body. Emphasis will be made on how the body maintains its internal environment and homeostasis. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-103L.

BIOL 103L: Human Biology Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-103. Lab is graded as part of the lecture. Corequisite: BIOL-103.

BIOL 106: Ecology and Environmental Issues

(SI) Credits: 3 Letter Grade
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. Core: Natural Sciences with embedded lab requirement.

BIOL 111: Principles of Biology I
(SI) Credits: 4 Letter Grade
A two-semester foundation course of the Biological sciences introducing 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. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-111L.

BIOL 111L: Principles of Biology I Lab
(SI) Credits: 0 Letter Grade
Taken in the same semester as BIOL-111. Lab is graded as part of the lecture. Corequisite: BIOL-111.

BIOL 125: Ponds and Streams
(SI) Credits: 4 Letter Grade
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. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-125L.

BIOL 125L: Ponds and Streams Lab
(SI) Credits: 0 Letter Grade
Taken in the same semester as BIOL-125. Lab is graded as part of the lecture. Corequisite: BIOL-125.

BIOL 145: Forests and Fields
(SI) Credits: 3 Letter Grade
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." Stresses familiarity with plants and animals from these habitats. Two hours lecture and three hours lab. Field trips required. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-145L.

BIOL 145L: Forests and Fields Lab
(SI) Credits: 0 Letter Grade
Taken in the same semester as BIOL-145. Lab is graded as part of the lecture. Corequisite: BIOL-145.

BIOL 201: Cell Biology
Credits: 4 Letter Grade
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 microscopic methods, electrophoresis of proteins and DNA. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-201L. Prerequisite: BIOL-111, or permission of the Instructor.

BIOL 201L: Cell Biology Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-201. Lab is graded as part of the lecture. Corequisite: BIOL-201.

BIOL 203: Human Anatomy/Physiology I
Credits: 4 Letter Grade
This course is the first part of a two-semester sequence during which students examine human anatomy and physiology through a systems approach based on the interaction between form and function, from the microscopic components of tissues to the organismal level. Emphasis is placed on histology and the integumentary, skeletal, muscular, and nervous systems. Students will apply the principles of the scientific method to explain anatomical and physiological concepts. Clinical considerations and unifying themes, such as homeostasis, will be emphasized throughout both semesters. Core: Natural Sciences with Lab requirement. Corequisite: BIOL203L.

BIOL 203L: Human Anatomy Lab I
Credits: 0 Letter Grade
Weekly three-hour lab taken in the same semester as BIOL-203. Lab is graded as part of the lecture. Corequisite BIOL-203.

BIOL 206: General Zoology
(SI) Credits: 3 Letter Grade
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. Core: Natural Sciences.

BIOL 210: Nutrition
(SI) Credits: 3 Letter Grade
An overview of the science of nutrition and its relationship to health will be taught with an emphasis on the functions of nutrients in the human organism, nutrient needs at various stages of life, and the effect nutrient inadequacies and excesses on health. An embedded laboratory experience will fortify these concepts. Other related issues such as contemporary controversies in diet plans, American trends in food consumption, the effects of famine physically, economically and socially; developing self sustaining agricultural programs to feed people in underdeveloped countries; meal programs, and providing meals to low income families in the US will also be addressed. Course has an embedded lab experience. Course satisfies Core Natural Sciences

BIOL 215: Biological and Medical Ethics
(E) Credits: 3 Letter Grade
Lectures and discussion will focus on two major areas: Ethical Theory and Applied Ethics. The Ethical Theory portion of the course will cover: (A) utilitarianism (or, more generally consequentialism), (B) Kant's ethical theory (or, more generally, deontology), and (C) Aristotle's ethical theory (or, more generally, virtue ethics). The Applied Ethics portion of the course will follow topics such as: Ethical Problems of Death and Dying; Abortion and Maternal-Fetal Conflict; New Methods of Reproduction (IVF, cloning); The Ethics of Transplants; The Ethics of Testing and Screening; The Ethics of Biomedical Research (Scientific Integrity, IRBs and Informed Consent, Conflict of Interest, Animal Experimentation, Human Stem Cells, Fetal Research, and Gene Therapy). Core: Ethics requirement.

BIOL 217: Genetics
Credits: 4 Letter Grade
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. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-217L. Prerequisite: BIOL-111, or permission of the Department Chair.

BIOL 217L: Genetics Lab
Credits: 0 Letter Grade
Laboratory exercises illustrate principles discussed in the BIOL-217 lecture, which is taken in the same semester. Lab is graded as part of the lecture. Corequisite: BIOL-217.

BIOL 233: Ecology and Evolutionary Biology
(SI) Credits: 4 Letter Grade
Weaves together the broader disciplines of ecology and evolution by introducing the student to a spectrum of sub-disciplines including population genetics, population ecology, community ecology, physiological ecology, macroevolution, systematics and functional morphology. The general theme is the interconnectedness of organism, environment and evolution and the mutual dependence of the two disciplines. The interrelationships of organisms with their environment (ecology) are the very basis for the selection pressure of evolution that leads to adaptation to that same environment. Field trips required. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-233L. Prerequisite: BIOL-111, or permission of the Department Chair.

BIOL 233L: Ecology and Evolutionary Biol Lab
Credits: 0 Letter Grade
The laboratory is oriented to field research and is taken in the same semester as BIOL-233. Field trips required. Lab is graded as part of the lecture. Corequisite: BIOL-233.

BIOL 281: Special Topics in Biology
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

Core: Natural Sciences with Lab requirement. Corequisite: BIOL-281L.

BIOL 281L: Special Topics Lab
Credits: 0 Letter Grade
Corequisite with BIOL-281 when required.

BIOL 300: Experimental Methods and Design
Credits: 4 Letter Grade
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 short research papers, give in-class presentations, keep lab notebooks, and prepare an end-of-semester research proposal. Course is Writing Intensive. Corequisite: BIOL-300L. Prerequisites: MATH-262 or MATH-227.

BIOL 300L: Experimental Methods and Design Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-300. Lab is graded as part of the lecture. Corequisite: BIOL-300.

BIOL 303: Human Anatomy and Physiology II
Credits: 4 Letter Grade
This course is the second part of a two-semester sequence during which students examine human anatomy and physiology through a systems approach based on the interaction between form and function, from the microscopic components of tissues to the organismal level. Designed to be the sequel to BIOL-203, this course covers the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems, nutrition, fluid, electrolyte, and acid-base balance, and growth and development. Students will apply the principles of the scientific method to explain anatomical and physiological concepts. Clinical considerations and unifying themes, such as homeostasis, will be emphasized throughout both semesters. Core: Natural Sciences with Lab requirement. Corequisite: BIOL303L.

BIOL 303L: Human Anatomy and Physiology II Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-303. Lab is graded as part of the lecture. Corequisite: BIOL-303.

BIOL 312: Watersheds/Freshwater Ecology
Credits: 4 Letter Grade
Considers the interactive nature of watersheds as they affect chemical, physical, and biological processes of lakes, wetlands and streams. A research approach is used with active participation on a stream research or monitoring project. Corequisite: BIOL-312L. Prerequisites: CHEM-132 and BIOL-233, or with permission of the Department Chair. CHEM-242 is recommended but not required.

BIOL 312L: Watersheds/Freshwater Ecology Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-312. Field trips required. Lab is graded as part of the lecture. Corequisite: BIOL-312.

BIOL 322: Terrestrial Ecology
Credits: 4 Letter Grade
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 research or monitoring project. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-322L. Prerequisites: BIOL-233, or permission of the Department Chair.

BIOL 322L: Terrestrial Ecology Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-322. Field trips required. Lab is graded as part of the lecture. Corequisite: BIOL-322.

BIOL 324: Microbiology
Credits: 4 Letter Grade
Stresses the fundamentals of 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. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-324L.

BIOL 324L: Microbiology Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-324. Lab is graded as part of the lecture. Corequisite: BIOL-324.

BIOL 325: Marine Biology
Credits: 4 Letter Grade
Surveys different marine ecosystems with their biotic and abiotic factors. Concentrates on near-shore habitats. Emphasizes community interactions and current or projected environmental pressures. Core: Natural Sciences with Lab requirement. Corequisite: BIOL-325L. Prerequisite: BIOL-233, or permission of the Instructor.

BIOL 325L: Marine Biology Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-325. Field trips required. Lab is graded as part of the lecture. Corequisite: BIOL-325.

BIOL 332: Medical Terminology
Credits: 3 Letter Grade
Designed to develop medical vocabulary associated with body systems and diseases, laboratory safety and infection control. This course will also provide students with the basic principles of medical word building including medical prefixes, suffixes and word roots used in medical nomenclature. Spelling, medical definitions and abbreviations will also be emphasized. No lab experience is associated with this course. Prerequisite: BIOL-111.

BIOL 333: Evolution
Credits: 3 Letter Grade
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. Prerequisites: BIOL-201 and BIOL-217.

BIOL 351: Molecular Biology
Credits: 3 Letter Grade
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. Core: Natural Sciences with Lab requirement. Prerequisites: BIOL-201 and BIOL-217, or permission of the Instructor.

BIOL 360: Biotechnology
Credits: 3 Letter Grade
Biotechnological advances are revolutionizing our lives but, as with most scientific breakthroughs, controversy about their application soon follows. Mechanistic details that underpin several biotech techniques such as cloning, gene splicing, gene knockout, the creation of transgenic organisms and stem cell manipulation will be presented. The course will also consider, in reasonable depth, critical ethical and moral implications of these approaches that have the ability to anatomically or genetically modify an organism. A general understanding of prokaryotic and eukaryotic gene expression is recommended when considering entry into this course. This course is Writing Intensive (WI). Prerequisite:BIOL-201 or BIOL 217.

BIOL 401: Internship in Biology
Credits: 3 Pass/Fail
Provides the Biology major an 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. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation. Prerequisite: Permission of the Department Chair required.

BIOL 410: Immunology
Credits: 4 Letter Grade
An introduction to immunology. Topics include humoral and cellular immunology, immunogenetics, immune regulation, hyper-sensitivity, autoimmunity and immune diseases. Laboratory techniques include

cellular assays, immunodiffusion assays, ELISA, and antibody isolation. Corequisite: BIOL-410L. Prerequisite: BIOL-201, or permission of the Department Chair.

BIOL 410L: Immunology Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-410. Lab is graded as part of the lecture. Corequisite: BIOL-410.

BIOL 413: Conservation/Restoration Biology
Credits: 4 Letter Grade
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. Corequisite: BIOL-413L. Prerequisite: BIOL-233, or permission of the Department Chair.

BIOL 413L: Conservation/Restoration Bio Lab
Credits: 0 Letter Grade
Taken in the same semester as BIOL-413. Field trips required. Lab is graded as part of the lecture. Corequisite: BIOL-413

BIOL 430: Forensic Medicine
Credits: 3 Letter Grade
Designed to present the basic concepts in forensic medicine and pathology particularly as it relates to crime scene investigations. Topics will include medico-legal processes, cause of death, homicide, drug overdoses, unexpected or accidental deaths, natural deaths, deaths from poison, motor vehicular deaths, asphyxia, fire deaths and child deaths. Additional material that discusses the involvement of environmental factors (temperature, insects, post-mortem processes) will also be discussed as they relate to crime scene investigations. Students will learn to diagnose, determine cause of death, and evaluate other types of biological evidence. No lab is required. Prerequisite: BIOL-111.

BIOL 440: Medical and Molecular Virology
Credits: 3 Letter Grade
Examines the structure and property of viruses, viral replication, immune responses to viral infections, and antiviral drugs and vaccines. Special attention will be given to medically important viruses, such as smallpox, influenza, HIV and AIDS, HPV, and measles. Students will also conduct three medical case history conferences on Influenza, Hepatitis, and AIDS. Prerequisite: BIOL-217.

BIOL 445: The Cure: From Bench to Bedside
Credits: 3 Letter Grade
Cancer is the leading cause of death in the developed world, and extensive research has been performed over many years to develop therapies to combat cancer. This 400-level writing intensive course, team taught by research scientists from Fox Chase Cancer Center, will explore the differences between normal cells and cancer cells, and how these differences are exploited to develop therapies. The process of therapy design and testing in the laboratory and the clinic will be discussed for common therapies including surgery, radiation, chemotherapy, targeted therapy, immunotherapy, and more. How clinical trials are designed, and the ethics and disparities of clinical trials, will be reviewed. Finally, important skills including problem solving, critical thinking, and written and oral science communication will be addressed and practiced. The course will be partially lecture-based, and will include learning through in-class activities and student presentations. This course should translate knowledge from molecular biology, cellular biology, and genetics to human disease and familiarize students with the current state of cancer therapy.

BIOL 481: Advanced Special Topics in Biology
Credits: 3 Letter Grade
An in-depth study of selected topic areas in biology. Course is 3 or 4 credits depending upon the topic; a lab may also be required. Past topics have included human disease, human nutrition, cell and cancer medicine, animal nutrition, and biochemistry of inherited diseases. May include a laboratory depending on the area covered. Prerequisite: BIOL-111 or permission of the Department Chair.

BIOL 481L: Advanced Special Topics in Bio Lab
Credits: 0 Letter Grade
Weekly three-hour lab taken in the same semester as BIOL-481, if required. Lab is graded as part of the lecture.

BIOL 490: Independent Study in Biology
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from .5 to 4.0 credits. Prerequisite: Permission of the Instructor required.

BIOL 498: Senior Seminar in Biology
Credits: 3 Letter Grade
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 Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the academic advisor. Prerequisite: A Writing Intensive course, which is usually BIOL-300.

BUSN – BUSINESS ADMIN

BUSN 101: International Business
(SW) Credits: 3 Letter Grade
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.

BUSN 102: Business Ethics
(E) Credits: 3 Letter Grade
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. Core: Ethics requirement.

BUSN 104: Introduction to Business
Credits: 3 Letter Grade
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.

BUSN 120: Law and the Business Enterprise
(CL) Credits: 3 Letter Grade
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.

BUSN 203: Data Analysis Using Microsoft Excel
(QA) Credits: 3 Letter Grade
Provides students with indepth understanding of the use of Microsoft Excel, especially with respect to its ability to support data analysis and specialized business and

statistical functions. Topics covered include: an overview of the basic functionality of Excel, sorting & filtering data, grouping data, creating a data model, what-if-analysis, analyzing statistics, using the Analysis ToolPak, formula audits and data validation. Prereq: Level 3 or higher Math Placement score. Cross-listed with CMTC -203.

BUSN 252: Business of Music
Credits: 3 Letter Grade
An introduction to 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. Cross-listed: MUSC-252

BUSN 270: Business Communication
Credits: 3 Letter Grade
Focuses on developing oral and written communication skills in the context of the contemporary business environment. Students learn how to create documents specific to transactions within and across businesses entities. Students apply skills in planning, composing, and revising a variety of messages delivered orally and through writing. In addition, students will learn to prepare for an employment interview including researching potential organizations, writing a cover letter/resume and planning for the interview. Students develop the competencies necessary to communicate effectively in a variety of professional situations that involve speaking, listening and writing.
B
USN 281: Special Topics in Business
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

BUSN 401: Internship in Business
Credits: 3 Pass/Fail
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. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

BUSN 402: Internship in Business
Credits: 3 Pass/Fail
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. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

BUSN 481: Advanced Special Topics in Business
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

BUSN 490: Independent Study in Business
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable credit: 1.0 to 3.0. Repeatable for credit. Prerequisite: Permission of the Instructor required.

BUSN 498: Senior Seminar in Business
Credits: 3 Letter Grade
Capstone course designed to engage the student in a research project culminating in an oral and written presentation. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: A Writing Intensive course, usually MGMT-204.

CARE – CAREER SERVICES

CARE 101: Career Connections
Credits: 1 Non-Academic Pass/Fail
Graded Pass/Fail only. Credits do not count towards graduation.

CARE 401: Internship
Credits: 3 Pass/Fail
Internship arranged with Office of Career Development. Repeatable for credit. Variable credit from 1.0 to 3.0.

CHEM – CHEMISTRY

CHEM 103: Chemistry and Society
(SI) Credits: 3 Letter Grade
An introductory course for non-science majors who have little or no background in chemistry and minimal mathematical background. Topics covered include measurements, classification of matter, bonding, reaction chemistry, solutions, energy, and power. The goal is to cultivate scientific literacy, enabling students to learn chemistry in the context of their own lives, and address significant issues, such as climate change and plastic pollution, alternate fuels, nutrition, and genetic engineering will be discussed. No lab is required. Meets Real World Problems Core.

CHEM 106: Introduction to Forensic Science
(SI) Credits: 3 Letter Grade
Introductory course for non-science majors who have little or no background in biology or chemistry and a minimal mathematical background. The course introduces basic chemical principles and their application to the collection, preservation, and analysis of physical evidence. Provides an overview of crime science investigation, physical and biological evidence, and courtroom procedures with emdedded labs. Course satisfies Core Natural Sciences with Lab requirement.

CHEM 131: Principles of Chemistry I
(SI) Credits: 3 Letter Grade
Examines the principles and concepts underlying chemical behavior. Topics include atomic structure and its relation to the Periodic Table of the Elements, measurements, chemical bonding and molecular structure, chemical reactions (stoichiometry) and general properties of solids, liquids, and gases. 3 hours per week. Core: Scientific Investigation. Corequisite: CHEM 131L. Prerequisite: Score of 1, 2 on the Math Placement Test or MATH-121

CHEM 131L: Principles of Chemistry I Lab
(SI) Credits: 1 Letter Grade
Lab work includes qualitative and quantitative analysis as well as validation of lecture principles. Problem solving skills are emphasized throughout. Three hours per week. Corequisite: CHEM-131.

CHEM 132: Principles of Chemistry II
Credits: 3 Letter Grade
A continuation of CHEM 131, focusing on specific aspects of chemistry reactions. Topics include electrochemistry, thermodynamics, kinetics, equilibria and acid/base reactions. 3 hours per week. Corequisite: CHEM 132L. Prerequisite: CHEM-131 with a grade of C- or better.

CHEM 132L: Principles of Chemistry II Lab
Credits: 1 Letter Grade
Lab work includes qualitative and quantitative analysis as well as validation of lecture principles. Problem solving skills are emphasized throughout. Three hours per week. Corequisite: CHEM-132.

CHEM 215: Organic Chemistry I
Credits: 3 Letter Grade
The first semester of a two-semester introduction to the principles of organic chemistry. Focuses on the structure of organic compounds and how that structure determines reactivity. Topics include reaction mechanisms, microchemistry, and functional groups. Analytical methods include gas chromatography/mass spectrometry and infrared spectroscopy. Three hours per week. Core: Natural Sciences requirement. Prerequisite: CHEM-132 with a grade of C- or better. Corequisite CHEM-215L.

CHEM 215L: Organic Chemistry I Lab
Credits: 1 Letter Grade
Laboratory work includes an introduction to basic techniques used in Organic Chemistry as well as investigations into the properties and reactions of Organic compounds. Lab work

includes synthesis, purification and characterization. Three hours per week. Corequisite: CHEM-215.

CHEM 216: Organic Chemistry II
Credits: 3 Letter Grade
The second semester of a two-semester sequence of introductory Organic Chemistry. This course continues to examine the structure and reactivity of carbon compounds, with an emphasis on applying learned reactions to the synthesis of a range of organic compounds, including aromatic, amines, and caromyl compounds. Analytical methods include infrared spectroscopy, chromotography and nuclear magnetic resonance spectroscopy. Three hours per week. Core: Natural Sciences requirement. Corequisite: CHEM-216L. Prerequisite: CHEM-215 with a grade of C- or better.

CHEM 216L: Organic Chemistry II Lab
Credits: 1 Letter Grade
Laboratory work includes an introduction to basic techniques used in Organic Chemistry as well as investigations into the properties and reactions of Organic compounds. Lab work includes synthesis, purification and characterizations. Three hours per week. Corequisite: CHEM-216.

CHEM 222: Toxicology
Credits: 3 Letter Grade
A survey of the scope and modern aspects of toxicology. Emphasizes clinical manifestations (symptoms and treatment) of acute, subacute, and chronic intoxication, and current analytical methodology. Each type of toxin and toxicant studies is supported by actual case histories and analytical data. No lab is required. Prerequisite: CHEM-215 with a grade of C- or better.

CHEM 230: Internship Seminar
Credits: 1 Letter Grade
A one-credit course designed for students interested in applying for competitive internships in the sciences. Students will learn how to search for competitive internships and identify internships of interest. Students will locate primary literature articles (using academic search engines such as SciFinder Scholar) published from their laboratories of interest. Students will then work to write statements of interest/research to apply for their programs of interest. While writing, there will be several class periods devoted to topics of interest relating to laboratory research, including presentations by guest speakers. Three hours per week for five weeks.

CHEM 242: Environmental Chemistry
Credits: 3 Letter Grade
The application of analytical chemistry principles and techniques to the study of environmental contaminants. Spectroscopic methods are studied to track aqueous pollutants (visible and fluorescence spectroscopy) and understand the mechanism behind global warming (infrared spectroscopy). Separation techniques (liquid-liquid extraction, liquid chromatography, and gas chromatography) are studied to better understand the fate of aqueous/air pollutants and their current detection methods. Three hours per week. No lab is required. Prerequisite: CHEM-215 with a grade of C- or better.

CHEM 250: Introduction to Biochemistry
Credits: 3 Letter Grade
A one-semester course covering the principles of Biochemistry. Topics include but are not limited to: structure and function of carbohydrates and lipids; protein structure, function and regulation; enzyme kinetics and mechanisms; membrane structure and function: and intermediary metabolism. Three hours per week. Prerequisite: CHEM-215 with a grade of C- or better, or by permission of the Instructor.

CHEM 301: Analytical Chemistry
Credits: 5 Letter Grade
An introduction to the field of analytical chemistry. Topics to be included are: advanced acid/base chemistry, molecular and atomic spectroscopy, and separation methods. Core: Natural Sciences With Lab requirement. Corequisite: CHEM-301L. Course is Writing Intensive. Prerequisite: ENGL-101; CHEM-215 with a grade of C- or better.

CHEM 301L: Analytical Chemistry Lab
Credits: 0 Letter Grade
Lab is graded as part of CHEM-301. Four hours per week. Corequisite: CHEM-301.

CHEM 303: Instrumental Analysis
Credits: 5 Letter Grade
An advanced study of spectroscopy, mass spectrometry, and nuclear magnetic resonance spectrometry. Three hours per week. Corequisite: CHEM-303L. Prerequisite: CHEM-301 with a grade of C- or better.

CHEM 303L: Instrumental Analysis Lab
Credits: 0 Letter Grade
An advanced laboratory study of spectroscopy, mass spectrometry and nuclear magnetic resonance spectrometry. Lab is graded as part of CHEM-303. Four hours per week. Corequisite: CHEM-303.

CHEM 307: Biochemistry I
Credits: 3 Letter Grade
The first semester of a two-semester introductory biochemistry course. Topics include: structure and properties of amino acids, carbohydrates and lipids; protein structure; membrane structure and transport across membranes; enzyme structure, mechanisms, and regulation; and laboratory procedures used in the extraction, separation and identification of biological molecules. Offered every other year. Prerequisite: CHEM-216 with a grade of C- or better. This course does not include a lab.

CHEM 308: Biochemistry II
Credits: 5 Letter Grade
The second semester of a 2-semester introductory biochemistry course. The semester focuses on metabolism, its regulation and metabolic disorders. Topics include: glycolysis and hexose monophosphate pathways; glycogen synthesis and breakdown; gluconeogenesis; tricarboxylic acid cycle; oxidative phosphorylation; lipid metabolism; amino acid metabolism; comparison of metabolism in various tissues of mammals and photosynthesis. 3 hours per week. Offered every other year. Prerequisite: CHEM-307 with a grade of C- or better. Corequisite: CHEM-308L.

CHEM 308L: Biochemistry II Lab
Credits: 0 Letter Grade
Laboratory exercises include the application of biochemical methods used to extract lipids and proteins from biological material; separation and quantization of biological molecules; and the characterization of enzyme kinetics and the effects of inhibitors. Lab is graded as part of CHEM-308. Four hours per week. Corequisite: CHEM-308.

CHEM 313: Physical Chemistry I
Credits: 3 Letter Grade
Thermodynamics and Kinetics. Topics include: laws of thermodynamics, chemical and phase equilibrium, and introduction to kinetics. Prerequisites: C- or better in CHEM 216, MATH 212 or 204, and PHYS 122. This course does not include a lab.

CHEM 314: Physical Chemistry II
Credits: 3 Letter Grade
Introduction to theoretical chemistry. Topics include principals of quantum chemistry and spectroscopy. Three hours per week. Offered every other year. Prerequisites: C- or better in CHEM 216, MATH 252, PHYS 122. Corequisite: CHEM 314L. CHEM-313 is not a prerequisite.

CHEM 314L: Physical Chemistry II Lab
Credits: 2 Letter Grade
Introduction to Physical Chemistry laboratory techniques, including thermodynamics and quantum mechanics.This lab is a co-requisite with
Physical Chemistry II (Quantum Mechanics), so all content from Physical Chemistry I (Thermodynamics) that is needed will be covered by the
course. Four hours per week. Corequisite or prerequisite: CHEM-314.

CHEM 340: Inorganic Chemistry
Credits: 3 Letter Grade
Introduces students to Inorganic Chemistry. Topics include: atomic structure and theory, structure and bonding, coordination chemistry, organometallic chemistry, solid-state chemistry, and spectroscopy. Three hours per week. Corequisite: CHEM-340L. Prerequisite: CHEM-216 with a grade of C- or better.

CHEM 340L: Inorganic Chemistry Lab
Credits: 2 Pass/Fail
Provides a foundation in the basic techniques of an inorganic chemistry laboratory. Techniques include chemical synthesis, isolation, characterization, analysis, and

microscale reactions. All laboratory exercises involve applications to metal complexes. Four hours per week. Corequisite: CHEM-340.

CHEM 401: Internship in Chemistry
Credits: 3 Pass/Fail
A research experience to help the student to relate theories and skills to the practical aspects of a laboratory. Repeatable for up to 6 credits. Graded Pass/Fail only. Includes Career Connections requirement for graduation. Number of credits earned determined by number of hours spent at internship. Prerequisite: Permission of the Department Chair.

CHEM 405: Advanced Organic Chemistry
Credits: 3 Letter Grade
An advanced organic chemistry course that provides an emphasis on the application of structure and theory to study organic reaction mechanisms. Topics include steriochemical features, reaction dynamics, isotope effects, molecular orbital theory, and the role special reactive intermediates play during a mechanism.

CHEM 481: Special Topics in Chemistry
Credits: 3 Letter Grade
An in-depth study of selected topic areas in Chemistry. Topics vary, offered as interest permits. May include a laboratory depending on the topic chosen. Repeatable for credit. Three hours per week. Prerequisite: Permission of the Instructor.

CHEM 490: Independent Study in Chemistry
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

CHEM 498: Senior Seminar/Chem-Biochem-For Sci
Credits: 3 Letter Grade
Capstone course of the Chemistry, Biochemistry, and Forensic Chemistry majors. The emphasis of this course is three-fold: areas of significant research in the field of Chemistry through reading of the current literature; ethics in scientific research; and a research paper, poster, and oral presentation of previously completed research. This research will have been done on or off campus, during summer internships or during the academic year, in an advisor-approved area of Chemistry. Three hours per week. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the academic advisor. Prerequisite: A Writing Intensive course and Senior status.

CLCV – CLASSICAL CIV

CLCV 151: Quests and Adventures
(MI) Credits: 3 Letter Grade
Students accompany Greek and Roman mythological heroes and heroines on their quests, adventures, and acceptance of fate. Vergil's Aeneid and Homer's Iliad and Odyssey reveal the characteristics of ancient literary figures and provide the basis for their modern counterparts. Core: Meaning & Interpretation of the Human Experience

CLCV 153: Mythology as a Living Tradition
(MI) Credits: 3 Letter Grade
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. Core: Literature requirement.

CLCV 281: Sp Topics/Classical Civilization
Credits: 3 Letter Grade
Repeatable for credit. Topics vary by semester.

CMDF – DIGITAL FORENSICS

CMDF 105: Digital Forensics I
Credits: 3 Letter Grade
Covers cyber crimes and includes best practices for preserving and collecting digital evidence. Instructs students in use of hardware and software to preserve, acquire and verify forensic copies of digital media for analysis. The course will address a variety of digital evidence sources such as hard drives, storage media, networks, servers and memory. Prerequisite: Grade of C- or better in CMTC-190 recommended.

CMDF 140: Law & the Digital Footprint
Credits: 3 Letter Grade
Examines civil and criminal cases involving digital evidence. Explores the legal authority necessary to possess and examine digital media and data for use in a courtroom presentation. Students will learn to draft subpoenas, search warrants and preservation orders. Students will analyze a number of state and federal statutes involving digital evidence such as ECPA, PPA and the Federal Rules of Civil Procedure. Students will research or read and analyze case law relevant to those statutes.

CMDF 205: Digital Forensics II
Credits: 3 Letter Grade
Provides a practical application of digital forensics knowledge in the analysis of data acquired from digital media. The course will cover disk structures and analysis of data from file systems, application and operating system artifacts, as well as searching for relevant data and reconstructing files. Prerequisite: Grade of C- or better in CMTC-190 and CMDF-105.

CMDF 240: Legal Issues II (Digital Forensics)
Credits: 3 Letter Grade
Students will examine complex legal issues regarding the collection, analysis, and presentation of digital evidence in the courtroom by studying actual criminal and civil court cases, legal motions, and case law. This course will build on the legal issues presented in Legal Issues I, but will require students to apply this knowledge and critical thinking to the analysis of real court cases pertaining to digital evidence. Prerequisite: Grade of C- or better in CMDF-140 or permission of the Instructor.

CMDF 250: E-Discovery
Credits: 3 Letter Grade
Covers the use of electronically stored information in the litigation process. Teaches the analytics process of using advanced technology to cull a data set and find relevant documents for review. Complying with applicable law, students will produce a culled set of responsive documents for the review process. Students will have practice with professional tools to simulate preparation and review of digital information for e-discovery in the legal process.

CMDF 281: Special Topics in Digital Forensics
Credits: 3 Letter Grade
Covers current topics in digital forensics. Repeatable for credit. Topics vary by semester.

CMDF 300: Advanced Digital Forensics
Credits: 3 Letter Grade
Provides a range of laboratory assignments that teach both theory and practical application of tools in digital forensic investigations. This course will cover the recovery of data from advance file systems, encrypted files and hash analysis. Prerequisite: Grade of C- or better in CMDF-105 or CSEC-280.

CMDF 311: Research Methods/Digital Forensics
Credits: 3 Letter Grade
Provides and examination of research methods in digital forensics. Students select a possible seminar topic and complete a literature search and review. Usually completed second semester of Junior year. A grade of C or better is required to successfully complete this course. Course is Writing Intensive. Prerequisite: Junior Status and ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite. Must be a Digital Forensics major.

CMDF 320: Laboratory/Technical Writing in DF

Credits: 3 Letter Grade
Involves a number of writing assignments typical of digital forensic operations, such as analysis findings. Students will focus on topics relevant to the establishment of professional digital forensic laboratory operations and laboratory accreditation. Students will complete assignments which include laboratory standard operating procedures, test and validation of digital forensic tools, laboratory examination notes, and expert witness reports. Prerequisite: Grade of C- or better in CMDF-205.

CMDF 375: Simulated Workplace Lab
Credits: 3 Letter Grade
Students explore current work positions in their field of study through online research and activities that will enable the students to engage professionals in the field. Students will also teach themselves the skills necessary to complete a semester-long project. Students will report their progress to the instructor as they would to their employer in the workplace. Learning independently, as professionals in this field need to do throughout their lifetime is a critical component of this course. Students whose GPA is not sufficient to complete an internship are required to take this course in its place. Prerequisite: CMDF-311 or permission of the instructor.

CMDF 401: Internship in Digital Forensics
Credits: 3 Pass/Fail
Open to students with Junior or Senior status only. Students must have a GPA of at least 2.5. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

CMDF 481: Adv Spl Topics in Digital Forensics
Credits: 3 Letter Grade
Covers current topics in digital forensics, not covered in another class. Topics vary by semester. Repeatable for credit.

CMDF 490: Independent Study in Dig Forensics
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given program. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Program Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor require.

CMDF 498: Senior Seminar in Digital Forensics
Credits: 3 Letter Grade
Students further develop the area of research that was started in CMDF-311. Students design and implement a research project and presentation. Students also review research in Digital Forensics not covered in other courses. The Senior Seminar is usually taken in Fall of Senior year. Students register for this course upon approval of the academic advisor. Prerequisite: CMDF-311 with a grade of C or better.

CMSC – COMPUTER SCIENCE

CMSC 100: Introduction to Technology
Credits: 3 Letter Grade
Hands-on course that deals with a variety of personal computing topics including introduction to programming logic, hardware, basic concepts, online safety, word processing, spreadsheets, and presentations.

CMSC 110: Introduction to Computer Science
Credits: 3 Letter Grade
Investigates the logic behind programming, discussing problem-solving, logic, and critical reasoning skills.

CMSC 200: Introduction to Programming I
Credits: 3 Letter Grade
Provides experience in computer programming and prepares the student for further study in the field. Fundamental concepts and the elements of programming form the central themes of the course. Students develop proper programming techniques while learning basic programming structures including but not limited to: Input/output, variables, decision statements, loops, arrays, methods and use of pre-defined classes. Prerequsite: CMSC 110 or Math Proficiency of Level 1 or 2

CMSC 201: Introduction to Programming II
Credits: 3 Letter Grade
Students continue the development of programming skills acquired in CMSC 200, with emphasis on objects, classes, files, lists and exceptions. Prerequisite: A grade of C or better in CMSC-200 is required.

CMSC 205: Systems Analysis and Design
Credits: 3 Letter Grade
Students learn about the Systems Development LifeCycle (SDLC). Students learn about and execute two of the most popular Systems Analysis and Design methodologies: the Waterfall methodology and the Scrum methodology. Students also learn about the role of a systems Analyst and how to use the tools and techniques employed by a systems analyst.

CMSC 251: Data Structures
Credits: 3 Letter Grade
Focuses on the specification, design, analysis and implementation of programs that use data structures such as arrays, linked lists, stacks and queues. There is wide coverage of the programming techniques of recursion, searching, and sorting. There is also coverage of documentation to specify precondition/postcondition contracts. Prerequisite: Grade of C or better in CMSC-201.

CMSC 255: Team Programming Techniques
Credits: 1 Pass/Fail
Students learn strategies for working as a programming team to solve complex programming problems. This course prepares students to compete in programming contests sponsored by organizations such as the Consortium for Computing Sciences in Colleges. Repeatable for credit.

CMSC 279: CS History/Trends/Ethical Issues
(E) Credits: 3 Letter Grade
An in-depth study of the history of computer science, which explores current and future developments in computer science, and examines ethical issues that challenge society as a result of computer technology. This course satisfies the public speaking requirement and the ethical core requirement. Recommended: CMTC-190.

CMSC 281: Special Topics in Comp/Info Sci
Credits: 3 Letter Grade
Covers current topics in computer science, such as Internet technologies, and game programming. Topics vary by semester. Repeatable for credit. Prerequisite depends on topic.

CMSC 285: Algorithms in AI & Machine Learning
Credits: 3 Letter Grade
Uses a systems' approach to present students with the algorithms and techniques used in Artificial Intelligence. Students will use current open source technologies to create algorithms. Prerequisite: Grade of C- or better in CMSC-251.

CMSC 286: Robotics
Credits: 3 Letter Grade
Students will engage in the fundamentals of robotics, learning advanced techniques and how to program these machines. Prerequiste: Grade of C- or better in CMSC 251.

CMSC 300: Application Development and Design
Credits: 3 Letter Grade
Focuses on application development and design techniques using a popular or current programming language. Students will implement applications that interface with a database. Students will work together in teams to manage the development of their applications following the Scrum methodology. Prerequisite: Grade of C- or better in CMSC-251.

CMSC 305: Mobile Application Development
Credits: 3 Letter Grade
Introduces students to the fundamentals of mobile application development. Students develop mobile Applications using the Android and iOS technologies. Students learn

how to develop interfaces, handle events, and use gestures and flows. Students also develop mobile applications that interface with a database. Students learn how to implement notifications and use styles and themes. Prerequisite: Grade of C- or better in CMSC-251.

CMSC 311: Research Methods/Comp and Info Sci
Credits: 3 Letter Grade
Provides an examination of research methods in computer science. Students select a possible seminar topic and complete a literature search and review. Usually completed second semester of Junior year. A grade of C or better is required to successfully complete this course. Course is Writing Intensive. Prerequisite: Junior Status and ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite. Students must be a Computer & Information Science major.

CMSC 350: Computer Architecture/Logic Design
Credits: 3 Letter Grade
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, CPU performance, and an introduction to assembly language. Prerequisites: Grade of C- or better in CMSC-251.

CMSC 375: Simulated Workplace Lab
Credits: 3 Letter Grade
Students explore current work positions in their field of study through online research and activities that will enable the students to engage professionals in the field. Throughout this course, students will also teach themselves the skills necessary to complete a semester-long project. Students will report their progress to the instructor as they would to their employer in the workplace. Learning independently, as professionals in this field need to do throughout their lifetime is a critical component of this course. Students whose GPA is not sufficient to complete an internship are required to take this course in its place. Although other Computer and Information Sciences majors may also enroll in this course, they are highly encouraged to complete an internship instead. Prerequisite: CMTC 311 or permission of the Instructor.

CMSC 401: Internship in Comp and Info Sci
Credits: 3 Pass/Fail
An internship provides the computer and information sciences major with the opportunity to experience the role of a systems analyst, junior programmer, or other related position. Open to students with Junior or Senior status only. Students must have a GPA of at least 2.5. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

CMSC 405: Programming Languages
Credits: 3 Letter Grade
Examines the practical and theoretical aspects of various programming languages. Topics covered for each programming language include typing models, programming models, decision structures, looping structures, core data structures, how programmers interact with it, and core features that make each programming language unique. Prerequisite: Grade of C- or better in CMSC-251.

CMSC 481: Adv Special Topics in Comp/Info Sci
Credits: 3 Letter Grade
Covers current topics in computer science, not covered in another class. Topics vary by semester. Repeatable for credit.

CMSC 490: Independent Study in Comp Science
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

CMSC 498: Senior Seminar: Comp and Info Sci
Credits: 3 Letter Grade
Students further develop the area of research that was begun in CMSC-311 to design and implement a research project and presentation. Students also discuss current topics in Computer Science which were not covered in structured courses. The Senior Seminar is usually taken in the Fall of the student's Senior year. Students register for this course upon approval of the academic advisor. Prerequisite: CMSC-311 with a grade of C or better.

CMSM – COMP SYS MGMT

CMSM 281: Special Topics in Computer Sys Mgmt
Credits: 3 Letter Grade
Covers current topics in computer systems management. Repeatable for credit. Topics vary by semester.

CMSM 285: Management Information Systems
Credits: 3 Letter Grade
Introduces students to the use of information technology in the business environment. The language, concepts, structures, and processes involved in the management of information systems are discussed. The course is intended to help students focus on technological issues in implementing MIS strategies and to provide an overview of methodologies for design and development of information systems. Recommended: CMTC-203.

CMSM 311: Research Methods/Comp Syst Mgmt
Credits: 3 Letter Grade
Provides an examination of research methods in computer systems management. Students select a possible seminar topic and complete a literature search and review. Usually completed second semester of junior year. A grade of C or better is required to successfully complete this course. Fulfills the Writing Intensive Core Curriculum requirement for graduation. Prerequisite: Junior Status and ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite. Student must be a Computer Systems Management major.

CMSM 375: Simulated Workplace Lab
Credits: 3 Letter Grade
Students explore current work positions in their field of study through online research and activities that will enable the students to engage professionals in the field. Throughout this course, students will also teach themselves the skills necessary to complete a semester-long project. Students will report their progress to the instructor as they would to their employer in the workplace. Learning independently, as professionals in this field need to do throughout their lifetime is a critical component of this course. Students whose GPA is not sufficient to complete an internship are required to take this course in its place. Although other Computer Systems Management majors may also enroll in this course, they are highly encouraged to complete an internship instead. Prerequisite: CMSM 311 or permission of the Instructor.

CMSM 401: Internship in Computer Sys Mgmt
Credits: 3 Pass/Fail
Students experience fieldwork in the area of information management, computer systems management, computer hardware, computer software, technology troubleshooter, or another technology-related area. Open to students with Junior or Senior status only. Students must have a GPA of at least 2.5. Graded Pass/Fail only. Repeatable for credit.

CMSM 481: Adv Special Topics in Comp Sys Mgmt
Credits: 3 Letter Grade
Covers current topics in computer systems management. Repeatable for credit. Topics vary by semester.

CMSM 490: Independent Study in Comp Sys Mgmt
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue

research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

CMSM 498: Senior Seminar in Computer Sys Mgmt
Credits: 3 Letter Grade
Students further develop the area of research that was begun in CMSM-311 to design and implement a research project and presentation. Students also discuss current topics in computing not covered in structured courses. The Senior Seminar is usually taken in either the Fall of the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: CMSM-311 with a grade of C or better.

CMTC – COMPUTER TECHNOLOGY

CMTC 190: Intro to Comp Hardware/Peripherals
Credits: 3 Letter Grade
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. Upon the completion of this course students should be prepared to take part of the A+ Certification Examination.

CMTC 195: Photo Management and Editing
(*AC*) *Credits:* 3 Letter Grade
Introduction to industry standard graphic design program: Adobe Photoshop

CMTC 200: Intro to Web Development and Design
Credits: 3 Letter Grade
An introduction to the tools used to build websites: HTML, the language used to structure web pages using website essentials such as banners, lists, forms, and tables, and CSS, the language used to create cohesive and consistent sites with elements such as color, fonts, gradients, graphics and clear navigation.

CMTC 201: UX, UI and Accessibility
(*AC*) *Credits:* 3 Letter Grade
Focuses on User Experience (UX) and User Interface (UI) design, discussing layout, composition, color, typography, imagery, and texture. Students will learn about Accessibility and how to design for all users no matter their form of access. At the course conclusion, students will proficiently complete wireframes ready for development. Recommended: CMTC-200.

CMTC 202: Website Analytics & SEO
Credits: 3 Letter Grade
Covers the basics of Website Analytics and in-depth information about Organic SEO and Paid SEO. Students will expand critical writing skills within this course as they write content for websites. While also diving into competitor and keyword research. Students will have the opportunity to obtain several Google certifications.

CMTC 203: Data Analysis Using Microsoft Excel
(*QA*) *Credits:* 3 Letter Grade
Provides students with indepth understanding of the use of Microsoft Excel, especially with respect to its ability to support data analysis and specialized business and statistical functions. Topics covered include: an overview of the basic functionality of Excel, sorting & filtering data, grouping data, creating a data model, what-if-analysis, analyzing statistics, using the Analysis ToolPak, formula audits and data validation. Prereq: Level 3 or higher Math Placement score. Cross-listed with BUSN-203

CMTC 210: Illustration Design
(*AC*) *Credits:* 3 Letter Grade
Introduction to the industry standard graphic design programAdobe Illustration.

CMTC 212: Animation Design
(*AC*) *Credits:* 3 Letter Grade
The course will dive into the Adobe After Effects interface and teach students the skills for designing digital animations. Prereq: CMTC 295 or CMTC 210 must be taken prior.

CMTC 215: Digital Layout Design
(*AC*) *Credits:* 3 Letter Grade
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. CMTC-205 and CMTC-210 are recommended, but not required. (Formerly CITU-215.)

CMTC 216: Introduction to 3D Printing
(*AC*) *Credits:* 3 Letter Grade
Introduces students to the design tool, Blender. Students will learn the basics including polygonal modeling, sculpting, and procedural techniques, applying those skills to bring their imagination to life. Students will also learn about applying realistic textures such as scales, fur, and feathers to bring creatures to life. They will be encouraged to use the techniques learned in the course to create their own unique designs, creating a portfolio of work to showcase their skills.

CMTC 230: Introduction to Data Communications
Credits: 3 Letter Grade
Provides an introduction to computer networks and data communications, data and signals, using conducted and wireless signals. This course covers basic OSI model, TCP/IP networking, services, protocols and ports. Recommended: CMTC-190.

CMTC 255: Web Content Management Systems
Credits: 3 Letter Grade
Introduces the concept of Website Content Management Systems (CMS) through working with the popular open-source platforms. Students will become comfortable with CMS systems to design, build, write blogs, etc., for a website through in-class and project work. Recommended: CMTC-200.

CMTC 260: Applied Operating Systems
Credits: 3 Letter Grade
Provides a hands-on introduction to various operating systems such as Windows, Linux, and Macintosh. Students are introduced to the fundamental concepts underlying all operating systems and learn how to implement these concepts on each system. Recommended: CMTC-190.

CMTC 275: Adv Web Development & Design
Credits: 3 Letter Grade
Expands students' basic web skills by introducing advanced CSS and Javascript, and will cover Responsive Design with introduction to Flexbox, CSS Grid and media queries. Required: CMTC 200.

CMTC 276: Advanced 3D Printing
(*AC*) *Credits:* 3 Letter Grade
Prerequisite: CMTC 216

CMTC 281: Special Topics in Comp/Info Tech
Credits: 3 Letter Grade
Covers current topics in computer technology, such as graphics animation, web programming or development. Repeatable for credit. Topics vary by semester.

CMTC 282: JavaScript
Credits: 3 Letter Grade
Covers implementing JavaScript for web applications. Prerequisite: CMSC 200

CMTC 284: Intro/Database Design & Development
Credits: 3 Letter Grade
Introduces students to the fundamentals of database design and implementation using a relational and a NoSQL database management system. Topics covered include data modeling, normalization and query languages. Prerequisite: Math proficiency of Level 3 or higher. Recommended prerequisite: CMSC-200.

CMTC 290: Server Concepts
Credits: 3 Letter Grade
Teaches the skills needed to securely install, deploy, manage and troubleshoot servers. Students will be prepared to take the CompTIA Server+. Prerequisite: CMTC -190

CMTC 293: Cloud Computing Concepts
Credits: 3 Letter Grade
Students engage with cloud computing, learning the essential skills to implement, maintain, optimize and troubleshoot cloud-based infrastructure services. At the end of the course students will be prepared for the CompTIA Cloud+ exam. Prerequisite: CMTC-190

CMTC 295: Web Programming
Credits: 3 Letter Grade
An in-depth study of how to develop a dynamic web application using various client and server side scripting languages and a relational database. Students will demonstrate an understanding of client side form validation and how to dynamically update web pages. Students will demonstrate an understanding of server side data base access. Prerequisites: Grade of C- or better in CMSC-201 and CMTC-284.

CMTC 311: Research Methods/Comp and Info Tech
Credits: 3 Letter Grade
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. A grade of C or better is required to successfully complete this course. Course is Writing Intensive. Prerequisite: Junior Status and ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite. Student must be a Computer and Information Technology major.

CMTC 355: Advanced Content Management Systems
Credits: 3 Letter Grade
The course will dive into the programming development of Content Management Systems (CMS), specifically WordPress. Students will expand their knowledge of how to program specifically within the WordPress environment and be able to create custom themes by the conclusion of the course. Students will be given the opportunity to complete courses from WordPress' Learn environment. They will be guided by the professor in learning JavaScript Object Notation (JSON), elements of PHP, and advancing their knowledge of HTML and CSS.

CMTC 375: Simulated Workplace Lab
Credits: 3 Letter Grade
Students explore current work positions in their field of study through online research and activities that will enable the students to engage professionals in the field. Throughout this course, students will also teach themselves the skills necessary to complete a semester-long project. Students will report their progress to the instructor as they would to their employer in the workplace. Learning independently, as professionals in this field need to do throughout their lifetime is a critical component of this course. Students whose GPA is not sufficient to complete an internship are required to take this course in its place. Although other Computer and Information Technology majors may also enroll in this course, they are highly encouraged to complete an internship instead. Prerequisite: CMTC 311 or permission of the Instructor.

CMTC 401: Internship in Comp and Info Tech
Credits: 3 Pass/Fail
Students experience fieldwork in the area of information management, webmaster assistant, web development, computer hardware, computer software, technology troubleshooter, or another technology-related area. Open to students with Junior or Senior status only. Student must have GPA of at least 2.5. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

CMTC 402: Internship in Comp and Info Tech
Credits: 3 Pass/Fail
Students experience fieldwork in the area of information management, webmaster assistant, web development, computer hardware, computer software, technology troubleshooter, or another technology-related area. Open to students with Junior or Senior status only. Student must have GPA of at least 2.5. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

CMTC 481: Adv Spec Topics in Comp/Info Tech
Credits: 3 Letter Grade
Covers current topics in computer technology, involving web development, computer graphics or programming. Repeatable for credit.

CMTC 490: Independent Study in Info Tech
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

CMTC 498: Senior Seminar in Comp/Info Tech
Credits: 3 Letter Grade
Students further develop the area of research that was begun in CMTC-311 to design and implement a research project and presentation. Students also discuss current topics in Computer Technology not covered in structured courses. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: CMTC-311 with a grade of C or better.

CRJU – CRIMINAL JUSTICE

CRJU 120: Intro to Restorative Justice
(SW) Credits: 3 Letter Grade
This course, delivered in workshop format, offers an introduction to restorative justice (RJ). Using a highly experiential and participatory pedagogy that focuses on community building, we will explore the concepts of justice, harm, and accountability through a relational perspective that is both interpersonal and communal. We will learn RJ values, principles, and practices and how they can be applied in various contexts and in everyday life. Though group dialogue that centers students experiences and knowledge, readings, videos, and reflection essays, we will gain a diverse understanding of both RJ theory and practice.

CRJU 122: Introduction to Criminal Justice
(SW) Credits: 3 Letter Grade
Provides a general understanding of the Criminal Justice system and how it operates, including specific information about police, procecution, courts (including prosecution and defense, and judge/jury) and corrections (both custodial and community supervision). Explores the relationship between conservative and liberal ideologies in terms of their impact on justice policy and practice.

CRJU 175: US Constitution Immersion Exp
(CL) Credits: 3 Letter Grade
Offers students an opportunity to actively engage in their environment and to take full advantage of the Philadelphia area in developing an understanding of the United States Constitution and the Bill of Rights (focusing on the 4th, 5th, 6th, and 8th Amendments) as they pertain to the criminal justice system. Uses the Philadelphia community (CJRC and CFCF) and its deep history (Constitution Center and Eastern State Penitentiary) to introduce students to an interactive method of learning that encourages intellectual curiosity, holistic education, and community engagement in the learning process.

CRJU 200: World Justice and Care for Children
(SW) Credits: 3 Letter Grade
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 within the framework of the UN Convention on the Rights of the Child. Core: Social Sciences requirement. Cross-listed: SOCI-200.

CRJU 201: Crime and Punishment Through Media
Credits: 3 Letter Grade
Makes use of classic films as well as contemporary writings to explore the deeper functions and meaning of crime and punishment in our society. Topics include examination of the failure of our prison system to deter crime, exploration of the root causes of different types of crimes, and consideration of questions of fairness and social justice as they relate to punishment.

CRJU 210: Gender/Criminal Justice System
(SW) Credits: 3 Letter Grade
This course uses a "gender lens" to explore the ways in which norms of masculinity and femininity operate within and influence criminal law creation, criminal offending, criminalization, criminal law enforcement, adjudication, and sanctioning. It also looks at the gendered dimensions of working within the criminal judicial system.

CRJU 215: Ethics in Criminal Justice
(E) Credits: 3 Letter Grade
Begins with a cursory introduction to ethical frameworks from meta-ethos to professional codes. Students will select the ethical systems best suited for justice studies, and then will spend a portion of the semester in an exploration of the many difficult decisions that criminal justice professionals face in an environment of competing interests. Emphasis is placed on addressing moral issues and concerns involved in the justice process and the impact on individuals and society at large. Core: Ethics requirement.

CRJU 220: Juvenile Justice Systems
Credits: 3 Letter Grade
A study of U.S. juvenile justice systems from historical, legal, and policy perspectives. Topics will include juvenile court, U.S. Supreme Court cases, juvenile probation, restorative justice, and current youth justice movements. Some international juvenile justice issues will also be covered.

CRJU 223: Criminal Law
Credits: 3 Letter Grade
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.

CRJU 224: Criminal Investigation
Credits: 3 Letter Grade
Principles and practices of solving 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, will be discussed and explored.

CRJU 225: Criminal Procedure
Credits: 3 Letter Grade
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. Recent Supreme Court decisions will be considered.

CRJU 226: Deviance and Social Control
(SW) Credits: 3 Letter Grade
A sociological examination of deviant behavior and society's response to it. Focuses on the meanings of deviance within particular social contexts: deviant subcultures, political uses of deviance, moral crusades and social change. Core: Social Sciences requirement. Cross-Listed: SOCI-226.

CRJU 227: Sanctions and Sentencing
Credits: 3 Letter Grade
An exploration of the histories, philosophies, and contemporary use of punishment within the criminal law enforcement and sanctioning system, focusing on custodial sanctions and community sanctions. The course also explores a breadth of prison reform, decarceration, and abolition movements.

CRJU 230: Juvenile Delinquency Theories/Res
Credits: 3 Letter Grade
Offers a variety of perspectives on the criminalized behaviors of children and youth in the U.S., including historical origins of the juvenile justice system; contemporary studies of childhood trauma, brain development, and its impact on behavior; and theories and research in the field of Juvenile Delinquency Studies. Explores contemporary data about how individual traits, gender, family, peers, schools, and drugs influence youth behavior. Also includes a brief survey of discrimination in the juvenile justice system and contemporary youth justice movements.

CRJU 235: White Collar Crime
Credits: 3 Letter Grade
Explores the definition of white collar crime as well as specific topics that fall within that definition. Examines the differences between White Collar Crime and "street" crime. Questions how we develop our understanding of what White Collar Crime is? Also examines White Collar Crime from a legal perspective. Reviews statutes used to prosecute and defend White Collar Crime. Considers case studies using legal principles derived from the statutes and cases. Investigates how administrative/government agencies, criminal investigation/prosecution and civil litigation impact the prevention, detection and prosecution/litigation of White Collar Crime.

CRJU 237: Victimology
Credits: 3 Letter Grade
This course involves the study of crime victims. The course is designed to prepare students to work with victims (applied skills) and to understand the complexity of victim issues (practical knowledge) -- including the physical, emotional, and financial harm that follows a criminal event. The course also examins the history, theory, legislation, and policy implications related to the social construction of a crime victim. Students will be exposed to current research, ethical considerations in victim response, psychological phenomena common to crime victims, legal obligations for victim service providers, and resources available to victims.

CRJU 245: Inside-Out
Credits: 3 Letter Grade
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 individuals incarcerated at the prison. Students will read, discuss, and solve problems together. Weekly and cumulative writings are required. Prerequisite: CRJU-122 and permission of the Department Chair. Corequisite: CRJU-245L.

CRJU 245L: Inside-Out Lab
Credits: 1 Pass/Fail
Prerequisite: CRJU-122 and permission of the Department Chair. Corequisite: CRJU-245

CRJU 252: Wrongful Convictions
Credits: 3 Letter Grade
Explores personal, relational, social-systemic, legal, and psychological dimensions of wrongful convictions. Begins with the personal stories of wrongfully convicted people and the familial, communal, and social harms they entail. We then turn to a brief overview of the agents and agencies that contribute to the obtention of a conviction in U.S. criminal legal systems: lawmakers and criminal law; police and law enforcement, including forensic and investigative procedures and personnel; prosecutors and prosecutorial offices; judges and the judiciary; defense attorneys and the defense bar. Throughout, we consider the cognitive biases, errors, and overt misconduct among these agents and agencies that contribute to wrongful convictions. Finally, we will raise questions about whether healing and policy reform are possible and what forms they might take.

CRJU 281: Special Topics in Criminal Justice
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

CRJU 302: Social Science Research Methods
Credits: 3 Letter Grade
Focuses on the methods and process of social scientific inquiry. Students will perform a social experiment through which methodological concepts are introduced. Course outcomes include familiarity with SPSS and an 8-10 page research report. Open only to Sociology, Human Services, and Criminal Justice majors. Course is Writing Intensive. Prerequisite: ENGL-101 for students. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite.

CRJU 321: Criminology
Credits: 3 Letter Grade
Students will gain a general understanding of the nature of criminal behavior from both the classical and the deterministic schools.

Theories and research focusing on the individual causes and social and environmental determinants will also be explored. The theories are placed against a backdrop of the pendulum swing between punishment and rehabilitation that has guided policy and procedures in criminal justice penal philosophy since inception. Prerequisite: CRJU-122.

CRJU 322: Sex Crimes
Credits: 3 Letter Grade
Explores the nature and history of sex crimes. Topics will include how the criminal justice system deals with sexual offenses and community response to sex crime, such as Megan's laws and sexually violent predator laws. Particular attention will be paid to the elements of rape, most notably consent. The course will also study important case law and inquiry into sex crimes against children.

CRJU 325: Advanced Restorative Justice
Credits: 3 Letter Grade
This course provides opportunities to examine more deeply the values, principles, and practices of restorative justice (RJ) in an interpersonal, societal, and global context. Through an RJ lens, we will look at critical issues and topics, such as "othering," victimization, closure, forgiveness, and leadership. Our study of the Truth and Reconciliation Commission of South Africa, Family Group Conferencing in Australia and New Zealand, and the Circle Process will move our examination from theory to practice. With practice in mind, we want to consider the following questions throughout the course: How does the RJ philosophy connect to my everyday life? How can what I'm learning make a difference in me and those around me? How can I implement the values, principles, and practices of RJ in my relationships and community? This course is experiential and dialogue-oriented with the aid of readings, videos, interactive learning experiences, and writing, all leading to final group projects that aim to tangibly implement RJ. Prerequisite: CRJU 122

CRJU 401: Internship in Criminal Justice
Credits: 3 Pass/Fail
Off-campus professional field placement in law enforcement, juvenile or adult justice, the court system, or similar community support programs related to the student's interest and career path. The student is supervised by a College faculty member from the Center for Education, Advocacy, & Social Justice, along with a professional field supervisor employed at the sponsoring agency.

CRJU 402: Internship in Criminal Justice
Credits: 3 Pass/Fail
Off-campus professional field placement in law enforcement, juvenile or adult justice, the court system, or similar community support programs related to the student's interest and career path. The student is supervised by a College faculty member from the Center for Education, Advocacy, & Social Justice, along with a professional field supervisor employed at the sponsoring agency.

CRJU 403: Professional Internship Seminar
Credits: 3 Pass/Fail
This class allows students to clarify career interest, synthesize knowledge from the classroom with direct experience, and examine different agencies in the Criminal Justice System. There will be an emphasis on career crystallization and development to prepare for the Internship requirement of the major. Students are introduced to information necessary for life after college such as financial management, professional dress, interview practice, salary negotiation, organizational leadership, ethical practice, etc. Prerequisite: Declared Criminal Justice major.

CRJU 481: Adv Special Topics/Criminal Justice
Credits: 3 Letter Grade
An in-depth investigation of a topic chosen by the instructor. Topics vary by semester. Repeatable for credit.

CRJU 490: Independent Study in Crim Justice
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Department Chair required.

CRJU 498: Senior Seminar in Criminal Justice
Credits: 3 Letter Grade
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. Senior Seminar is taken in the Fall of the student's Senior year. Students register for this course upon approval of the academic advisor. Prerequisite: A Research Methods course; or IDHP-200.

CSEC – Cybersecurity

CSEC 140: Technology & Law: Identifying Risks
(CL) Credits: 3 Letter Grade
Provides students with an introduction to national and international laws and regulations pertaining to cyber security and the collection of personal data. Students will examine case law, statutes, and regulations related cyber security, online financial transactions, crypto-currencies, and other topics.

CSEC 235: Introduction to Cybersecurity
Credits: 3 Letter Grade
Students will build on their previous skills and knowledge of networks and expand it into security specific concerns. Students will cover fundamental concepts and terminology used in the cybersecurity field. Topics include risk management, vulnerability assessments, host and network security, and threats and attacks. The course prepares students for COMPTIA's Security+ certification test. Prerequisite: CMTC-230.

CSEC 270: Linux Operating System in Security
Credits: 3 Letter Grade
Students will learn applied fundamentals of the Linux Operating System, including program execution from a terminal window, basic file structure, drive management, networking, and access controls. This course will include both theoretical knowledge and hands on practical exercises. Prerequisites: CMTC-190, CMTC-230 and CMTC-260. A grade of C- is required in each of the prerequisites.

CSEC 275: IPv6 / Networking and Security
Credits: 3 Letter Grade
Explores the TCP/IP network architecture IPv6. IPv6 networks can run concurrently with, and have been replacing, IPv4 networks. Considers implementing and managing IPv6 networks such as address construction, protocols, host and router configuration, DNS records, network transition, and cybersecurity. Includes practical exercises. Prerequisite: CMTC-230.

CSEC 280: Network Forensics & Packet Analysis
Credits: 3 Letter Grade
Students will learn how to extract network artifacts from network hosts and devices to identify then trace the origin and owner of Internet Protocol and Domain Name addresses. Students will look at network artifacts found in logs, browser history, email headers, and the Windows Registry, among others. Course will stress proper evidence handling, preservation, and documentation of network data. Prerequisites: CMTC-190 & CMTC-230 with grades of C- or higher.

CSEC 285: Applied Cryptography
Credits: 3 Letter Grade
Examines fundamentals of cryptographic systems. Students will be able to recognize the differences between symmetric and asymmetric algorithims. They will be able to select the appropriate cryptographic protocols, tools and techniques that are appropriate for a given technology. This course will explore the strengths and

weaknesses, modes, and issues that need to be addressed in implementation. Prerequisite: MATH-121.

CSEC 311: Research Methods
Credits: 3 Letter Grade
Provides an examination of research methods in cybersecurity. Students select a possible seminar topic and complete a literature search and review. Usually completed second semester of Junior year. A grade of C or better is required to successfully complete this course. Course is Writing Intensive. Prerequisite: Junior Status and ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite. Students must be a Cybersecurity major.

CSEC 361: Security & Defense I
Credits: 3 Letter Grade
Students will learn networking mapping and enumeration. Students, in practical exercises, will learn to find and exploit vulnerability on a network. This course focuses on ethical hacking and attacking the network. Prerequisite: CSEC-235.

CSEC 362: Security & Defense II
Credits: 3 Letter Grade
Students will learn about network attacks and how to defend infrastructure. They will monitor networks for breaches and respond to intrusion incidents. They will practice improving network defenses based on attack anatomy. CSEC-361 and CSEC-362 collectively prepare students for several industry certifications, including CEH. Prerequisites: CSEC-235 and CSEC-361.

CSEC 375: Simulated Workplace Lab
Credits: 3 Pass/Fail
Students explore current work positions in their field of study through online research and activities that will enable the students to engage professionals in the field. Students will also teach themselves the skills necessary to complete a semester-long project. Students will report their progress to the instructor as they would to their employer in the workplace. Learning independently, as professionals in this field need to do throughout their lifetime is a critical component of this course. Students whose GPA is not sufficient to complete an internship are required to take this course in its place. Prerequisite: CSEC-311 or permission of the instructor.

CSEC 380: AI & Cybersecurity
Credits: 3 Letter Grade
Students will engage to secure, govern, and responsibly integrate artificial intelligence into cybersecurity operations. While also gaining the skills to defend AI systems, meet global compliance standards, and use AI to enhance threat detection, automation, and innovation, while strengthening organizational resilience. Students will be prepared to take the SecAI+ certification from CompTIA. Prerequisite: CMSC-201, CSEC 235

CSEC 384: Database Security
Credits: 3 Letter Grade
Database security requires knowledge of database implementation and management and computer security. Topics covered in the course are database basics, access control policies, database vulnerabilities with an emphasis on inference and SQL injection, and application security models. The assignments and labs included in the course are designed to integrate the topics, be hands-on, and be used with relational database. Prerequisite: CMTC-284 recommended.

CSEC 401: Internship in Cybersecurity
Credits: 3 Pass/Fail
Students experience fieldwork in cybersecurity-related area. Open to students with Junior or Senior status only. Student must have GPA of at least 2.5. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

CSEC 402: Internship in Cybersecurity
Credits: 3 Pass/Fail
Students experience fieldwork in cybersecurity-related area. Open to students with Junior or Senior status only. Student must have GPA of at least 2.5. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

CSEC 481: Adv Spl Topics in Cybersecurity
Credits: 3 Letter Grade
Covers current topics in cybersecurity, not covered in another class. Topics vary by semester. Repeatable for credit.

CSEC 490: Independent Study in Cybersecurity
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given program. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Program Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor require.

CSEC 498: Senior Seminar in Cybersecurity
Credits: 3 Letter Grade
Students further develop the area of research that was begun in CSEC-311 to design and implement a research project and presentation. Students also discuss current topics in Cybersecurity not covered in structured courses. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: CSEC-311 with a grade of C or better.

DATA – DATA SCIENCE

DATA 101: Introduction to Data Analytics
Credits: 3 Letter Grade
This course is an introduction to data analytics which draws on the principles of "data science." We will learn the conceptual frameworks of data, how to collect and "clean" data, and how to analyze and draw conclusions. In doing so, we will be introduced to various computer platforms such as MS Excel, Python, MySQL, R, MS Power BI, and Tableau. DATA101 is introductory and designed for one to have limited or no technical skills in computing or math. It's intended for the student to develop a curiosity to how data works and why it matters for your careers, your lives, and humanity at large. This course fulfills a requirement for the Bachelor of Science in Data Science, Bachelor of Science in Business Analytics, and the Minor in Data Studies for Social Good (DSSG).

DATA 210: Data Visualization
Credits: 3 Letter Grade
This course teaches how to create illustrations from a data set. The student will learn the best practices to present different types of data and cutting-edge computational platforms that are employed today across industries.

DATA 220: Data Mining
Credits: 3 Letter Grade
This course teaches the fundamentals of data mining which is the ability to utilize large datasets to find patterns. In doing so, the student will employ computational analysis to acquire, clean and analyze data.

DATA 281: Special Topics in Data Science
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

DATA 401: Internship/Data Science
Credits: 3 Pass/Fail
The internship in Data Science requires the student to apply their skills in the field in a setting that requires extensive work with data. Open to students with Junior or Senior status only and must have a GPA of at least 2.5.

DATA 498: Senior Seminar/Data Science
Credits: 3 Letter Grade
The Capstone is the final course to be taken for the Data Science major and will guide students through some applied, real-world project employing skills that they've acquired through the program including but not limited to data analysis, data visualization and mining, and computational social science. Senior Seminar is taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the academic advisor.

DSSG – DATA STUDIES FOR THE SOCIAL GOOD

DSSG 110: Introduction to Data Studies
Credits: 1.5 Letter Grade
Sets out introductory concepts and skills for the Data Science for the Social Good minor and will give students 1) an overview of the concept of "data" and modern applications in the 21st century, 2) explore the nature of the concept of the "social good" in the 21st century, and 3) introduce students to interdisciplinary nature of the DSSG minor so that they will be able to make connections across their course work.

DSSG 398: Capstone in Data Studies
Credits: 1.5 Letter Grade
The Capstone is the final course to be taken for the Data Science for the Social Good minor and will guide students to identify how their coursework has improved their proficiency in utilizing data and how this proficiency can be used in the service of some project or application for "the social good." The Capstone will be tailored to the student's interest in some real-world problem with the aim of exploring and demonstrating how data can be utilized to shed light on that problem.

ECON – ECONOMICS

ECON 101: Macroeconomic Principles
(SW) Credits: 3 Letter Grade
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 macroeconomic level. Core: Social Sciences requirement.

ECON 102: Microeconomic Principles
Credits: 3 Letter Grade
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. Core: Social Sciences requirement. Prerequisites: Level 1, 2 or 3 on the Math Proficiency test, and ECON-101. MATH-201 is recommended, but not required.

ECON 201: Principles/Finance: Money/Banking
Credits: 3 Letter Grade
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. Core: Social Sciences requirement. Prerequisite: ECON-101.

ECON 211: Introduction to Global Economics
(CL) Credits: 3 Letter Grade
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. Core: Social Sciences requirement. Prerequisites: BUSN-101 or BUSN-104, and ECON-101. MATH-201 is recommended, but not required.

ECON 312: History of Economic Thought
Credits: 3 Letter Grade
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. Prerequisite: ECON-102

ECON 490: Independent Study in Economics
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

EDP4 – PRE K-4 EDUCATION

EDP4 204: Early Education Methods/Techniques
Credits: 3 Letter Grade
Focuses on the roles and practices of working with PreK-4 children and families. This course provides the building blocks for understanding effective instructional practices in PreK-4 classrooms with a framework for preparing pre-service teachers to support young children's oral language development and content understanding across content areas in PreK-4 classrooms. Emphasis is placed on PA Early Childhood Education Standards and PA Core Academic Standards.

EDP4 207: Reading Methods and Assessment
Credits: 3 Letter Grade
Establishes the foundations of early literacy development of children Pre-K - 4 with specific attention to the reading building blocks of print concepts, phonological awareness, phonics, vocabulary, comprehension and fluency. Students explore reading research and methods with informational texts and multicultural literature. Emphasis is placed on using a Balanced Literacy Framework that scaffolds instruction through teacher read aloud, shared, guided, and independent reading. Lesson planning is linked to PA Core English Language Arts Standards for children PreK-4.

EDP4 215: Math Methods & Assessment I
Credits: 3 Letter Grade
This course addresses the needs of PreK-4 mathematics educators in conjunction with the NCTM and PA Core Mathematics Standards. Course topics include an examination of educational trends and the impact of technology on mathematics instruction. The course focuses on the mathematical content taught in PreK-4 curricula and will include an analysis of research-based methodologies and teaching strategies. An emphasis will be placed on communication and math as well as relating math to the real world while using a variety of math skills and tools to solve problems. Students will discuss key mathematical concepts and evaluate textbooks, materials, and other relevant documents. Utilizing an inquiry-based, child-centered focus, students will be actively involved in utilizing a wide variety of manipulative materials and representations that can be applied to teaching mathematics to diverse PreK-4 learners. Prerequisite: None

EDP4 281: Special Topics in Education
Credits: 3 Letter Grade
Special topics in Education. Topics vary by semester. Course is repeatable for credit.

EDP4 301: Health and Safety Methods
Credits: 3 Letter Grade
Presents an analysis of the content, methods, and materials in the design and implementation of health and safety standards in PreK-4 education. Topics in this course include: child care health advocacy, quality in early care and education, preventive health care, cultural competence and health, preventing and managing infectious diseases in early learning and school age children, communication, problem solving, and professional development. Course assignments are aligned to PDE competencies related to embedding health and safety instruction in PreK-4 classrooms.

EDP4 312: Write & Creative Arts Mthds/Assessm
Credits: 3 Letter Grade
Prepares pre-service teachers to implement research and strategies that support integrating the creative arts across content areas. There is an emphasis on the design and implementation of early literacy curricula, with a specific focus on writing instruction and assessment for learners in grades PreK-4. The course aims to increase pre-service teachers' ability to plan and implement lessons

that encourage critical and creative thinking and writing as part of an arts integrated approach to learning. This course highlights the importance of integrating the arts across the curriculum resulting in deep learning and increased student engagement that is culturally responsive and is relevant in students' lives. Learning how to establish an environment where calculated risk taking is encouraged and varied ideas are accepted is a key aspect of the course. Lesson plan development is aligned with PA Early Childhood Education Standards, PA Core English Language Arts Standards, NAEYC Standards, and the Consortium of National Arts Education Association, and supports high quality, meaningful arts and writing experiences in the PreK-4 context.

EDP4 315: Math Methods & Assessment II
Credits: 3 Letter Grade
Addresses the needs of PreK-4 mathematics educators in conjunction with the NCTM and PA Core Mathematics Standards. Course topics include an examination of educational trends and the impact of technology on mathematics instruction. The course focuses on the mathematical content taught in PreK-4 curricula and will include an analysis of research-based methodologies and teaching strategies. An emphasis will be placed on communication and math as well as relating math to the real world while using a variety of math skills and tools to solve problems. Students will discuss key mathematical concepts and evaluate textbooks, materials, and other relevant documents. Utilizing an inquiry-based, child-centered focus, students will be actively involved in utilizing a wide variety of manipulative materials and representations that can be applied to teaching mathematics to diverse PreK-4 learners. Prerequisite: Formal Admission to the Education Department.

EDP4 316: Social Studies Methods & Assessment
Credits: 3 Letter Grade
An analysis of the content, methods, and materials in the design and implementation of PreK-4 social studies teaching. An emphasis will be placed on a thematic approach to developing curricular units and lesson plans. Hands-on, interactive learning for inclusive classrooms is emphasized. A variety of research-based teaching and assessment methods and strategies are examined and applied in lesson planning. Lesson plan development is linked to PA Core English Language Arts Standards for PreK-4 as well as PA Academic Standards for Civics and Government, History, Economics, and Geography applicable to PreK-4 learners. Multiple intelligences, higher-order thinking skills, brain-based learning, and using multicultural children's literature are also explored as important concepts in instructional design. Prerequisite: Formal Admission to the Education Department.

EDP4 317: Science Methods & Assessment
Credits: 3 Letter Grade
Addresses the analysis and application of methodology and instructional techniques in the content area of PreK-4 science. Developmental, constructive, and process skills approaches will be emphasized. Students will experience a hands-on, inquiry-based format with direct application for teaching PreK-4 science. This course provides an overview of the teaching techniques and materials used in contemporary elementary school science programs with a focus on inquiry skills and inductive and deductive reasoning through hands-on and minds-on investigations. This course includes the major strands of science including life science, physical science, earth and space science, and crosses curricula to integrate literacy learning, social sciences, and the arts. Students will develop age-appropriate lesson plans linked to PA Academic Standards/Anchors for Science, Technology, and Engineering as well as Environment and Ecology. Prerequisite: Formal Admission to the Education Department.

EDP4 318: Family and Community Partners
Credits: 3 Letter Grade
Presents an analysis and practice of a comprehensive approach to increasing engagement of parents and the community in the education and development of PreK-4 children. Course goals are aligned to PDE PreK-4 program guidelines and NAEYC Standards. Students will explore culturally responsive practices for creating welcoming, supportive teaching and learning environments for inclusive classrooms. Emphasis will be placed on recognizing and responding to PreK-4 learners' individual needs in ways that honor their cultural and linguistic diversity. A specific focus will be placed on the development of positive intercultural communication skills and engaging parents and leveraging community partners as resources in the education of PreK-4 children in and out of school.

EDP4 321: Class Mgt/Appl Instr/Field Exp IIIA
Credits: 3 Letter Grade
Teacher candidates will spend 75 hours actively engaged in a K-4 classroom with support from a mentor teacher and a college supervisor. This Stage IIIA field experiences comprises a combination of individual tutorials, small group, and whole-class instruction in a PreK-4 classroom. Weekly seminars address the four domains of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. An emphasis is placed on synthesizing theories learned with what is occurring in actual practice. The reflections and assignments embedded in the Stage IIIA field experiences are aligned to PDE field competencies and evidenced in students' portfolios. Students are required to have current PA clearances on the first day of class. Prerequisite: Formal Admission to the Education Department.

EDP4 420: Clinical Field Exp/Student Teaching
Credits: 9 Letter Grade
Clinical Field Experience IV /Student Teaching provides qualified students with a semester of practical teaching experience in a PreK-4 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments in the Stage IV field experience are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Corequisite: EDP4 421. Prerequisites: Completion of coursework in Education; approval of the Department; an overall GPA of 3.0 or higher is required.

EDP4 421: Clinical/Student Teaching Seminar
Credits: 3 Letter Grade
Gives students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. The Stage IV portfolio will be finalized and evaluated. Corequisite: EDP4 420. Prerequisites: Completion of coursework in Education; Approval of the Department: An overall GPA of 3.0 or higher is required.

EDP4 490: Independent Study in Education
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent study courses are subject to al tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Formal Admission to the Education Department. Permission of the instructor is required.

EDSC – SECONDARY EDUC

EDSC 315: General Methods/Secondary Education
Credits: 3 Letter Grade
Provides secondary Education co-majors across disciplinary areas with foundational knowledge of applicable national standards, content-specific PA Academic and PA Core Standards, and secondary curricula. Issues related to inclusion, tracking, grading and

adolescents' physical, emotional, and mental health issues are explored. Emphasis is placed on research-based pedagogical practices applicable to teaching and learning in diverse secondary classrooms. Reading and writing strategies for teaching secondary students are utilized in designing lessons that support literacy across the curriculum.

EDSC 317: Spec Methods/English/Field Exp IIIA
Credits: 3 Letter Grade
For secondary Education co-majors only. Teacher candidates will spend 75 hours actively engaged in a secondary English classroom with support from a mentor teacher and a college supervisor. Stage IIIA field experiences comprise a combination of individual tutorials, small group, and whole-class instruction and are aligned to PDE field competencies. Portfolios reflecting evidence of PDE field competencies are developed. Students apply the standards and goals of the National Council of Teachers of English as well as the PA Core English Language Arts Standards for grades 7 – 12 to lesson design and implementation. Weekly seminars address the four domains of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. An emphasis is placed on synthesizing theories learned with what is occurring in actual practice. Students are required to have current PA clearances on the first day of class. Prerequisite: Formal Admission to the Education Department

EDSC 318: Spec Methods/Soc St/Field Exp IIIA
Credits: 3 Letter Grade
For secondary Education co-majors only. Teacher candidates will spend 75 hours actively engaged in a secondary social studies classroom with support from a mentor teacher and a college supervisor. Stage IIIA field experiences comprise a combination of individual tutorials, small group, and whole-class instruction and are aligned to PDE field competencies. Portfolios reflecting evidence of PDE field competencies are developed. Students apply the standards and goals of the National Council for Social Studies as well as the PA Core Reading and Writing for History and Social Studies and the PA Academic Standards for Civics and Government, Economics, Geography, and History applicable to learners in grades 7 – 12 to lesson design and implementation. Weekly seminars address the four domains of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. An emphasis is placed on synthesizing theories learned with what is occurring in actual practice. Students are required to have current PA clearances on the first day of class. Prerequisite: Formal Admission to the Education Department.

EDSC 326: Spec Methods/Biology/Field Exp IIIA
Credits: 3 Letter Grade
For secondary Education co-majors only. Teacher candidates will spend 75 hours actively engaged in a secondary biology classroom with support from a mentor teacher and a college supervisor. Stage III field experiences comprise a combination of individual tutorials, small group, and whole-class instruction and are aligned to PDE field competencies. Portfolios reflecting evidence of PDE field competencies are developed. Students apply the Next Generation Science Standards (NGSS), PA Academic Standards for Science, Technology, and Engineering Education, PA Academic Standards for Environment and Ecology and PA Core Standards for Reading and Writing for Science and Technical Subjects applicable to learners in grades 7 – 12 to lesson design and implementation. Weekly seminars address the four domains of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. An emphasis is placed on synthesizing theories learned with what is occurring in actual practice. Students are required to have current PA clearances on the first day of class. Prerequisite: Formal Admission to the Education Department.

EDSC 327: Sp Methods/Chemistry/Field Exp IIIA
Credits: 3 Letter Grade
For secondary Education co-majors only. Teacher candidates will spend 75 hours actively engaged in a secondary chemistry classroom with support from a mentor teacher and a college supervisor. Stage IIIA field experiences comprise a combination of individual tutorials, small group, and whole-class instruction and are aligned to PDE field competencies. Portfolios reflecting evidence of PDE field competencies are developed. Students apply the Next Generation Science Standards (NGSS), PA Academic Standards for Science, Technology, and Engineering Education and PA Core Standards for Reading and Writing for Science and Technical Subjects applicable to learners in grades 7 – 12 to lesson design and implementation. Weekly seminars address the four domains of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. An emphasis is placed on synthesizing theories learned with what is occurring in actual practice. Students are required to have current PA clearances on the first day of class. Prerequisite: Formal Admission to the Education Department.

EDSC 328: Spe Methods/For Lang/Field Exp IIIA
Credits: 3 Letter Grade
For secondary Education co-majors only. Teacher candidates will spend 75 hours actively engaged in a secondary world language classroom with support from a mentor teacher and a college supervisor. Stage IIIA field experiences comprise a combination of individual tutorials, small group, and whole-class instruction and are aligned to PDE field competencies. Portfolios reflecting evidence of PDE field competencies are developed. Students apply ACTFL's World-Readiness Standards for Learning Languages and PA Core Academic Standards for reading, writing, speaking, listening, and language applicable to learners in grades 7 – 12 to lesson design and implementation. Weekly seminars address the four domains of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. An emphasis is placed on synthesizing theories learned with what is occurring in actual practice. Students are required to have current PA clearances on the first day of class. Prerequisite: Formal Admission to the Education Department.

EDSC 329: Special Methods/Math/Field Exp IIIA
Credits: 3 Letter Grade
For secondary Education co-majors only. Teacher candidates will spend 75 hours actively engaged in a secondary mathematics classroom with support from a mentor teacher and a college supervisor. Stage IIIA field experiences comprise a combination of individual tutorials, small group, and whole-class instruction and are aligned to PDE field competencies. Portfolios reflecting evidence of PDE field competencies are developed. Students apply the standards and goals of the National Council of Teachers of Mathematics and PA Core Mathematics Standards applicable to learners in grades 7-12 to lesson design and implementation. Weekly seminars address the four domains of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. An emphasis is placed on synthesizing theories learned with what is occurring in actual practice. Students are required to have current PA clearances on the first day of class. Prerequisite: Formal Admission to the Education Department.

EDSC 420: Clinical Field Exp/Student Teaching
Credits: 9 Letter Grade
Clinical Student Teaching/Stage IV Field Experience provides qualified students with a semester of practical teaching experience in a secondary content classroom under the supervision of a mentor teacher and a college supervisor. It is expected that students will integrate and apply the theoretical and practical knowledge gained in Education courses to the design and implementation of instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments in the Stage IV field experience are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Corequisite: EDSC 421. Prerequisites: completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSC 421: Clinical/Student Teaching Seminar
Credits: 3 Letter Grade
Gives students the opportunity to share teaching insights, concerns, and research with

peers and supervisors. Students must be able to synthesize theories learned with what is occurring in actual practice. Students will demonstrate the ability to make critical judgments about theory application into practice as well. The Stage IV portfolio will be finalized and evaluated. Corequisite: EDSC 420. Prerequisites: completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP – SPECIAL EDUCATION

EDSP 216: Transitions in Special Education
Credits: 3 Letter Grade
Addresses competencies for students who are working toward certification in Special Education PK – 12. Students are introduced to the characteristics of young children with disabilities, determination of early diagnosis, and how to access appropriate services. The family as a dynamic system is stressed. Emphasis is placed on understanding how to gather and interpret assessment data in order to develop and implement an Individual Family Service Plan (IFSP) and an Individualized Education Plan (IEP), including Transition Plans. Community agencies that serve individuals with disabilities, from birth through transition to adulthood will be explored.

EDSP 245: Assist Technolog/Std w/Disabilities
Credits: 3 Letter Grade
Introduces and provides experience with various computer-based and other assistive technologies for students with disabilities. The technologies such as electric wheelchairs, standing tables, adaptive battery and non-battery operated toys, to more sophisticated augmentative communication (voice synthesizers, communication boards, computerized communication devices), and infra-red devices for computer and software access and use will be explored. In addition, students will examine federal entitlements that relate to the provision of specialized equipment and materials, the design of IEP and ITP goals related to instructional and/or assistive technology, local, state and/or community assistive technology resources, and the selection and use of various technologies for students with disabilities in inclusive and separate educational settings.

EDSP 340: Introduction to Special Education
Credits: 3 Letter Grade
Focuses on the foundation of special education and provides a comprehensive review of what has been called "Special Education." Pre-service teachers will understand the history of special education, including how PreK-4 children and adolescents in grades 4-12 are assessed, labeled, and provided services under existing federal and state laws. Emphasis is placed on what constitutes general patterns of learning and behavior of children needing special services and intervention strategies both within an inclusive classroom setting and separate from the regular classroom. The course includes a focus on the way that cognitive, physical, social, and behavioral development affects the way that children acquire and process information. Course topics also include how past and present laws and litigation have influenced services for children with learning differences as well as how community, state, and federal programs interact to support schools and families of children with learning differences.

EDSP 347: Assess/Intervent for all Learners
Credits: 3 Letter Grade
Prepares teacher candidates with the knowledge and skills to analyze and interpret multiple types of assessment data about student learning in order to adapt and modify instruction and curriculum in response to individual learner needs as well as to appropriately integrate technology. Students are introduced to developmental, sequenced approaches and research-based methodologies of curricular assessments. The teacher candidate will distinguish among the types of assessment and their purpose, develop evaluation reporting skills, and demonstrate the use of ethical practices. Emphasis will be placed on PA Academic Standards and Assessment Anchor Content Standards for grades PreK-4, grades 4-8, and PA Academic Standards and Assessment Anchor Content Standards related to content areas in the secondary grades.

EDSP 355: Instr/Inclusive Env/Field Exp IIIB
Credits: 3 Letter Grade
Teacher candidates spend 75 hours actively engaged in a fully inclusive classroom or a special education classroom. This field experience allows pre-service teachers to have some responsibility for meeting the instructional, behavioral, and other appropriate needs of individual PreK-8 learners with both high and low incidence learning differences. The weekly seminar addresses the four domains of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Strong emphasis is placed on synthesizing learning theories with actual classroom practice. Students are supported through consistent feedback from a mentor teacher and the college supervisor. Reflections and performance-based assignments in the Stage IIIB field experiences are linked to PDE field competencies for diverse learners and are evidenced in continued portfolio development. Students must have current PA clearances on the first day of class. Prerequisite: Formal Admission to the Education Department.

EDSP 362: Teaching Reading for all Learners
Credits: 3 Letter Grade
Provides students with a foundation in the theory, pedagogies, methods, and assessments related to reading, writing and literacy instruction for all children including students with disabilities in inclusive and separate educational settings. Literacy acquisition of both typical and atypical learners will be explored, including children who have learning differences and/or reading disabilities. Focus includes evidence-based instructional practices in the area of literacy and reading skills acquisition.

EDSP 374: Education Pract Stds w/Disabilities
Credits: 3 Letter Grade
Current research and practice regarding the needs of students across all 13 disability categories recognized by IDEA will be explored, including orthopedic and communication disabilities, sensory deficits, learning disabilities, attention deficit disorders and emotional/behavioral disorders. Methods for including these students in the regular classroom and examination of the range of differences and similarities of these student groups provide content for the course, including the development of IFSPs, IEPs, and Behavior Management plans. Students develop lesson plans that address adaptations to existing curriculum or special curriculum needs, such as life skills instruction.

EDSP 390: ELL Foundations and Methods
Credits: 3 Letter Grade
Students build the professional knowledge, skills, and dispositions for creating culturally responsive teaching and learning environments with PK-12 English Language Learners (ELLs) across disciplinary areas. Emphasis is placed on accounting for ELLs' differences in terms of cultural, linguistic, and educational backgrounds when designing, scaffolding, and differentiating instruction and assessments. A primary focus is on culturally responsive teaching (CRT) practices that honor ELLs' funds of knowledge and allow for the integration of social, instructional, and academic language development with learning standards-aligned content across grade levels and disciplinary areas. Lesson design is linked to PA/WIDA English Language Proficiency Standards and PA Core Academic Standards for reading, writing, listening, speaking, and language. Other key topics include major laws and policies related to educating ELLs and important considerations for distinguishing language learning from learning differences. Students will also explore communicating positively with culturally and linguistically diverse families, and community and online resources for school personnel, parents, and ELLs.

EDSP 420: Clinical Field Exp/Student Teaching
Credits: 9 Letter Grade
Clinical Field Experience IV /Student Teaching provides qualified students with a semester of practical teaching experience in an inclusive classroom K-4 or in a self-contained and a general education classroom K-4. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions

gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments in the Stage IV field experience are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Corequisite: EDSP 421. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP 421: Clinical/Student Teaching Seminar
Credits: 3 Letter Grade
Gives students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. The Stage IV portfolio will be finalized and evaluated. Corequisite: EDSP 420. Prerequisites: Completion of coursework in Education; Approval of the Department: An overall GPA of 3.0 or higher is required.

EDUC – GENERAL EDUCATION

EDUC 201: Child & Adolescent Development FE I
Credits: 3 Letter Grade
Presents future teachers with the study of child development into adolescence and young adulthood. Students will learn about all aspects of child and adolescent development: physical, emotional, social, cognitive, and cultural. The course goals, components, topics, and assignments are designed to promote pre-service teachers' awareness of and sensitivity to the many factors that influence individual development including identity development. The course presents theories of child and adolescent development. Particular emphasis is placed on the aspects of healthy psychological child development which are relevant in teaching and learning. Stage I field experiences are embedded in this course and are linked to PDE field competencies. Evidence of field competencies are demonstrated in unit and lesson planning, and reflected through initial portfolio development. Students must have current PA clearances on the first day of class. Core: Social Sciences requirement.

EDUC 203: Foundations of Education (FE II)
Credits: 3 Letter Grade
This course is an introduction to the field of education with particular emphasis on providing students an overview of the functions of the educational profession. Historical and philosophical development of educational theory and practice in the United States will support the student in examining current issues in education. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will also be explored. The Stage II field experiences are aligned to PDE field competencies and are demonstrated in the continued development of a portfolio. Students are required to have current PA clearances on the first day of class.

EDUC 360: Educational Research and Analysis
Credits: 3 Letter Grade
Education majors will analyze a variety of Education journal articles related to teaching and learning in the PreK-12 context. Article types include research based on quantitative, mixed methods, and qualitative methodologies. This writing intensive course focuses on CHC's student learning outcomes for Written Communication and Information Literacy. Students will determine reliable and relevant research sources for exploring an Education-related topic of personal interest and work through the research and writing process to draft, revise, edit and finalize a coherent, well-synthesized research paper on the selected topic. Focus will be on American Psychological Association (APA)-6 style, appropriate for academic writing in the social sciences. IDHP Education students do not need this course. Prerequisite: ENGL 101

EDUC 481: Advanced Special Topics/Education
Credits: 3 Letter Grade
Repeatable for credit. Topic varies by semester. Prerequisite: Formal admission to the Education Department.

EDUC 490: Independent Study in Education
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent study courses are subject to al tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Formal Admission to the Education Department. Permission of the instructor is required.

EDUC 498: Senior Seminar in Education
Credits: 3 Letter Grade
In seminar format, students explore areas of current interest and research not included in structured courses. This course is designed to facilitate group discussions around educational research as well as to support independent research and develop a formal research paper. Students will present their research in a professional oral presentation as well as in the formal written paper. Senior Seminar is usually taken in either the fall or spring of the student's senior year. Students register for this course upon approval of their Education advisor. Prerequisites: Formal Admission to the Education Department and completing of a Writing Intensive Course.

ENCP – ENCOMPASS

ENCP 101: ENCompass: Developing Identity
Credits: 1 Letter Grade
Students in the Neurodiversity College Program will begin their journey at Chestnut Hill by exploring goal setting, the neurodiversity identity, campus social interactions, and mentorship / internship opportunities. This course fosters a foundation for self-exploration and understanding to promote informed decision making during their time at the College.

ENCP 102: ENCompass: Independence/Study Str
Credits: 1 Letter Grade
Students in the Neurodiversity College Program will continue their journey at Chestnut Hill by exploring more specific strategies for organization, executive function, and communication to empower independence and self-determination.

ENGL – ENGLISH LITERATURE & WRITING

ENGL 100: Essay Writing
Credits: 3 Letter Grade
Develops fundamental writing skills such as grammar, paragraph development, and organization. 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 core requirement in college writing. The credits earned for this course may be used as elective credits. Students who successfully complete this course with a C- or better register for ENGL-101: College Writing the following semester.

ENGL 101: College Writing
Credits: 3 Letter Grade
Teaches key research and communication skills. 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 earn a C- or better in ENGL-101; Education majors must earn a C or better. Prerequisite: LADS-120.

ENGL 105: Advanced College Writing
Credits: 3 Letter Grade
Students hone skills in academic writing, critical analysis, and research techniques common to all disciplines. This course fulfills the general education requirement in college writing. By instructor approval only.

ENGL 106: Magazine Workshop
Credits: 1 Pass/Fail
Provides students with hands-on experience in print publishing. Students plan layout and production, using the art/literary magazine, The Grackle, as the material and end product. This workshop covers editing (grammar and punctuation included), editorial decisions, ethical decision making, and layout and design choices. Offered spring semester only. ENGL-106 can count as a Media and Communication workshop and can be taken up to 3 times. Cross-listed with MCOM-106.

ENGL 110: Research Review
Credits: 1.5 Letter Grade
Reviews the fundamentals of the research process (locating and evaluating sources) and, primarily, integrating sources into one's own writing (interpreting research; ethically summarizing, paraphrasing, and quoting sources; properly documenting sources). To engage in these processes, students will compile an annotated bibliography of reputable sources and will participate in peer workshops. Prerequisite: ENGL-101.

ENGL 150: Introduction to Literature
(*MI) Credits: 3* Letter Grade
Introduction to and study of the literary elements of fiction, poetry, and drama. Students develop and practice skills for analyzing and writing about literature. Core: Literature requirement.

ENGL 160: Literature Into Film
(*MI) Credits: 3* Letter Grade
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. Core: Literature requirement. Prerequisite: LADS-120 or IDHP-210.

ENGL 175: The Short Story
(*MI) Credits: 3* Letter Grade
An investigation of the short story as a formal genre within prose fiction. Students practice close reading and literary analysis skills and are introduced to literary criticism. Students explore the limits and possibilities created by brevity of form. . Prerequisite: LADS-120 or IDHP-210.

ENGL 180: Arthurian Legend
(*MI) Credits: 3* Letter Grade
An examination of the legends and literature associated with the "Matter of Britain" – that is the tales of King Arthur, the knights of the Round Table, and the intrigues of court life at Camelot. Course materials range from the early medieval source texts to the popular chronicles, poetry, fiction, and films that have been created over the centuries to express a fascination with Arthurian legends that persists until today. Prerequisite: LADS-120 or IDHP-210.

ENGL 185: International Tales
(*MI) Credits: 3* Letter Grade
A study of short stories from around the globe. Also explores the cultural and geographical factors that influence human character and behavior The aim of the course is to foster appreciation of literary and cultural differences. Core: Literature requirement. Prerequisite: LADS-120 or IDHP-210.

ENGL 200: Tutoring Writing: Methods/Practice
Credits: 1.5 Pass/Fail
Engages students in theoretical and practical approaches to composition and tutoring writing as well as approaches to reviewing student writing across disciplines. Students will observe and analyze sessions in the Writing Center in order to gain an understanding of learning styles and the pedagogy of collaboration that is standard Writing Center practice. Topics will include: tutoring techniques, tutoring session format, working with specific student populations, and ethics in tutoring writing. This is an 8-week course. Prerequisite: IDHP-220 or ENGL-101.

ENGL 201: Shakespeare on Stage and Screen I
(*MI) Credits: 3* Letter Grade
A study and in-depth analysis of eight plays including histories, tragedies and comedies. Attention to dramatic art, language, and characters. Core: Literature requirement. Prerequisite: ENGL-101 or IDHP-220.

ENGL 202: Shakespeare on Stage & Screen II
(*MI) Credits: 3* Letter Grade
A study of the sonnets and eight plays not included in ENGL-201. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP-220.

ENGL 204: Non-Fiction: Writing Humor
(*AC) Credits: 3* Letter Grade
Students will be exposed to several forms of literary nonfiction in order to produce their own writing in the genres of the essay, memoir, and new journalism. Readings may include works by Orwell, de Montaigne, Frank McCourt, David Sedaris, Mary Karr, and Mark Bowden. Prerequisite: ENGL-101 or IDHP-220.

ENGL 205: American Poetry
(*MI) Credits: 3* Letter Grade
A study of the spirit and form that makes American poetry "American" from the free verse of Whitman to spoken word work of Baraka and Piñero. Readings from a variety of American poets with attention to the evolving conventions of the genre Core: Literature requirement. Prerequisite: ENGL-101 or IDHP-220.

ENGL 206: British Poetry
(*MI) Credits: 3* Letter Grade
A study of selected major poets with attention to conventions of genre and form in relation to key movements in the changing history of British language and culture. Core: Literature requirement. Prerequisite: ENGL-101 or IDHP-220.

ENGL 210: Memoir Writing
(*AC) Credits: 3* Letter Grade
Exposes students, particularly those interested in Creative Writing, to an additional -- and extremely popular -- writing genre: memoir. Offers a rigorous expansion of knowledge of literary forms, authors, and works. Classic and bestselling memoirs will be discussed; and brief memoirs will be written. Prerequisite: ENGL-101 or IDHP-220.

ENGL 212: Travel Writing
(*AC) Credits: 3* Letter Grade
An investigation of the human impulse to travel and to record that experience in written, literary or photo-journalistic, expression. Students will engageclassic examples in the genre of travel writing. They will also practice the craft directly through instruction and field work that leads to production within various forms of the genre including narrative, feature articles, reviews, blogs, and photo journalism. Prerequisite: ENGL-101 OR IDHP-220.

ENGL 225: 18th Century British Literature
(*MI) Credits: 3* Letter Grade
Readings in English literature during the Age of Reason with emphasis on "wit" and "satire" (in poetry and drama) and attention to the new genre of fiction that will become the novel. Core: Literature requirement. Prerequisite: ENGL-101 or IDHP-220.

ENGL 227: Drama/Classical to Modern
(*MI) Credits: 3* Letter Grade
An intensive reading of major dramas in British and continental literature. Stresses genres of tragedy and comedy. Core: Literature requirement. Prerequisite: ENGL-101 or IDHP-220.

ENGL 228: Modern Drama
(*MI) Credits: 3* Letter Grade
An intensive reading of major American, British, and continental dramatists. Emphasizes historical development and staging of plays. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP-220.

ENGL 233: British Romanticism
(*MI) Credits: 3* Letter Grade
An examination of 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 first and second generation of Romantics writers. Authors may include Blake, Wordsworth, Coleridge, Byron, Shelley, Keats and Mary Shelley. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 237: Fantastic Worlds of British Lit
(*MI) Credits: 3* Letter Grade
An examination of the tradition of "the fantastic" in British literature from the Medieval to the present. Readings may include Sir Gawain and the Green Knight, Morte d'Arthur, Victorian fantasy tales, Tolkien's The Hobbit, and JK Rowling's Harry Potter

novels. Core: Literature requirement. Prerequisite: ENGL-101 or IDHP-220.

ENGL 238: Victorian British Literature
(SW) Credits: 3 Letter Grade
Readings in British Literature written during the reign of Queen Victoria (1837-1901) with attention to the major questions facing Britain in a time of great social changes. Authors may include the famous poets and novelists of the era as well as innovators in "popular" new genres. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 239: Modern British Literature
(MI) Credits: 3 Letter Grade
Readings in literary genres of the modernist movement in the first half of the twentieth century. Attention to the aesthetics of innovation that dominated the period between the two World Wars (Eliot, Woolf, Yeats) and the turn to more socially grounded works in the aftermath of World War II (Auden, Larkin and new immigrant voices). Core: Literature requirement. Prerequisite: ENGL-101 or IDHP-220.

ENGL 240: Contemporary British Literature
(MI) Credits: 3 Letter Grade
Readings in all genres of the contemporary period with attention to the influences of post-war, post-colonial and post-modern aesthetics and the effects of new voices from the former British colonies as they expand and question the notion of what Englishness means. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 241: Gender and Literature
(SW) Credits: 3 Letter Grade
Readings in various genres that investigate gender as a social and literary construction. Students explore gender and sexual identity in relation to historical and cultural conditions and in light of power relations that inform expression for authors and characters alike. Course is Writing Intensive. Core: Literature requirement. Prerequisite: ENGL-101 or IDHP-220.

ENGL 245: American Theater
(MI) Credits: 3 Letter Grade
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. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 248: Iriish Literature I
Credits: 3 Letter Grade
Presents the origins and evolution of the movement. Studies the drama, fiction and poetry of major Irish writers up to the Gaelic Revival.

ENGL 249: Modern Irish Literature
(MI) Credits: 3 Letter Grade
A study of major works in drama, fiction, and poetry from the writers of the Irish Renaissance in the early twentieth century to the new voices of contemporary, postcolonial Ireland. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 250: Creative Writing
(AC) Credits: 3 Letter Grade
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. Prerequisite: ENGL 101 or IDHP 220.

ENGL 251: African American Writers
(MI) Credits: 3 Letter Grade
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. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 255: Writing Poetry I
Credits: 3 Letter Grade
An opportunity for students to learn the craft of poetry writing. In addition to instruction in writing, the class will introduce students to a range of poems written by a diverse field of poets representing different cultures and historical moments with a focus on standard elements crucial to the craft. The course will be conducted as a workshop in which the instructor will guide students as they read and critique each other's poems. Prerequisite: ENGL 101 or IDHP 220.

ENGL 258: Screenwriting
(AC) Credits: 3 Letter Grade
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. Prerequisite: ENGL 101 or IDHP 220. Cross-listed with MCOM-228.

ENGL 260: Diverse Voices in Literature
(MI) Credits: 3 Letter Grade
Readings include a diversity of racial, ethnic and cultural voices writing in different inflections within English. Students will examine issues of identity, otherness, immigration, and assimilation as those issues relate to an author's cultural or 'native' tongue. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 264: Literature in America to 1820
(SW) Credits: 3 Letter Grade
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. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 265: American Romanticism/1820-1865
(MI) Credits: 3 Letter Grade
Readings in all genres of American literature that cover the birth of a vibrant American literary scene during the 1820s including but not limited to authors such as Irving, Cooper, Hawthorne, Poe and Melville, Emerson, Thoreau, Douglass, Jacobs, Fuller, and Whitman. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 266: Modern Am Literature/1865 to 1945
(MI) Credits: 3 Letter Grade
Readings in all genres of American literature that cover texts from the immediate post-Civil-War period with its challenges related to Reconstruction of the South, immigration, the woman question, industrialization, and urbanization to the literary experimentation that characterized the lead up to and aftermath of World War I. Students will explore literary movements including Realism, Naturalism, Regionalism, and Modernism and study writers such as Twain, Dickinson, James, Crane, DuBois, Fitzgerald, O'Neill, Eliot, Hemingway, Hughes and Hurston. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 267: Contemporary Am Lit/1940 to Present
(MI) Credits: 3 Letter Grade
Readings in all genres of American literature that cover texts from World War II the present, characterized by greater direct social engagement and addressing phenomena such as the moral impact of the atomic bomb, the birth of the "teenager," the active recognition of previously marginalized voices in literature, a variety of counter-cultural movements, the Vietnam War, the digital revolution, etc. Students will explore literary movements and trends including the Beat movement, the Civil Rights and black power movements, metafiction, post-modernism and the emergence of diverse voices in American literature. Authors may include Williams, Salinger, Ginsberg, Plath, Baldwin, Ellison, Roth, Bellow, Momaday, Vonnegut, Capote, Mailer, Lorde, Rich, Morrison, O'Brien, and Proulx. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 270: Writing Fiction I
(AC) Credits: 3 Letter Grade
An in-depth exploration of short fiction writing, both traditional short stories and "flash fiction," an increasingly popular and very short form of fiction writing. Concentrates on the fundamentals of short story writing such as character, voice, and plot. Prerequisite: LADS-120 or IDHP-210.

ENGL 271: Gothic Tradition in Literature
(MI) Credits: 3 Letter Grade
This course explores the nature and evolution of Gothic literature in the 19th and 20th centuries, with attention to the artistic and political roots of horror fiction. Includes Frankenstein, Dracula, and American literary offspring.

ENGL 275: Writing the Graphic Novel
(*AC*) *Credits:* 3 Letter Grade
An introductory yet rigorous encounter with a subgenre that is receiving much academic and popular attention. Students will read and analyze a number of graphic texts (fiction and nonfiction) to understand how the narrative and visual components work together. Participants will produce the text and artwork for several graphic stories. Ability in drawing is not a prerequisite. Prerequisite: LADS-120 or IDHP-210.

ENGL 277: Ecology and Literature
(*MI*) *Credits:* 3 Letter Grade
Students will read from a wide array of literary and eco-critical sources that offer a theoretical framework within which to explore representations of nature in literature and the interrlatedness of nature and humanity. Concepts to be explored include: wilderness, frontier, exploitation of the environment, sustainability, and an ethical (i.e. earth-centered) understanding of what it means to live "with" rather than simply "on" earth. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 278: Connected Creatures: Humans/Animals
Credits: 3 Letter Grade
Examines the intersection of animal studies and literature. Using foundational thinkers in the field of animal studies, students will learn to analyze literary texts where animals are a vital presence in themselves to explore questions of species identity, cross-species relations (between human and animals), and how such relationships are imaginatively represented to help us rethink our shared inhabitance of the planet.Prerequisite: ENGL 101 or IDHP 220.

ENGL 280: American Literature of the 1920s
(*MI*) *Credits:* 3 Letter Grade
Analysis of some of the most influential American writers at home and abroad in the 1920s, including ex-patriots Hemingway, Fitzgerald, Eliot, Stein, Baldwin, and other Americans writing in the aftermath of World War I. Course is Writing Intensive. Core: Literature requirement. Prerequisite: ENGL-101, ENGL-105, or IDHP-220.

ENGL 281: Special Topics in English Lit
(*MI*) *Credits:* 3 Letter Grade
Topics vary by semester. Repeatable for credit. Prerequisite: ENGL-101, ENGL-105, or IDHP-220.

ENGL 285: Writing in the Age of AI
Credits: 3 Letter Grade
This course studies writing by humans and machines. Students will critically explore and learn about writing within the new landscape of artificial intelligence. Students will experiment with AI tools for various writing tasks and determine whether and how to balance AI input with their own contributions. Students will develop a distinctive voice for writing in and outside of academia, reading and writing in multiple genres.

ENGL 300: James Joyce and Irish Modernism
Credits: 3 Letter Grade
Seminar overview of the works of James Joyce. Readings include key selections from Dubliners, Portrait of the Artist, and Ulysses to trace Joyce's stylistic, political and cultural evolution in the light of Irish Modernism. Core: Literature requirement. Prerequisite: ENGL-101, ENGL-105, or IDHP-220.

ENGL 301: American Novel
Credits: 3 Letter Grade
Readings of American novels with an emphasis on understanding the conventions of the genre. Students will explore major movements in American fiction: Romanticism, Realism, Naturalism, Modernism and more in connection with topics and themes unique to the American context. Course is Writing Intensive. Core: Literature requirement. Prerequisite: ENGL-101, ENGL-105, or IDHP-220.

ENGL 308: The British Novel
(*MI*) *Credits:* 3 Letter Grade
Readings of British novels as the genre rose to prominence in 19th C realism and its further developments in modernism and post-modernism in the 20th and 21st Centuries. The course is Writing Intensive. Prerequisite: ENGL-101, ENGL-105, or IDHP-220.

ENGL 338: Medieval British Literature
(*MI*) *Credits:* 3 Letter Grade
A study of medieval British literature including such works as The Canterbury Tales, Arthurian legends, medieval plays, ballads, and romances in relation to their historical, linguistic, and cultural contexts. Core: Literature requirement. Prerequisite: ENGL 101 or IDHP 220.

ENGL 340: American Seminar
Credits: 3 Letter Grade
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 and theory and other related historical or cultural texts relevant to the primary works lead to a focused research project. Repeatable for credit. Prerequisite: ENGL-101, ENGL-105, or IDHP-220.

ENGL 342: British Seminar
Credits: 3 Letter Grade
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. Repeatable for credit. Prerequisite: ENGL-101, ENGL-105, or IDHP-220.

ENGL 355: Writing Poetry II
(*AC*) *Credits:* 3 Letter Grade
An advanced poetry workshop where students will not only read and critique each other's poems, but also write, with the instructor's guidance, a poetry book review. By writing prose about poetry, students will both deepen their understanding of poetic craft and enter into dialogue with the broader poetry community. One goal of the course is to encourage opportunities for student publication. Prerequisite: ENGL 255 or permission of the Instructor.

ENGL 370: Writing Fiction II
(*AC*) *Credits:* 3 Letter Grade
An intensive workshop in the craft of writing short fiction and/or novel chapters for students who have successfully mastered the basic elements of fictional composition. Students are expected to produce thoughtful and detailed responses to each other's work and to produce two new short stories (10 to 20 pages each) or two new chapters (10 to 20 pages each). Prerequisite: ENGL-270.

ENGL 401: Internship in English Literature
Credits: 3 Pass/Fail
Designed to provide practical experience in fields related to the English or English and Writing Major. Students can request assistance to find placements. Repeatable for credit. Graded Pass/Fail only. Satisfies the Career Connections requirement for graduation.

ENGL 410: A Sense of Place
Credits: 3 Letter Grade
Students read literature with attention to geographical and historical context and travel to places connected to the readings. Prerequisite: ENGL-101 or IDHP-220.

ENGL 481: Advanced Special Topics/English Lit
Credits: 3 Letter Grade
Advanced seminar study that results in a focused research project. Topics vary by semester. Repeatable for credit. Prerequisite: ENGL-101 or IDHP-220.

ENGL 490: Independent Study/Engl Lit/Engl Wrt
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits.

ENGL 495: Senior Seminar Research Workshop
Credits: 2 Letter Grade
A vibrant, interdisciplinary, and integrated course that brings together students majoring in English and other disciplines in the

Humanities. In the workshop, students explore, design, research, and draft your senior seminar research paper (approx. 15 pages). The workshop is an interactive classroom designed to give students the space to share and critique ideas around a common theme and develop and execute overall project management of a complex research experience. Taken in conjunction with ENGL 495L and followed by HUMN 495 and HUMN 300-level bridge course.

ENGL 495L: Senior Seminar Advisory
Credits: 1 Letter Grade
Students work closely with a faculty mentor, who will provide disciplinary guidance, including appropriate primary and secondary readings, discussions of theoretical or disciplinary questions that might inform thesis development in ENGL-495. Taken in conjunction with ENGL-495 and followed by HUMN-495 and HUMN-300-level bridge course.

ENGL 498: Senior Seminar in Engl Lit/Engl&Wrt
Credits: 3 Letter Grade
Capstone experience for the English and the English and Writing major. Forms of critical theory, skills of research and critical analysis will be reviewed as students work toward the production of a final thesis, necessary for graduation in the major. The Senior Seminar is usually taken in the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: ENGL-488.

ENGN – ENGLISH FOR NON-NATIVE SPEAKERS

ENGN 101: Basic Engl Skills/Non-Native I
Credits: 3 Letter Grade
An integrated skills class designed to develop English language writing skills and to improve listening and speaking skills. It reviews the fundamentals of grammar, builds vocabulary, reviews the basics of writing paragraphs and short essays, and builds confidence in giving short oral presentations.

ENGN 102: Basic English Skills/Non-Native II
Credits: 3 Letter Grade
An integrated skills class designed to develop critical thinking, reading and writing skills, and to integrate content, vocabulary and grammar. It provides practice in understanding contrasting authentic reading selections and in responding through useful structures in writing.

ENGN 103: Inter English Skills/Non-Native III
Credits: 3 Letter Grade
An integrated skills class for non-native speakers which focuses on readings about American cultures and issues through the study of American short stories. Emphasizes developing vocabulary and increasing ability to participate comfortably in class discussions. May fulfill the Foreign Language Core Requirement for graduation upon approval of the Foreign Language Department and the Writing Coordinator.

ENGN 104: Introduction to American Culture
Credits: 3 Letter Grade
For non-native speakers of English, fosters continued development of reading, speaking skills and writing. Different aspects of American culture are examined. Survival study skills will also be practiced.

ETHS – ETHICS

ETHS 201: Ethics
(E) Credits: 3 Letter Grade
Promotes students' awareness of ethical questions and knowledge of their historical contexts from antiquity to the present; and ability to critically interpret and evaluate philosophical texts, positions, and arguments. A significant portion of the class will be dedicated to the study of the major ethical schools of thought. Endeavors to inspire students to come to a recognition of some of their own cultural biases regarding ethical decision making. In particular, we will examine a variety of ethical issues by focusing on forms or ideals of life (How should one/I live? What is the good life?), and models for relating to others (Why should I care about or be just toward others? Do we need friendship, love, community, and justice? What are just social relations?) Core: Ethics requirement.

EURO – EUROPEAN STUDIES

EURO 398: European Studies Capstone
Credits: 0 Pass/Fail

EXSC – EXERCSE SCIENCE

EXSC 101: Introduction to Exercise Science
Credits: 3 Letter Grade
Introduces students to the discipline of exercise science. Students will gain a better understanding of the history, scientific foundations and career opportunities within the field. Open to Exercise Science majors or by permission of the Department.

EXSC 102: Wellness in America Seminar
Credits: 3 Letter Grade
Using the latest research and media driven publications students will become more familiar with the current state of the US on topics such as epidemiological health measurements, health care, and consumer issues in fitness, nutrition, and wellness.

EXSC 270: Exercise and Sport Psychology
Credits: 3 Letter Grade
Promotes the understanding of exercise and sport psychology. With regards to exercise and health students will examine areas related to exercise behavior, adherence, and psychological well- being. Students will also gain a better understanding of the psychology of sport and athletes by investigating principles such as motivation, stress, arousal, anxiety, competition, and goal setting. Prerequisite: PSYC-101

EXSC 301: Kinesiology
Credits: 3 Letter Grade
Students will study the musculoskeletal system as it relates to human movement, exercise and sport performance. Students also will gain a better understanding of the basic biomechanical principles that govern human movement as well as examine the application of these principles to physical activity, exercise performance and sport skills. Prerequisite: BIOL-303

EXSC 302: Exercise Physiology
Credits: 4 Letter Grade
Advances students' knowledge of human physiology and how the body physiologically changes and adapts with acute and chronic exercise. Emphasis is placed on bioenergetics and the cardiorespiratory, respiratory, musculoskeletal, and neuromuscular systems. Prerequisite: BIOL-303

EXSC 302L: Exercise Physiology Lab
Credits: 0 Letter Grade
Laboratory techniques in exercise physiology will be used to explore the effect of exercise and the cardiovascular, pulmonary, metabolic, and skeletal systems of the body. Taken in the same semester as EXSC-302. Lab is graded as part of the lecture. Corequisite: EXSC-302

EXSC 303: Research Meth. in Health & Exerc.Sc
Credits: 3 Letter Grade
Designed to provide students with an understanding of the role of human subjects resarch in the allied health and exercise science field as well as provide them the tools to successfully conduct research upon entering their chosen profession. Course is Writing Intensive. Prerequisite: ENGL-101 and MATH-227, MATH-262 or PSYC-216.

EXSC 304: Personal Training/Exerc Leadership
Credits: 3 Letter Grade
Designed to prepare students to take the American College of Sports Medicine Personal Training Certification. Covers the basic scientific foundations of personal training as well as provide the tools and knowledge for an individual to conduct initial fitness assessments and exercise programming. Additional topics will include behavior change, leadership and coaching techniques, business planning, and legality issues in personal training. Prerequisite: EXSC-302

EXSC 305: Exercise Testing and Prescription
Credits: 3 Letter Grade
Students will be provided the knowledge and skill to conduct various aspects of exercise testing such as the assessment of risk stratification, cardiorespiratory endurance, muscular fitness, and flexibility. Students will

then learn how to apply these assessments in developing exercise prescriptions and programs. The American College of Sports Medicine's Guidelines will be emphasized with specific focus on the knowledge, skills, and abilities for the Certified Exercise Physiologist Certification. Prerequisite EXSC-302

EXSC 306: Nutrition for Health and Fitness
Credits: 3 Letter Grade
Explores the fundamental biochemical and physiological rationale for optimal nutrient intake for health, physical fitness, and athletic performance. Topics include how nutrients can influence exercise performance, weight management, and sport performance, as well as investigate the role of ergogenic aids in exercise and sport performance. Prerequisite: BIOL-210

EXSC 401: Internship in Health & Exercise Sc
Credits: 3 Pass/Fail
The internship course requires direct participation experience within the areas of allied health, fitness, and sport training that allows students to apply their academic knowledge and training. Hours must be completed under a certified exercise/fitness professional or an allied health professional. Graded Pass/Fail Only. Prerequisite: Department permission.

EXSC 402: Fitness & Wellness/Spl Populations
Credits: 3 Letter Grade
Designed to increase the understanding of practical application of exercise to special populations. Students will learn and apply knowledge on how to modify exercise for individuals and groups based on age, medical conditions, and special needs. Areas covered include: pregnancy, youth, elderly, obesity, diabetes, heart disease, and mentally challenged. Prerequisite: EXSC-305

EXSC 403: Foundations/Strength & Conditioning
Credits: 3 Letter Grade
Provides students a comprehensive overview of the principles of strength and conditioning for sport performance. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics), nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Prerequisite: EXSC-302

EXSC 498: Senior Sem in Health & Exercise Sc
Credits: 3 Letter Grade
Through inquiry and analysis students will explore the latest research in the fields of allied health and exercise science. A closer look at the current literature and research methods will also be accomplished by having students complete their own research capstone projects. Topics such as professionalism in a clinical setting and professional development will also be discussed in this course. Prerequisite: EXSC-303

FINA – FINANCE

FINA 181: Intro to Investments and Securities
Credits: 3 Letter Grade
Introduction to the stock market, its regulations and its operations. Some attention is given to other negotiable instruments and their markets. Prerequisite: ECON-101

FINA 205: Personal Finance, Budgeting/Invest
Credits: 3 Letter Grade
Financial literacy is necessary in order to make informed decisions related to personal finance and establish financial stability and long-term financial security. Students will explore the fundamentals and underlying principles of personal finance including; cash management and consumer credit; investment basics, including stocks, bonds, and mutual funds; housing and other consumer decisions; insurance; legal protection; retirement planning; funding educational expenses; and estate planning.

FINA 304: Corporate Finance
Credits: 3 Letter Grade
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 funds needs for a venture, cost of capital, as well as decisions related to the uses of alternate sources of funds. Prerequisites: ACCT-104, MATH-201, and ECON-201.

FINA 336: Financial Markets and Institutions
Credits: 3 Letter Grade
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: ECON-201.

FINA 352: International Financial Management
(CL) Credits: 3 Letter Grade
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: BUSN-101 or BUSN-104; ECON-102 and ECON-211. FINA-201 is recommended, but not required.

FINA 490: Independent Study in Finance
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits.

FREN – FRENCH

FREN 101: Elementary French I
Credits: 3 Letter Grade
Introduction to the French language for students with little or no previous experience. Emphasizes the four skills of reading, writing, speaking, and understanding and the World Readiness Standards for Learning Languages. Incorporates the ACTFL proficiency guidelines. Includes audio-visual materials, and Internet resources.

FREN 102: Elementary French II
Credits: 3 Letter Grade
Continues the basics of the French language for students with at least one semester of preparation or the equivalent. Emphasizes the four skills of reading, writing, speaking, and understanding and World Readiness Standards for Learning Languages. Incorporates the ACTFL proficiency guidelines and includes audio-visual materials and internet resources.

FREN 103: Inter French Culture/Language I
Credits: 3 Letter Grade
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 with a focus on communication. Emphasizes the World Readiness Standard for Learning Languages and incorporates the ACTFL proficiency guidelines. Includes audio-visual materials and Internet resources.

FREN 214: Inter French Culture/Language II
Credits: 3 Letter Grade
Completes the basic structures of the French language. It will also address cultural issues and introduce the student to literary works. It prepares the student to enter more advanced courses, and aims for proficiency at the intermediate level. It incorporates the World Readiness- Standards for Learning Languages and the ACTFL Proficiency Guidelines.

FREN 221: Grammaire et Composition Avancée
Credits: 3 Letter Grade
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, and translations. Course is Writing Intensive.

FREN 222: Advanced French Conversation
Credits: 3 Letter Grade
Improves fluency in written and spoken French through a variety of materials from the media, film, and selections from literary works. It includes practice in French phonetics. Students will engage in conversations, give presentations, and submit frequent oral and written reports. Prerequisite: FREN-214 or permission of the instructor.

FREN 228: French for the Career World
Credits: 3 Letter Grade
Feature the study of vocabulary, composition, conversation, and letter writing, aimed at developing communication skills in French for various professions, such as business, government, diplomacy, social and human services. It will emphasize the culture and customs of various Francophone countries, noting comparisons and contrasts to American culture. It is addressed to students with intermediate and advanced levels of French.

FREN 231: Intro à la Culture Française/Part I
(*MI*) *Credits:* 3 Letter Grade
Explores some of the major contributions that France has made to world culture, such as the arts, sciences, and literature from its beginnings up to the French Revolution. It will also feature the women and men who have made France a great nation, in the context of the times in which they lived, and the obstacles they overcame. An important aspect will include the role of the people in determining the destiny of the nation, and their search for justice and equality. Students will participate actively through discussion, research, and presentations in French.

FREN 232: Intro à la Culture Française/Part 2
(*MI*) *Credits:* 3 Letter Grade
This course will explore some of the major contributions that France and the Francophone world have made to world culture, such as the arts, sciences, and literature, from the eve of the French Revolution to present day. Students will read and interpret texts from primary sources, especially literature. The course will feature the women and men who have had significant impact on society, in the context of the times in which they lived. It will also focus on diversity and social justice, especially in the struggles of the Francophone world, from colonization to independence. Students will participate actively through discussion, research, and presentations in French, thus bringing their language skills to the next higher level. The course is open to students with language skills on the intermediate level and higher.

FREN 234: The French Regions: Culture & Trad.
Credits: 3 Letter Grade
This course will focus on French regions, their history, culture, and literature. It will include readings, discussions, oral presentations, and written reports. It aims to develop interperative, interpersonal, and presentational communication skills, to make connections with other disciplines and to appreciate the cultural, humanistic, and spiritual values of literature and culture.

FREN 281: Special Topics in French
Credits: 3 Letter Grade
Repeatable for credit. Topics vary by semester.

FREN 401: Internship in French
Credits: 3 Pass/Fail
Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

FREN 490: Independent Study in French
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

GEOG – GEOGRAPHY

GEOG 201: World Geography: Humanity/Environ
(*SW*) *Credits:* 3 Letter Grade
Introduces the student to the discipline of geography. It includes the following topics: the role of geography in the past and present; the tools used by geographers (including new technologies); an introduction to the physical and cultural geography of the world; and the impact of geography today.

GERM – GERMAN

GERM 281: Special Topics in German
Credits: 3 Letter Grade
An intensive study of a specific period or topic of German History, Culture, Civilization or Literature. Repeatable for credit.

GLBL – INTERNATIONAL AFFAIRS

GLBL 398: Internation Affairs Capstone Essay
Credits: 0 Pass/Fail
Assesses the student's global awareness and engagement along six indicators according to advanced benchmark levels 3 or 4 of the AAC&U Global Learning VALUE Rubric. Designed and carried out under supervision of the InternationalAffairs minor advisor.

GLBL 401: Internship in International Affairs
Credits: 3 Pass/Fail
Variable credit 1.0 to 4.0. Graded Pass/Fail only. Repeatable for credit. Permission of Department Chair required. Meets Career Connections requirement for graduation.

GLBL 498: Senior Seminar in Internat Affairs
Credits: 3 Letter Grade
Designed to be the capstone experience for political science majors and requires students to reflect on the integrated nature of coursework they have completed while pursuing the major. Students will submit a research paper that explores a topic according to the standards of the discipline. Students will also give a poster and oral presentation on their research topic. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the faculty advisor.

GLST – GLOBAL STUDIES

GLST 201: Global Awareness Seminar
Credits: 3 Letter Grade
Explores the economic, political, social, environmental, and/or 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 engage global concepts through class discussions and course assignments. Experiential learning is incorporated in the course, including a service learning project and a visit to the United Nations or equivalent UN-related activities. Prerequisite: ENGL-101 or ENGL-105, with a C- or better. Core-to-Core and IDHP students do not have a prerequisite.

GLST 281: Special Topics in Global Studies
Credits: 3 Letter Grade
Permission of instructor required. May be substituted for GLST-201 to meet the graduation requirement.

HIST – HISTORY

HIST 101: West Civ-Antiquity to Renaissance
(*SW*) *Credits:* 3 Letter Grade

Designed as a general survey of all significant political, economic, social, and cultural developments that affected Europe from Antiquity until the Renaissance. Core: History requirement.

HIST 102: Western Civilization:
(*SW*) *Credits: 3* Letter Grade
Designed as a general survey of all significant political, economic, social, and cultural developments which affected Europe from the Protestant Reformation until the present day. Core: History requirement.

HIST 106: Survey of Women's History
(*SW*) *Credits: 3* Letter Grade
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. Core: History requirement.

HIST 141: Amer Survey: Colonial - Civil War
(*SW*) *Credits: 3* Letter Grade
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. Core: History requirement.

HIST 142: American Survey:
(*SW*) *Credits: 3* Letter Grade
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. Core: History requirement.

HIST 201: Ancient Greece
(*SW*) *Credits: 3* Letter Grade
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. Core: History requirement.

HIST 202: Ancient Rome
(*SW*) *Credits: 3* Letter Grade
Surveys Rome from its earliest foundations to its emergence as an empire and its eventual decline. Topics include the 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. Core: History requirement.

HIST 203: Classical Archaeology
(*AC*) *Credits: 3* Letter Grade
Introduction to classical archaeology and the different scientific methodologies used in the recovery, detailed documentation, and interpretation of archaeological artifacts. Case studies from Greece and Italy will help students understand how archaeologists study material culture and past civilizations. Core: Histroy requirement.

HIST 204: Medieval Europe/Surrounding World
(*SW*) *Credits: 3* Letter Grade
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. Core: History requirement.

HIST 214: 20th Century Germany
(*SW*) *Credits: 3* Letter Grade
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. Core: History requirement.

HIST 216: The Holocaust
(*SW*) *Credits: 3* Letter Grade
The Holocaust remains the definitive event of the twentieth century and the turning point of Jewish, German, and European history. This course surveys the history of the Holocaust from Pre-World War II Germany and the rise of Hitler and the Nazis to the beginning of the Holocaust and implementation of the Final Solution. Core: History requirement.

HIST 218: French Revolution
(*SW*) *Credits: 3* Letter Grade
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 Reign of Terror. Course is Writing Intensive. Core: History requirement. Prerequisite: ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite.

HIST 219: France and the Modern World
(*SW*) *Credits: 3* Letter Grade
Focuses on France from the Bourbon Restoration of Louis XVIII to the Fifth Republic of Emmanuel Macron. Emphasis is placed on political, social, and cultural developments from 1815 to the present. Topics include: Industrial Revolution, French colonialism, women in French society, bohemian Paris, fascism and anti-Semitism, the student movement of the 1960s, the course of French socialism, immigration, and the European Union. Course is Writing Intensive. Core: History requirement. Prerequisite: ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite.

HIST 224: History/Gr Britain: Tudors /Present
(*SW*) *Credits: 3* Letter Grade
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, the European Union and BREXIT, and contemporary British society. Core: History requirement.

HIST 226: Europe in the Age of World War
(*SW*) *Credits: 3* Letter Grade
Considers the development of Europe in the first half of the 20th century with particular emphasis on 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. Core: History requirement.

HIST 228: Women in Modern European Society
(*SW*) *Credits: 3* Letter Grade
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. Core: History requirement.

HIST 229: History of American Immigration
(*SW*) *Credits: 3* Letter Grade
Examines the history of immigration to cities and urban areas of the United States since the colonial period. It will consider the causes of immigration, the social, cultural and economic adaptation of various groups, the development of ethnic group identities, changing American policy and attitudes towards immigrants, and the impact of immigration and ethnicity on American society and culture. Core: History requirement.

HIST 231: History of Am Foreign Relations
(*SW*) *Credits:* 3 Letter Grade
The development of American foreign policy and its relationship to social, economic, political, and cultural forces. Core: History requirement.

HIST 233: America and the Two World Wars
(*SW*) *Credits:* 3 Letter Grade
Explores American participation in the World War I, World War II, and the Cold War-all of which connected in varying degrees to the country's 30-year war in Vietnam. O the home front, the two wars are central to understanding the great expansion of the federal government and increase American involvement in international affairs, as well as the baby boom, the role of women, and the civil rights movement.

HIST 240: Environmental History of the U.S.
(*SW*) *Credits:* 3 Letter Grade
Explores the ecological and environmental forces that have shaped the United States from colonial days to the present. These include the European search for resources in a New World, the westward movement, Native American life, racism and ethnic prejudice, imperialism and war, epidemics, transportation infrastructure, agriculture and hunting, urbanization, government policy, the park movement, religious views of nature, the conservation and environmental movements, literature and art, and most recently the debates over climate change. All these forces have shaped the world in which we live. Core: History requirement.

HIST 245: 1960's: War, Sex, and Civil Rights
(*SW*) *Credits:* 3 Letter Grade
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. Core: History requirement.

HIST 248: African Americas Since Emancipation
(*SW*) *Credits:* 3 Letter Grade
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. Core: History requirement.

HIST 250: Pennsylvania Experience
(*SW*) *Credits:* 3 Letter Grade
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. Core: History requirement.

HIST 275: Film and History
Credits: 3 Letter Grade
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, Satajit Ray, and Buñuel. Core: History requirement.

HIST 281: Special Topics in History
(*SW*) *Credits:* 3 Letter Grade
Topics vary by semester. Core: History requirement. Repeatable for credit.

HIST 322: Genocide in the Modern World
(*SW*) *Credits:* 3 Letter Grade
Concentrates on the nature of genocide in the 20th century. Students 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. Course is Writing Intensive. Core: History requirement. Prerequisite: ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite.

HIST 334: The American Presidency: A History
(*CL*) *Credits:* 3 Letter Grade
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. Core: History requirement.

HIST 343: The Civil War and American Life
(*SW*) *Credits:* 3 Letter Grade
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 reasons for the northern victory and southern defeat, and the many important legacies of this seminal time in the nation's history. Core: History requirement.

HIST 397: History Research Methods Seminar
Credits: 3 Letter Grade
An introduction to the historical method through research of both primary and secondary sources on a selected topic and resulting in the writing of a paper with a clearly defined thesis. Open only to History majors with 45 or more earned academic credits.

HIST 401: Internship in History
Credits: 3 Pass/Fail
Variable credit 1.0 to 3.0. Graded Pass/Fail only. Repeatable for credit. Permission of the Department Chair required. Includes Career Connections requirement for graduation.

HIST 403: Fieldwork in History
Credits: 3 Letter Grade
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. Course not applicable to History major requirements. Repeatable for credit. Permission of the Department Chair required.

HIST 490: Independent Study in History
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits.

HIST 497: History and Historiography
Credits: 3 Letter Grade
Introduction to historiography and the development of the methods used by historians from the ancient world to the present. Seminar is open only to History majors with 84 or more earned academic credits.

HIST 498: Capstone Seminar in History
Credits: 3 Letter Grade
As a capstone seminar, it represents the student's "best work" in terms of research and writing and in demonstrating an advanced level of critical thinking and a sophisticated mastery of historical research skills. Students

register for this Seminar upon approval of the Faculty Advisor. Prerequisite: HIST-497.

HLTH – HEALTH SCIENCES

HLTH 101: Introduction to Health Sciences
Credits: 3 Letter Grade
Provides an overview of the many career paths in the health sciences and the requirements needed to enter these professions. This course allows students to make a more educated decision as to the career path within the health sciences they should pursue based on their interests, skill, and abilities. Information regarding current health concerns, topics affecting the current and future state of health care, historical developments and basic information about the health care system will also be covered. Open to Health Science majors or by permission of the Department.

HLTH 102: Introduction to Healthcare
Credits: 3 Letter Grade
Provides an overview of the healthcare environment including the role of healthcare professionals, the different delivery systems of healthcare, and regulation of healthcare services. Additional topics include legal responsibilities, ethical considerations, safety, communication, and interpersonal behaviors.

HSLP – HUMAN SERVICES LEADERSHIP & POLICY STUDIES

HSLP 002: Pre-Internship Preparation
Credits: 0 Pass/Fail

HSLP 105: Introduction to Human Services
(SW) Credits: 3 Letter Grade
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.

HSLP 120: Intro/Restorative Practices
Credits: 3 Letter Grade
Introduces students to the field of restorative justice. The history, philosophy, practices, research and future potential of restorative justice will be explored through readings, research, videos, guest speakers, workshops and role play. Local, national and global perspectives will be included.

HSLP 201: Social Inequality
Credits: 3 Letter Grade
Open to SOCI, CRJU, and HSVC majors and minors only. 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.

HSLP 219: Child Welfare
Credits: 3 Letter Grade
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.

HSLP 250: Heart of the City/Human Services
Credits: 3 Letter Grade
This collaborative six-credit course – 3 credits in Human Services and 3 credits in Religious Studies - 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. Must also register for RLST-250. Required minimum of 3 hours of service per week.

HSLP 257: Human Behavior and Social Environ
Credits: 3 Letter Grade
Explores 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.

HSLP 258: Human Trafficking: Catholic Thought
(CL) Credits: 3 Letter Grade
This course will explore the issue of human trafficking from the perspective of the core themes of Catholic Social Teaching, Spirituality, the Mission of Chestnut Hill College, and the Mission of the Sisters of Saint Joseph. Students will learn about human dignity, social justice, and the common good and how these principles can be applied to raise their awareness of human trafficking, become more compassionate towards those experiencing it, and make responsible choices to help alleviate this egregious human rights violation. The course will cover topics such as the root causes of trafficking, the experiences of survivors, the role of law enforcement and government agencies, and best practices for prevention and intervention. Students will also engage in discussions and reflections on the ethical and moral implications of human trafficking and the response of faith traditions to this global issue. Ultimately, the course aims to equip students with the knowledge and skills necessary to act responsibly regarding human rights and social justice. cross-listed with RLST 258

HSLP 281: Special Topics in Human Services
Credits: 3 Letter Grade
An in-depth investigation of a topic chosen by the instructor. Subjects and possible prerequisites vary by semester. Repeatable for credit.

HSLP 302: Social Science Research Methods
Credits: 3 Letter Grade
Focuses on the methods of scientific inquiry. Students are expected to build a capacity to interpret research and apply research findings to practical situations in their field of study, critically review other research, formulate and design an original scholarly research proposal, analyze and interpret data from research studies and understand the role of professional ethics in social research. Open only to Sociology, Human Services, and Criminal Justice majors. Course is Writing Intensive. Prerequisite: ENGL-101; Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite.

HSLP 308: Theory/Pract Counseling in HSVC
Credits: 3 Letter Grade
Presents an introduction to and overview of 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. Double majors who have taken PSYC-223 should not take this course. Prerequisite: PSYC-101.

HSLP 310: Ethics for Helping Professions
(E) Credits: 3 Letter Grade
Offers an in-depth exploration of professional ethics within helping professions, preparing students for entry-level competence in their chosen fields. Examines ethical and legal principles from multiple perspectives, focusing on critical areas such as confidentiality, informed consent, mandatory reporting, professional misconduct, dual relationships, boundaries, and power differentials. Additionally, it delves into issues of power, privilege, marginalization, and justice, all of which deeply impact the helping relationship.

HSLP 315: Life After War: The New Mission
Credits: 3 Letter Grade
Since October 2001, more than 2 million U.S. troops have been deployed to Iraq (Operation Iraq Freedom, 2001) and Afghanistan (Operation Enduring Freedom, 2008). Post deployment evidence suggests that there are major psychological, physiological, moral and

spiritual wounds from combat related stress, multiple and prolonged deployments, war trauma and transitions back into civilian life. This course will explore the latest innovations in treating battlefield injuries including Post Trauma Stress, Traumatic Brain Injury and general combat stress and provide practical steps and resources for working with veterans and their family members.

HSLP 320: Trauma Studies
Credits: 3 Letter Grade
Explores the multifaceted impact of Trauma on individuals, families, and communities. Students will gain a comprehensive understanding of how Trauma affects physical, emotional, and psychological well-being. Through lectures, case studies, and interactive discussions, students will learn to identify trauma responses, understand coping mechanisms, and explore effective intervention strategies.

HSLP 322: Disability and Society/Seminar
Credits: 3 Letter Grade
Designed for persons entering the fields of rehabilitation, education, social work, human services, psychology, and other fields requiring a greater understanding of disability-related issues. The course aims to present many of the issues, challenges and opportunities that service providers may encounter when working with persons with disabilities. Prerequisite: HSLP-105.

HSLP 325: Restorative Justice
Credits: 3 Letter Grade
A seminar introducing the student to the philosophy, history, theory and practice of restorative justice in the criminal justice system in the United States as well as international experiences. Restorative justice is an emerging movement for reform that emphasizes repairing harm to the victims and reintegration of offenders in the community. Many jurisdictions have incorporated aspects of restorative justice in their juvenile justice and adult criminal justice systems and nations such as South Africa, Rwanda, and Peru have embraced restorative justice as a means of healing communities affected by crimes against humanity. Examines the practices, programs, realities and controversies of restorative justice. Suggested Prerequisite: CRJU-122 and permission of the instructor.

HSLP 356: Social Welfare Policy
Credits: 3 Letter Grade
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. Prerequisite: HSLP-105.

HSLP 358: Principles of Case Management
Credits: 3 Letter Grade
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: HSLP-105.

HSLP 399: Administration of Human Services
Credits: 3 Letter Grade
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. Prerequisite: HSLP-105.

HSLP 401: Internship/HSVC Leadership & Policy
Credits: 3 Pass/Fail
Off-campus professional field placement in human services administration, social work, public policy, counseling, social services, or similar community support programs related to the student's interest and career path. The student is supervised by a College faculty member from the Center for Education, Advocacy, & Social Justice, along with a professional field supervisor employed at the sponsoring agency.

HSLP 402: Internship/HSLP Leadership & Policy
Credits: 3 Pass/Fail
Off-campus professional field placement in human services administration, social work, public policy, counseling, social services, or similar community support programs related to the student's interest and career path. The student is supervised by a College faculty member from the Center for Education, Advocacy, & Social Justice, along with a professional field supervisor employed at the sponsoring agency.

HSLP 403: Human Services Professional Seminar
Credits: 3 Pass/Fail
This class allows students to clarify career interest, synthesize knowledge from the classroom with direct experience, and examine different agencies/opportunities in Human Services. There will be an emphasis on career crystallization and development to prepare for the Internship requirement of the major. Students are introduced to information necessary for life after college such as financial management, professional dress, interview practice, salary negotiation, organizational leadership, ethical practice, etc. Prerequisite: Declared Human Service Leadership and Policy Studies major.

HSLP 481: Adv Special Topics/Human Services
Credits: 3 Letter Grade
An in-depth investigation of a topic chosen by the instructor. Subjects and possible prerequisites vary by semester. Repeatable for credit.

HSLP 490: Independent Study in Human Services
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

HSLP 498: Senior Seminar in Human Services
Credits: 3 Letter Grade
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 examine a current issue in Human Services. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the academic advisor. Prerequisites: HSLP-105; SOCI-201; and a Research Methods course.

HUMN 281: Special Topics
Credits: 1 Letter Grade
Topics vary by semester. Repeatable for credit.

HUMN 300: Telling Your Story
Credits: 1 Pass/Fail
Students need to hone a "best-self" story about who they are and what they have studied and accomplished during their years in college to share with employers, admissions committees, and others in their broader networks of professional contacts and mentors. This course will offer students the dedicated time and personal coaching needed to reflect on their own stories, to see the themes and through lines that make these stories coherent and compelling, and to practice sharing their "best-selves" with others in a variety of ways. Students will read about the power of personal narratives, research story-telling techniques, keep journals, write personal statements, and practice "pitching" themselves and their experiences to others.

HUMN 301: Well-Being and Work
Credits: 1 Pass/Fail
Examines well-being as it relates to work by focusing on the following kinds of questions. How might a person balance the need to make money with the need to find meaning in work? How important is money to happiness? How important is meaningful work to happiness? How much stress in a person's working life is healthy and normal, and how much is not? What role do interpersonal skills play in people's working lives? And how much do interpersonal skills matter for a happy work life? Finally, what is a healthy work-life balance, and to what extent can people

achieve a healthy work-life balance in today's world? In examining these kinds of questions, we will draw from different disciplines, including psychology, public health, and philosophy.

HUMN 302: What's Next? Big Questions/Prac Skl
Credits: 1 Pass/Fail
This workshop will prepare you for what's next after college, while refining the skill sets in your discipline. Topics will include telling your story, representing yourself, interviewing, as well as how to translate skills and knowledge from your major into multiple aspects of your future professional life. This class is Pass/Fail, one credit, and it will work with the Humanities senior seminar, though both that and this can be taken independent of each other.

HUMN 303: Time Management
Credits: 1 Letter Grade
Provides strategies to help students better manage their productivity and strengthen their time-management skills. Provides resources, techniques, and tips to prioritize and manage the stress of meeting important and pressing commitments. Students will explore how to deal with organize so they can reduce stress, focus on personal growth, and experience more success in their academic and personal lives.

HUMN 496: Applied Senior Seminar Workshop
Credits: 3 Letter Grade
This is the capstone course designed to integrate the knowledge students acquired throughout their studies in the program, as well as prepare them for professional and academic pursuits after graduation. Students will create a comprehensive portfolio and present their portfolios to the Center of Integrated Humanities in April.

IBLC – INTN'L BUSINESS

IBLC 401: Internship in Intern'l Business
Credits: 3 Pass/Fail
Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

IBLC 498: Senior Seminar in Intern'l Business
Credits: 3 Letter Grade
The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: a Writing Intensive course.

ICFC – INTERCULTURAL FOUND

ICFC 101: Intercultural Foundations/Wrkshp I
Credits: 0.5 Non-Academic Pass/Fail
For students in the Certificate in Intercultural Foundations program. Graded Pass/Fail only. Credits not applicable towards graduation.

ICFC 102: Intercultural Foundations/Wrkshp II
Credits: 0.5 Non-Academic Pass/Fail
For students in the Certificate in Intercultural Foundations program. Graded Pass/Fail only. Credits not applicable towards graduation. Prerequisite: ICFC-101.

ICFC 201: Intercultural Foundations/Field I
Credits: 0.5 Non-Academic Pass/Fail
For students in the Certificate in Intercultural Foundations program. Graded Pass/Fail only. Credits not applicable towards graduation.

ICFC 202: Intercultural Foundations/Field II
Credits: 0.5 Non-Academic Pass/Fail
For students in the Certificate in Intercultural Foundations program. Graded Pass/Fail only. Credits not applicable towards graduation. Prerequisite: ICFC-201.

ICFC 203: Intercultural Foundations/Field III
Credits: 0.5 Non-Academic Pass/Fail
For students in the Certificate in Intercultural Foundations program. Graded Pass/Fail only. Credits not applicable towards graduation. Prerequisite: ICFC-202.

ICFC 204: Intercultural Foundations/Field IV
Credits: 0.5 Non-Academic Pass/Fail
For students in the Certificate in Intercultural Foundations program. Graded Pass/Fail only. Credits not applicable towards graduation. Prerequisite: ICFC-203.

ICFC 205: Intercultural Foundations/Field V
Credits: 0.5 Non-Academic Pass/Fail
For students in the Certificate in Intercultural Foundations program. Graded Pass/Fail only. Credits not applicable towards graduation. Prerequisite: ICFC-204.

ICFC 301: Reflection and Self-Assessment
Credits: 0.5 Non-Academic Pass/Fail
For students in the Certificate in Intercultural Foundations program. Graded Pass/Fail only. Credits not applicable towards graduation.

ICFC 398: Seminar/Intercultural Foundations
Credits: 3 Letter Grade
For students in the Certificate in Intercultural Foundations program.

IDHP – INTERDISC HONORS

IDHP 210: Writing in the Disciplines I
Credits: 3 Letter Grade
Students discover the diversity of perspectives offered by the liberal arts through reading, writing and discussion. This course serves as an introduction to the structure, methodology, and skills of the Interdisciplinary Honors Program including instruction and practice in group dynamics and discussion, research, basic writing skills and writing in various disciplines. Prerequisite: By Invitation Only.

IDHP 220: Writing in the Disciplines II
Credits: 3 Letter Grade
Students discover the diversity of perspectives offered by the liberal arts through reading, writing and discussion. This course serves as an introduction to the structure, methodology, and skills of the Interdisciplinary Honors Program including instruction and practice in group dynamics and discussion, research, basic writing skills and writing in various disciplines. Prerequisite: IDHP-210.

IDHP 309: Marking Independence I
Credits: 3 Letter Grade
This year-long art history and history team-taught seminar looks at five crucial moments when America marked its Independence: 1826, 1876, 1926, 1976, 2026. Each of these half-century markings of American Independence will help us to explore important paradigm shifts (or how Americans viewed themselves and their world), by providing six "spools" about which to spin threads and weave fabrics of remembrance that display social, artistic, literary, technological, political, and historical themes, among others. Such explorations will necessarily include people, expressions, and events that were significant during some years on either side of these half-century markings.

IDHP 310: Marking Independence II
Credits: 3 Letter Grade
This year-long art history and history team-taught seminar looks at five crucial moments when America marked its Independence: 1826, 1876, 1926, 1976, 2026. Each of these half-century markings of American Independence will help us to explore important paradigm shifts (or how Americans viewed themselves and their world), by providing six "spools" about which to spin threads and weave fabrics of remembrance that display social, artistic, literary, technological, political, and historical themes, among others. Such explorations will necessarily include people, expressions, and events that were significant during some years on either side of these half-century markings.

IDHP 317: Civilizations I: Footprints of Iden
Credits: 3 Letter Grade
What is your civilization, and how does it shape your identity? Are you Western, East Asian, a member of the Ummah, Orthodox Christian, African, Latino, something else? This seminar will explore the concept of civilizations and how they may impact both our personal outlooks as well as the political, historical, societal systems that we live in. We will examine how civilizations alternatively influence and change each other, sometimes by consensus, and sometimes by clashing with each other. Students will also explore how visual cues and symbols are rooted in these civilizational forms and how these are used to communicate and persuade people to adhere to norms and behaviors. (IDHP Core Credit;

non-IDHP Inquiry Credit: Meaning and Interpretation of Human Experience OR Civic Life and Engagement)

IDHP 318: Civilizations II: Footprints of Ide
Credits: 3 Letter Grade
What is your civilization, and how does it shape your identity? Are you Western, East Asian, a member of the Ummah, Orthodox Christian, African, Latino, something else? This seminar will explore the concept of civilizations and how they may impact both our personal outlooks as well as the political, historical, societal systems that we live in. We will examine how civilizations alternatively influence and change each other, sometimes by consensus, and sometimes by clashing with each other. Students will also explore how visual cues and symbols are rooted in these civilizational forms and how these are used to communicate and persuade people to adhere to norms and behaviors. (IDHP Core Credit; non-IDHP Inquiry Credit: Meaning and Interpretation of Human Experience OR Civic Life and Engagement)

IDHP 336: Revolution, Revolt, Renewal I
Credits: 3 Letter Grade
How do we define a "revolution"? Who participates, and why? How do revolutions transform societies, cultures, and people's everyday lives? This course examines revolts and revolutions around the world from the eighteenth century to the present. We will study some of the most famous revolutions in history, from the American, French, and Haitian Revolution to the mass uprisings of decolonization. Using the disciplinary lenses of History and Literature, we will pay specific attention to the literature that both inspired these events and was written in response to them. (IDHP Core Credit; non-IDHP Inquiry Credit: Meaning and Interpretation of Human Experience OR Analysis of the Social World)

IDHP 337: Revolution, Revolt, Renewal II
Credits: 3 Letter Grade
How do we define a "revolution"? Who participates, and why? How do revolutions transform societies, cultures, and people's everyday lives? This course examines revolts and revolutions around the world from the eighteenth century to the present. We will study some of the most famous revolutions in history, from the American, French, and Haitian Revolution to the mass uprisings of decolonization. Using the disciplinary lenses of History and Literature, we will pay specific attention to the literature that both inspired these events and was written in response to them. (IDHP Core Credit; non-IDHP Inquiry Credit: Meaning and Interpretation of Human Experience OR Analysis of the Social World)

IDHP 373: Transformations I: Matter, Media, a
Credits: 3 Letter Grade
How does matter transform? What transforms perception? This interdisciplinary course explores transformation through chemistry and media arts, investigating connections between chemical reactions and cinematic perception, pigment chemistry and visual culture, thermodynamics, and artistic practice. Through labs, film screenings, readings, and creative projects, students examine material and cultural change while developing their own practices of observation, analysis, and creative transformation. (IDHP Core Credit; non-IDHP Inquiry Credit: Scientific Investigation OR Arts and Creative Expression).

IDHP 374: Transformations II: Matter, Media,
Credits: 3 Letter Grade
How does matter transform? What transforms perception? This interdisciplinary course explores transformation through chemistry and media arts, investigating connections between chemical reactions and cinematic perception, pigment chemistry and visual culture, thermodynamics, and artistic practice. Through labs, film screenings, readings, and creative projects, students examine material and cultural change while developing their own practices of observation, analysis, and creative transformation. (IDHP Core Credit; non-IDHP Inquiry Credit: Scientific Investigation OR Arts and Creative Expression).

IDHP 393: Media and Meaning I
Credits: 3 Letter Grade
The way technology both shapes and is shaped by the human creative process will frame the discussions in this seminar. Participants will explore how forms of communication affect the development of language and the evolution of cultural forms. They will also consider how the tools of technology alter in both subtle and radical ways the human construction of meaning. How do we as humans make sense of our lives and understand ourselves and our place in the world thoughtfully engaging with the tools of technology and communication at our disposal today? (IDHP Core Credit; non-IDHP Inquiry Credit: Meaning and Interpretation of Human Experience OR Analysis of the Social World)

IDHP 394: Media and Meaning II
Credits: 3 Letter Grade
The way technology both shapes and is shaped by the human creative process will frame the discussions in this seminar. Participants will explore how forms of communication affect the development of language and the evolution of cultural forms. They will also consider how the tools of technology alter in both subtle and radical ways the human construction of meaning. How do we as humans make sense of our lives and understand ourselves and our place in the world thoughtfully engaging with the tools of technology and communication at our disposal today? (IDHP Core Credit; non-IDHP Inquiry Credit: Meaning and Interpretation of Human Experience OR Analysis of the Social World)

IDHP 490: Independent Study in IDHP
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from .5 to 4.0 credits. Prerequisite: Permission of the Instructor required.

ITAL – ITALIAN

ITAL 101: Elementary Italian I
Credits: 3 Letter Grade
Introduction to the Italian language for students with little or no previous experience. Focuses on the four skills of reading, writing, speaking, and understanding and the World Readiness Standards for Language Learning and incorporates the ACTFL proficiency guidelines. Includes audio-visual materials and Internet resources.

ITAL 102: Elementary Italian II
Credits: 3 Letter Grade
Continues the basics of the Italian language for students with at least one semester of preparation or the equivalent. It focuses on the four skills of reading, writing, speaking, and understanding and the World Readiness Standards for Language Learning. It also incorporates the ACTFL proficiency guidelines and includes audio-visual materials and internet resources.

ITAL 103: Intermediate Italian I
Credits: 3 Letter Grade
A continuation 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 World Readiness Standards for Language Learning and incorporates the ACTFL proficiency guidelines. Includes audio-visual materials and Internet resources.

ITAL 214: Intmd. Italian Culture/Language II
Credits: 3 Letter Grade
Completes the basic structures of the Italian language. It will also address cultural issues and introduce the student to literary works. It prepares the student to enter more advanced courses, and aims for proficiency at the intermediate level. It incorporates the World Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines.

LADS – LIBERAL ARTS

LADS 120: Liberal Arts Discovery Seminar
Credits: 3 Letter Grade
The first writing course that all students take in their first semester. It also serves as an introduction to the various disciplines within the Liberal Arts tradition as well as an opportunity to strengthen college level learning skills. Students will read and analyze important texts, participate in discussions, listen to and engage each other in discussions about ideas that have shaped our world as a preparation for the rest of their academic experiences. Assignments will emphasize the development of critical thinking, reading and writing skills.

LADS 121: Liberal Arts Discovery Seminar
Credits: 4 Letter Grade
The first writing course that all students take in their first semester. It also serves as an introduction to the various disciplines within the Liberal Arts tradition as well as an opportunity to strengthen college level learning skills. Students will read and analyze important texts, participate in discussions, listen to and engage each other in discussions about ideas that have shaped our world as a preparation for the rest of their academic experiences. Assignments will emphasize the development of critical thinking, reading and writing skills with support in reading texts with multiple perspectives.

LATN – LATIN

LATN 101: Elementary Latin I
Credits: 3 Letter Grade
Students master Latin vocabulary and the fundamentals of grammar and syntax. They become aware of the impact of Roman heritage in literature, art, architecture, and law.

LATN 102: Elementary Latin II
Credits: 3 Letter Grade
Students continue to expand mastery of Latin vocabulary and grammar and the comprehension of the language by listening, speaking, reading, and writing. Excerpts from the works of Roman authors acquaint students with the life and customs of the Roman people.

LATN 103: Inter Latin Culture/Language I
Credits: 3 Letter Grade
After a brief review of the basics, students pursue advanced Latin grammar, syntax, and etymology. Students expand their knowledge of Roman literature, history, and culture through the writings of Roman authors.

LEGL – LEGAL STUDIES

LEGL 101: Intro/Law & Legal Studies
(CL) Credits: 3 Letter Grade
Introduction to legal ethics, legal careers and the development of legal analytical skills through reading court opinions, U.S. Constitutional provisions and statutes. Cultivation of a legal mentor.

LEGL 102: Legal Research
Credits: 3 Letter Grade
Introduction to the formulation of legal research queries, developing legal research plans and conducting and updating researching using statutes, regulations, and case law.

LEGL 103: Civil Litigation
Credits: 3 Letter Grade
Introduction to jurisdiction, civil litigation process, client-interviewing and drafting of legal documents including consideration of relevant legal ethics considerations.

LEGL 104: Practical Legal Office/Career Skls
Credits: 3 Letter Grade
Consideration of legal employment environments, structures, practices and organization and the refinement of effective paralegal skills.

LEGL 200: Real World Problems: Youth Court
(CL) Credits: 3 Letter Grade
This course considers the real world problems of juvenile justice, particularly within the school system. The course incorporates working with actual Youth Courts in the local systems and reflecting on how those systems can impact student retention and succcess.

LEGL 201: Legal Technology
Credits: 3 Letter Grade
Hands-on training in legal platforms that offer time-keeping, litigation management and litigation support; introduction to e-discovery and consideration of related legal ethics.

LEGL 202: Advanced Legal Writing
Credits: 3 Letter Grade
Preparation of legal memoranda, settlement brochures and legal documents and development of a professional hard-copy and e-portfolio of legal documents. Prerequisite: ENGL 101 with a grade of B or higher.

LEGL 205: Legal Ethics
(E) Credits: 3 Letter Grade
This course focuses on the philosophical underpinnings of ethical systems and moves on to specifically consider the rules governing attorney behavior. The moral, philosophical and ethical components of those rules are analyzed and compared.

LEGL 281: Special Topics in Legal Studies
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

LEGL 301: Trial and Advocacy Practice
Credits: 3 Letter Grade
The nuts and bolts of preparing for trial including drafting of selected pre-trial documents and demonstration of oral advocacy skills. Introduction to the rules of evidence.

LEGL 302: Legal Service and Society
Credits: 3 Letter Grade
Students will perform legal service and through a weekly seminar reflect on the meaning of legal service and its relations to the legal system and the effectuation of effective systems change in the legal system. Repeatable for credit.

LEGL 311: Advanced Legal Writing
Credits: 3 Letter Grade
Preparation of legal memoranda, settlement brochures and legal documents and development of a professional hard-copy and e-portfolio of legal documents. Prerequisite: ENGL 101 with a grade of B or higher.

LEGL 401: Internship/Law & Legal Studies
Credits: 3 Pass/Fail
Off-campus professional field placement in criminal or civil law, government, advocacy, e-discovery, or similar legal support programs related to the student's interest and career path. The student is supervised by a College faculty member from the Center for Education, Advocacy, & Social Justice, along with a professional field supervisor employed at the sponsoring agency.

LEGL 402: Internship in Law & Legal Studies
Credits: 3 Pass/Fail
Off-campus professional field placement in criminal or civil law, government, advocacy, e-discovery, or similar legal support programs related to the student's interest and career path. The student is supervised by a College faculty member from the Center for Education, Advocacy, & Social Justice, along with a professional field supervisor employed at the sponsoring agency.

LEGL 403: Professional Internship Seminar
Credits: 3 Pass/Fail
This class allows students to clarify career interest, synthesize knowledge from the classroom with direct experience, and examine different agencies/opportunities in the legal field. There will be an emphasis on career crystallization and development to prepare for the Internship requirement of the major. Students are introduced to information necessary for life after college such as financial management, professional dress, interview practice, salary negotiation, organizational leadership, ethical practice, etc. Prerequisite: Declared Pre-law & Legal Studies major.

LEGL 498: Senior Seminar/Law & Legal Studies
Credits: 3 Letter Grade
Students will perform in-depth exploration and analysis of an approved issue in law. Each student will engage in independent research, write a scholarly paper, and give a professional oral presentation to the program and the college community. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year.

MATH – MATHEMATICS

MATH 104: Introduction to College Algebra
Credits: 3 Letter Grade
Designed to strengthen basic algebraic skills to promote success in higher level mathematics courses. Focuses on operations with natural, integer, rational, and real numbers, properties of exponents, algebraic expressions, polynomials, factoring, and solving linear and quadratic equations. Students will be tasked with reading mathematical word problems and obtaining the critical information to successfully solve such problems. Does not satisfy the core curriculum requirement for Quantitative/Data Analysis. Students who earn a grade of C- or higher meet the College Algebra requirement.

MATH 115: Understanding/Quantitative World
(QA) *Credits:* 3 Letter Grade
An approach to quantitative literacy in the 21st century. Intended to help students become comfortable using and interpreting mathematics outside the classroom. A variety of topics is approached from the perspective of mathematical modeling. Students who earn a grade of C- or better fulfill the Core Mathematics requirement. Not intended for students whose major requires additional mathematics, since it does not fulfill the Prerequisite for MATH-202 or 203 and other 200-level courses. Education majors placed in this course may take MATH-232. Prerequisite: Grade of C- or better in MATH-104 or Math Placement Level 1, 2, or 3.

MATH 117: Enriched Precalculus I
(QA) *Credits:* 3 Letter Grade
Designed for students who need additional support in order to be successful in precalculus. Topics include algebraic operations, equations and inequalities, algebraic functions, analytic geometry and graphing. Topics from Developmental Mathematics are presented as they relate directly to precalculus topics. Registration is by placement only. Students who earn a grade of C- or better in MATH-117 fulfill the core mathematics requirement for graduation.

MATH 121: Precalculus I
(QA) *Credits:* 3 Letter Grade
A course for the 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 functions, analytic geometry and graphing, and exponential, logarithmic, and trigonometric functions. MATH-121 is not open to students who have successfully completed a mathematics course beyond the 100 level. Students who earn a grade of C- or better fulfill the Core Mathematics requirement. Prerequisite: Grade of C- or better in MATH-104 or Math Placement Level 1, 2, or 3.

MATH 122: Precalculus II
(QA) *Credits:* 3 Letter Grade
Second course in a two-course review and development of topics needed for the further study of mathematics, including calculus and mathematics for management. Includes: functions and inverse functions, exponential, logarithmic and trigonometric functions, analytic geometry and graphing. MATH-122 is not open to students whose mathematics proficiency level is 1. Students who earn a grade of C- or better fulfill the Core Mathematics requirement. Students who successfully complete MATH-121 and who are planning a major in business or science are strongly advised to take MATH-122 before enrolling in mathematics courses required for their major. Prerequisite: MATH-121 or permission of the Department Chair.

MATH 201: Math for Mgmt I/Finite Mathematics
(QA) *Credits:* 3 Letter Grade
A study of functions and modeling, including polynomial, rational, exponential and logarithmic functions; mathematics of finance; linear systems and matrices, linear programming. Emphasis on applications to business, management, and the life sciences. Prerequisite: Grade of C- or better in MATH-104 or Math Placement Level 1, 2 or 3.

MATH 202: Math for Mgmt II/Applied Calculus
(QA) *Credits:* 3 Letter Grade
Differential and integral calculus with applications to business, management, and the life sciences. Prerequisite: Grade of C- or better in MATH-121 or MATH- 201; or Math Placement Level 1 or 2. Credit will not be given for more than one of MATH-202 or MATH-203.

MATH 203: Calculus I
(QA) *Credits:* 3 Letter Grade
Elements of analytic geometry, functions, limits, differentiation, applications of the derivative. Prerequisite: Math Placement level 1, or a grade of C- or better in MATH-121. Credit will not be given for more than one of MATH-202 or MATH-203.

MATH 204: Calculus II
Credits: 3 Letter Grade
Integration, applications of the integral, integration of exponential, logarithmic, trigonometric and inverse trigonometric functions, methods of integration. Prerequisite: a grade of C- or better in MATH-202 or MATH- 203.

MATH 227: Intro to Probability and Statistics
(QA) *Credits:* 3 Letter Grade
Provides an overview of descriptive and inferential statistics with applications to business and other areas of study. Topics include summarizing data, elements of probability, discrete and continuous distributions, sampling, linear regression, confidence intervals, hypothesis testing. MATH-227 serves as the required statistics course for business majors, and may also be taken by other students who need or are interested in an introductory statistics course. Credit may not be given for both MATH 227 and MATH 262. Prerequisite: a grade of C- or better in MATH-104 or Math Placement Level 1, 2 or 3.

MATH 231: Basic Math Theory/Applications I
(QA) *Credits:* 3 Letter Grade
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. Emphasis on communicating mathematics effectively. Prerequisite: Math Placement Level 1 or 2.

MATH 232: Basic Math Theory/Applications II
Credits: 3 Letter Grade
A second course in the 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: field properties of the real numbers; patterns, relations and functions; geometry; measurement; probability and statistics. Prerequisites: A grade of C or better in MATH-231 or MATH-115, or permission of the Department Chair.

MATH 251: Linear Algebra
Credits: 3 Letter Grade
Systems of linear equations, matrices and determinants, vectors in 2-space and 3-space, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MATH-204, or MATH-212, or permission of the Department Chair.

MATH 252: Calculus III
Credits: 3 Letter Grade
Infinite series, plane curves, parametric equations, vectors and the geometry of space, differential calculus of functions of several variables and applications, multiple integration with applications. Prerequisite: MATH-204.

MATH 261: Discrete Methods in Mathematics
Credits: 3 Letter Grade
Introduction to basic techniques and modes of reasoning of combinatorial problem solving. Topics chosen from logic, 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. Prerequisite: MATH-204, or 202 or permission of the Department Chair.

MATH 262: Probability and Statistics
Credits: 3 Letter Grade
Organizing and describing data, general probability theory, standard distributions, significance tests, confidence intervals,

regression, and correlation. Statistical analyses will be conducted using Excel. Credit may not be given for both MATH 227 and MATH 262. Prerequisite: MATH 202 or MATH 203, or permission of the Department Chair, or Math Placement Level 1.

MATH 272: Number Theory With Applications
Credits: 3 Letter Grade
Introduction to a variety of topics and applications in number theory, such as calendar computations, congruences, Diophantine equations and the RSA algorithm in cryptography. Prerequisites: MATH-204, or with permission of the Department Chair.

MATH 273: Advanced Probability and Statistics
Credits: 3 Letter Grade
Topics include probability theory, discrete and continuous random variables and distributions, conditional distributions, bivariate distributions, regressions, and advanced statistical tests. Statistical analyses will be conducted using R. Prerequisites: MATH 227 or MATH 262.

MATH 281: Special Topics in Mathematics
Credits: 3 Letter Grade
An in-depth investigation of a particular area of mathematics. Requires permission of the Department Chair since the topic and its Prerequisites may vary. Repeatable for credit.

MATH 305: Abstract Algebra I
Credits: 3 Letter Grade
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. Prerequisite: MATH-251, or permission of the Department Chair.

MATH 306: Abstract Algebra II
Credits: 3 Letter Grade
A continuation of the study of algebraic structures. Ring Theory is introduced. Topics include: ideals, homomorphisms, integral domains, polynomial rings; fields, and selected applications. Prerequisite: MATH-305.

MATH 307: Differential Equations
Credits: 3 Letter Grade
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: MATH-204.

MATH 321: Real Analysis
Credits: 3 Letter Grade
Sets and functions, topological terminology, sequences, continuity and its implications, differentiation, integration, series and uniform convergence, selected topics. Prerequisite: MATH-252, or permission of the Department Chair.

MATH 325: Game Theory
Credits: 3 Letter Grade
The study of Game Theory. Topics will include combinatorial games, classical games, strategies and game trees, the Nash Equilibrium, cooperation, and fair division. Prerequisite: MATH-202 or MATH-203, or permisison of the instructor.

MATH 331: Mathematical Modeling
Credits: 3 Letter Grade
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. Prerequisites: MATH-202 or MATH-204.

MATH 341: Introduction to Operations Research
Credits: 3 Letter Grade
Basics of operations research: applied linear programming, the simplex method, the dual problem and postoptimality analysis, the transportation and assignment problems. Prerequisite: MATH-251.

MATH 342: Fundamentals of Geometry
Credits: 3 Letter Grade
The study of axiomatic systems, Euclidean, non-Euclidean and transformation geometries. Required for Secondary Certification. Prerequisite: MATH-204, or permission of the Department Chair.

MATH 401: Internship in Mathematics
Credits: 3 Pass/Fail
Variable credit 1.0 to 3.0. Graded Pass/Fail only. Repeatable for credit. Permission of instructor/ department required. Fulfills Career Connections requirement for graduation.

MATH 481: Adv Special Topics in Mathematics
Credits: 3 Letter Grade
An in-depth investigation of a particular area of mathematics. Requires permission of the Department Chair, since the topic and its prerequisites may vary. Repeatable for credit.

MATH 490: Independent Study in Mathematics
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chairp and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

MATH 497: Modern Mathematical Theory
Credits: 3 Letter Grade
A seminar designed to help students gain a broad context for understanding mathematics through the study of its history and selected topics, e.g., cryptography, fractals, and famous problems. Focus on writing includes the solution of problems and proofs as well as descriptive writing. Course is Writing Intensive and fulfills graduation requirement in career preparation and public speaking. Prerequisite: MATH-305 and ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a writing prerequisite.

MATH 498: Senior Seminar in Mathematics
Credits: 3 Letter Grade
A capstone seminar in selected topics such as cardinal numbers and ordering of infinite sets, axiomatic systems, symbolic logic, number theory, 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 Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: MATH-497.

MCOM – MEDIA AND COMMUNICATION

MCOM 100: Intro to Media Studies
Credits: 3 Letter Grade
Students are introduced to the foundational concepts that explain how media and communication shapes our perspective of ourselves, others, and the world. Students will explore factors that enhance and inhibit effective communication in a variety of settings. Communication principles will be covered, as well as how to apply the principles within various media industries and storytelling, enhancing students understanding of storytelling and media relations.

MCOM 102: The Griffin Production Workshop
Credits: 1 Pass/Fail
This workshop involves participation in The Griffin, the student news publication. Students will have staff positions and will make regular contributions to The Griffin. The workshop meeting time will serve as a staff meeting and a time for trainings and discussions. Students will work independently or in collaboration on newsgathering and reporting to produce news stories, primarily in a digital writing format. Students who are new to journalism will learn basic skills in the field. Students with experience will have leadership positions. Repeatable up to 3 credits.

Prerequisite: ENGL-101 or instructor permission.

MCOM 103: Griffin Media Production Workshop
Credits: 1 Pass/Fail
This workshop involves participation in the staff of Griffin Media, the student multi-media production outlet. Students will have staff positions and will make regular contributions to broadcast content. The workshop meeting time will serve as a staff meeting and a time for trainings and discussions. Students will work collaboratively in small teams to write, shoot, narrate, edit, and produce a complete spot or independent show in a subject of their choice. Students who are new to media production will learn basic skills in the field. Students with experience will have leadership positions. Repeatable up to 3 credits. Prerequisite: ENGL-101 or instructor permission, MCOM 120 strongly recommended.

MCOM 104: Griffin Public Relations Workshop
Credits: 1 Pass/Fail
This workshop involves participation in the staff of Griffin PR, the student public relations outlet. Students will have staff positions and will make regular contributions to campaign content. The workshop meeting time will serve as a staff meeting and a time for trainings and discussions. Students will work collaboratively in small teams to identify clients, pitch ideas, build campaigns, and deliver final products. Students who are new to public relations will learn basic skills in the field. Students with experience will have leadership positions. Repeatable up to 3 credits. Prerequisite: ENGL-101 or instructor permission, MCOM 261 strongly recommended.

MCOM 106: Literary Magazine Workshop
Credits: 1 Pass/Fail
Provides students with hands-on experience in print publishing. Students plan layout and production, using the art/literary magazine, The Grackle, as the material and end product. This workshop covers editing (grammar and punctuation included), editorial decisions, ethical decision making, and layout and design choices. Offered spring semester only. MCOM-106 can count as a Media and Communication workshop and can be taken up to 3 times. Cross-listed with ENGL-106.

MCOM 120: Introduction to Media Arts
(AC) Credits: 3 Letter Grade
This course examines the visual and media arts through a theoretical, aesthetic and practical framework. Students explore the history, theory and practice of image making, sound production, and new technologies through collaborative and individual projects, readings, interactive exercises and written assignments. Students will develop critical thinking and visual literacy proficiency through screenings of narrative, documentary, and experimental media and the production of short film projects.

MCOM 140: Digital Media Writing
Credits: 3 Letter Grade
Introduces the form and style of writing in three contexts: conveying information, storytelling, and cultural analysis. Students develop basic writing skills that are important to media fields such as journalism, public relations, film, podcasting, and media criticism. The course will focus on the writing process, including conception, research, organization, initial draft, and revising. Students will also read and analyze examples of published digital writing. Prerequisite: ENGL-101. Cross-listed: MKTG-200

MCOM 150: Media & Society
(SW) Credits: 3 Letter Grade
This course examines the development of media technologies, media industries, and media practices in the U.S. Provides a historical context for understanding ongoing developments in digital media. Considers the way society shapes media and what that reveals about the society, as well as the power of media in society.

MCOM 160: Public Speaking
Credits: 3 Letter Grade
This course focuses on the practical skill of public speaking, including how to research, analyze, organize and select appropriate subject matter; techniques to lessen speaker anxiety; and the use of visual aids to enhance speaker presentations. Students will develop effective presentational skills, critical thinking and astute listening. Explores the psychology of audience response and appeal. Students develop skills in using visual and digital presentation software. Fulfills the Public Speaking Core Curriculum Requirement for graduation.

MCOM 170: Interpersonal Communication
Credits: 3 Letter Grade
Examines the theory and research behind interpersonal communication. Studies how people generate meaning in interpersonal transactions through the use of language, space, gesture, and time. Explores communication processes in dyads, small groups, and teams, and in organizational settings. Teaches skills to improve students' communication competence in both personal and professional environments.

MCOM 200: Writing for Digital Media
Credits: 3 Letter Grade
Introduces the form and style of writing in three contexts: conveying information, storytelling, and cultural analysis. Students develop basic writing skills that are important to media fields such as journalism, public relations, film, podcasting, and media criticism. The course will focus on the writing process, including conception, research, organization, initial draft, and revising. Students will also read and analyze examples of published digital writing. Prerequisite: ENGL-101. Cross-listed: MKTG-200

MCOM 202: Digital Journalism Workshop
Credits: 3 Pass/Fail
This 3-credit version of the workshop involves greater participation in The Griffin, the student news publication. Students will have leadership positions and will make and oversee regular contributions to The Griffin. The Advanced workshop will meet at the same time as the regular Workshop, and will serve as a staff meeting and a time for trainings and discussions. Prerequisite: MCOM 102 & MCOM 240, or instructor permission

MCOM 203: Advanced Media Production Workshop
Credits: 3 Pass/Fail
This 3-credit version of the workshop involves greater participation in Griffin Media, the student multimedia production outlet. Students will have leadership positions and will make and oversee regular contributions to Griffin Media. The Advanced workshop will meet at the same time as the regular Workshop, and will serve as a staff meeting and a time for trainings and discussions. Prerequisite: MCOM 103 & MCOM 220, or instructor permission

MCOM 204: Advanced Griffin PR Workshop
Credits: 3 Pass/Fail
This 3-credit version of the workshop involves greater participation in Griffin PR, the student run public relations outlet. Students will have leadership positions and will make and oversee regular contributions to Griffin PR. The Advanced workshop will meet at the same time as the regular Workshop, and will serve as a staff meeting and a time for trainings and discussions. Prerequisite: MCOM 104 & MCOM 262, or instructor permission.

MCOM 210: Social Media Marketing
Credits: 3 Letter Grade
Presents the latest theories on brand building through social media environments. Students will learn how to conduct social media audits, use editorial calendars, write and publish social media posts, develop social media marketing plans, set campaign objectives, and track their effectiveness. Search-engine optimization will also be covered. Students will be expected to apply their knowledge by participating on different social media platforms through interactive class projects. This may require students to set up individual social media accounts. Successful students will exit the course with industry-recognized Hootsuite Social Marketing certification.

MCOM 215: Media Ethics
(E) Credits: 3 Letter Grade
The course introduces key ethical frameworks and codes of ethics to address the distinct ethical problems, practices, and norms of digital media. Topics include social media, online journalism, digital privacy and surveillance, file sharing, and artificial intelligence. This course involves case studies, discussion, and deliberation, as well as reading

and listening to fundamentals of ethical thought. Moral philosophy is a basis for the exploration of issues.

MCOM 220: Multimedia Production
Credits: 3 Letter Grade
This course serves as an introduction to the world of digital media production. Students explore The Adobe Creative Cloud suite of applications and learn how to construct visual portfolios (eg, images, web sites, interactive materials), audio pieces, and videos. Students work independently and collaboratively on digital projects. Skills across multimedia production will serve students in a variety of settings, including the broadcast, corporate, educational, and the nonprofit field.
Prerequisite: MCOM 120 or instructor permission

MCOM 221: Videography
Credits: 3 Letter Grade
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.
Prerequisite: MCOM-120 or instructor permission

MCOM 222: Video Editing
Credits: 3 Letter Grade
This course combines theory with practice by introducing students to the history of film editing, practical editing techniques, traditions and conventions, as well as a basic overview of HD (high-definition) post production workflow. Lectures, in-class exercises, projects and homework assignments provide a framework for understanding film language and visual grammar, the fundamentals of shot sequencing, narrative structure, edit progression and digital post production technique in Adobe Premiere Pro. In addition to basic narrative structure, other modes of filmmaking will be explored including documentary, experimental and commercial video editing. The skills and techniques learned in this course are invaluable across diverse media platforms and communication industries.
MCOM 120 strongly recommended.

MCOM 223: Audio Production
(*AC*) *Credits:* 3 Letter Grade
The skills and techniques learned in this course will have direct application to audio needs in many industries: radio and television broadcasting, movies, music, and the web. Teaches students to prepare and write a script for recording, record sounds correctly, edit digital audio information, and create exciting audio environments. Students learn to manipulate sounds - narration, music, and sound effects - to create dynamic productions.
MCOM 120 strongly recommended

MCOM 224: Digital Photography
(*AC*) *Credits:* 3 Letter Grade
This class is designed to give students the basic creative skills, techniques and knowledge needed to produce compelling digital images. Students will develop an understanding of the elements of a compelling photograph, critically look at photography in an objective manner, gain proficiency with a digital camera and photo editing programs, and build a digital portfolio of work.

MCOM 227: TV Production
Credits: 3 Letter Grade
Students learn to work collaboratively in small teams to write, shoot, narrate, edit and broadcast a complete spot or story in a subject of their choice in the TV studio. Skills include keying for green screen compositing, and conventions of multicamera shooting for episodic TV and talk show formats. Students learn the basics of fundamental interview, camera and audio skills necessary to create original shows. MCOM 120 strongly recommended

MCOM 228: Screenwriting
(*MI*) *Credits:* 3 Letter Grade
Introduces students to the conventions and essential elements of writing clear, concise, and dynamic short scripts for film and video productions. Through writing exercises, close readings and scene analysis, students will learn to format their scripts to write realistic dialogue, visually compelling scenes, and narrative arcs. The course focuses on peer collaboration workshops, providing communication skills for successful team-building.

MCOM 230: Media Literacy
Credits: 3 Letter Grade
Teaches the ability to identify different types of media and understand the messages they are sending in a media saturated world. Builds the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric environment. Focuses on the importance of multiple points of view, and equips students with the ability to identify the U.S. media's powerful leanings towards commercialism, individualism and specific ideologies. Students will synthesize the knowledge and skills gleaned from other courses and experiences in order to effectively use and understand digital media, building a professional took kit. Cross-listed with MKTG-230.

MCOM 231: American Cinema
(*AC*) *Credits:* 3 Letter Grade
Traces the historical foundations of film production and progresses to current trends. An overview of film history, narrative, genre, aesthetics and production guidelines will be covered. Students will learn to analyze and write critically about film. Trends and periods include film noir, war cinema, musicals, the blacklist, censorship, African American cinema, and New Hollywood.

MCOM 232: International Cinema
(*AC*) *Credits:* 3 Letter Grade
Traces the historical foundations of film production and history internationally. The course moves chronologically and geographically through important periods and advances. These include German Expressionism, Italian Neo-Realism, New Wave cinema, various genres, and current movements. Students will learn to analyze and write critically about film.

MCOM 240: Digital Journalism
Credits: 3 Letter Grade
Introduces students to the practice of digital journalism writing. Students learn the basic forms and styles of journalistic writing, as well as journalistic methods of information gathering. Students develop skills in basic news writing, feature writing, and opinion writing. Students also develop reporting skills in interviewing and journalistic research. High-quality work will be considered for publication in The Griffin, the student news publication.
Prerequisite: MCOM 200 or instructor permission

MCOM 245: Sports Communication
Credits: 3 Letter Grade
Designed to teach all aspects of media interaction with sports. Students will explore the roles of media reporter, blogger, broadcaster, communication specialist, social media poster, and in-house talent. Students will also examine sports media as a career, utilizing journalism skills like interviewing, reporting, blogging, working with coaches and the athletic department, staging and covering press conferences, statistics, etc. The course will also focus on issues related to sports coverage, including race and gender, hero worship and the ethics of what sports journalists do and why they do it.
Cross-listed: SPMA-245

MCOM 250: Digital Media & Society
(*SW*) *Credits:* 3 Letter Grade
Critically examines the relationship between society and constantly evolving social media, evaluating the impact of social media on relationships, politics, news media, activism, economies, and identities. Students will also gain practical social media skills: understanding the landscape, learning "best practices," and using different social media technologies throughout the class to create and propagate content.
Cross-listed: MKTG-250

MCOM 254: Advertising
Credits: 3 Letter Grade
Covers advertising objectives, research, creative message execution, media selection, legal and ethical requirements and budgeting.
Cross-listed: MKTG-254

MCOM 260: Persuasion & Propaganda
Credits: 3 Letter Grade

Course focuses on critically analyzing persuasive message techniques in commercial advertising, political rhetoric, digital media, and public service messages. Students will develop critical skills necessary to distinguish between persuasion and propaganda, acquire a historical and theoretical understanding of the relationship between propaganda and persuasion, and learn to recognize, describe, and evaluate propaganda in its most representative forms and contexts.
Cross-listed: MKTG-260

MCOM 261: Public Relations
Credits: 3 Letter Grade
This course is designed to introduce students to the field of public relations, the public relations process, the history of public relations and how public relations is utilized in various professions to create campaigns. Students evaluate strategic public relations plans and then plan and present a PR campaign.
Cross-listed: MKTG-255

MCOM 262: Public Relations Writing
Credits: 3 Letter Grade
Students plan and create public relations plans. Using journalistic techniques, students write press releases, newspaper and/or magazine articles designed to generate media attention for an organization or product. Students create a portfolio of public relations writing, which may include newsletter, brochure, speech, pitch letter, and additional collateral public relations materials.
Prerequisite: ENGL-101 & MCOM 261 or instructor permission
Cross-listed: MKTG-262

MCOM 263: Courtroom Communication
Credits: 3 Letter Grade
Communication theories and strategies for effectively understanding, engaging, and interpreting oral arguments and debate within a legal landscape on breaking news cases.
MCOM 270: Business Communication
Credits: 3 Letter Grade
Focuses on developing oral and written communication skills in the context of the contemporary business environment. Students develop the competencies necessary to communicate effectively in a variety of professional situations that involve speaking, listening and writing. Students will also prepare for an employment interview including researching potential organizations, writing a cover letter/resume and planning for the interview.
Cross-listed: BUSN-270

MCOM 276: Grant Writing
Credits: 3 Letter Grade
Introduces students to the grant funding process and provide students with the skills to develop successful grant proposals. This is a writing intensive course aimed at scaffolding students' progress by developing a grant proposal in sections with multiple drafts and revisions, and incorporating peer feedback.
Prerequisite: ENGL-101

MCOM 281: Spl Topics in Media & Communication
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.
MCOM 300: Media Theory & Research
Credits: 3 Letter Grade
An examination of media theories and research methods. Students learn how to interpret, analyze, and integrate significant data through developing a literature review on a topic relevant to Media & Communication. Course is Writing Intensive and must be taken the semester preceding MCOM-498: Senior Seminar in Media & Communication.
Prerequisites: MCOM-200 & MCOM-230

MCOM 321: Advanced Videography
Credits: 3 Letter Grade
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: MCOM-221

MCOM 328: Advanced Screenwriting
Credits: 3 Letter Grade
Builds on the fundamentals learned in Screenwriting I in order to craft an original, coherent, and dramatic feature-length screenplay. Additionally, the course covers loglines, treatments, and the art of pitching.
Prerequisite: MCOM-228

MCOM 330: Gender & Race in Media
(SW) Credits: 3 Letter Grade
This course focuses on representations of gender, race, class, and sexual identity in contemporary American mass media. Examines issues of authorship and spectatorship (audience), and explore the impact of representations in media on processes of identity formation as well as in the formation of such collectives as national identity, ethnic identity, gender, etc. Students will critique various media artifacts through both presentations and writing.
MCOM-230 strongly recommended

MCOM 331: Media Relations, Race & Diversity
(CL) Credits: 3 Letter Grade
Examines the intersection of race, diversity, and media relations. We begin by exploring the definition of race and how it shapes media representation and societal narratives. Through the lens of race and diversity, students will analyze how these factors influence media gatekeepers and coverage. In addition to studying media relations—the strategic process of engaging with journalists—students will learn the art of pitching stories and crafting their own narratives. In a media landscape dominated by rapid news cycles and competing interests, securing journalists' attention is increasingly challenging. This course equips students with the tools to pitch stories effectively, while also emphasizing the importance of creating and sharing diverse stories. By the end of the course, students will have gained practical skills in media relations and storytelling, with a focus on diversity and inclusion. The course is cross listed with MKTG 331
MCOM 332: Race, Gender and Sports
(SW) Credits: 3 Letter Grade
This course is designed to explore the relationship between sport, identity, and society in both the United States and the broader global world. You will learn to critically examine a wide range of topics including, but not limited to sport & gender, sport & race, sport & socioeconomics, and sport & politics in the United States and abroad. This course intends to develop your critical thinking skills and encourage you to think about the role of race and gender in sport and the construction of identities and ideologies in societies particularly through sporting institutions and experiences.
MCOM 340: Advanced Digital Journalism
Credits: 3 Letter Grade
This is a writing-intensive course in which students engage in more advanced and in-depth forms of journalistic writing, reporting and multimedia storytelling. Students develop their abilities as reporters, journalistic storytellers, and cultural critics. Students also develop their skills in digital writing and online publishing. Students analyze professional, published work while developing, researching, and writing their own stories. The goal is for student work to be published in The Griffin, the student news publication.
Prerequisite: MCOM 240

MCOM 345: Sports Marketing
Credits: 3 Letter Grade
An examination and utilization of basic marketing principles to the domain of sport. Topics will include sport products and services, marketing strategies, consumer behavior, research and information management, promotions, positioning and sponsorship.

MCOM 350: Media & the Public
(CL) Credits: 3 Letter Grade
Examines the role of media in the formation of the public sphere and public culture, with an emphasis on the framework of social justice and cultural inclusion. Analyzes media institutions, forms, and practices in the formation and representation of community and culture. The focus is on alternatives to the dominant commercial form of media and the alignment of media with efforts to create a more just society and a more inclusive culture.
Prerequisites: MCOM-150 & MCOM-230, or instructor permission

MCOM 351: The Art of Protest & Social Change
(AC) Credits: 3 Letter Grade
This course explores the pivotal role artists play in the fight for social justice historically and in the contemporary context, both locally and globally.
Guiding questions include: What does protest look like? What skills are useful in shaping

social change through the arts? What ethical dilemmas arise in socially engaged art? Through a diverse range of assignments, including papers, journals, digital storytelling, and hands-on projects, students will engage in reflective and experiential learning, fostering a deeper understanding of the transformative power of art in the realm of social change. This course satisfies the Core Requirement for REAL WORLD PROBLEMS

MCOM 360: Media Law
(CL) Credits: 3 Letter Grade
Provides an overview of the laws and policies that shape U.S. media industries, technologies, practices, and content. As media practitioners, students gain essential knowledge about the laws and policies that define the freedoms and limitations of media professionals. As everyday media users, students gain a deeper understanding of the legal and political forces that shape the U.S. media system. Key issues include speech and press freedoms, information access, libel, privacy, copyright, and electronic and digital media regulation.

MCOM 368: Media, Crime and Justice
Credits: 3 Letter Grade
Students will explore myths and realities about justice in the media. Students will evaluate various forms of media and their coverage of breaking news and the impact on culture, society and justice. Students write and investigate how media intersects with crime and justice, with attention to the reciprocal relationship between the two disciplines.
Cross-listed: CRJU-348

MCOM 401: Internship in Media & Communication
Credits: 3 Pass/Fail
Field work for the qualified student in the areas of advertising, broadcasting, journalism, professional communication, public relations, or related professional experience. Site must be approved by the Discipline Chair of Media & Communication. Graded Pass/Fail only. Repeatable for up to 12 credits. Prerequisite: permission of the Discipline Chair

MCOM 405: Practicum in Media & Communication
Credits: 3 Letter Grade
Practicums are professional roles within each of our primary production outlets. These positions are year-long and go through a formal application process. Practicums run from August-May and students earn 3 credits each semester, for a total of 6 credits in one academic year. The following positions qualify for Practicum:
- Editor-in-Chief, The Griffin
- Production Coordinator, Griffin Media
- President, Griffin PR

Prerequisite: permission of the Discipline Chair

MCOM 481: Advanced Spl Topics in Media/Comm
Credits: 3 Letter Grade
An in-depth investigation of a topic chosen by the instructor. Topics vary by semester. Repeatable for credit.

MCOM 490: Independent Study in Media/Comm
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Discipline Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

MCOM 498: Senior Seminar in Media/Comm
Credits: 3 Letter Grade
This is the capstone course for Media & Communication majors. The course is designed to integrate the knowledge students acquired throughout their studies in the program, as well as prepare them for professional and academic pursuits after graduation. Students will create a comprehensive portfolio and present their portfolios to the Media & Communication department in April.

Prerequisite: MCOM-300

MGMT – MANAGEMENT

MGMT 105: Principles of Management
Credits: 3 Letter Grade
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.

MGMT 204: Organization/Management of HR
Credits: 3 Letter Grade
A Writing Intensive (WI) course that provides an in-depth examination of the functions performed by the human resources department in an organization. It will also examine organizational behavior as it relates to the management of people at work. Topics include: human resources planning, recruitment and selection, training and development, compensation and benefits, equal employment opportunity, and the fair and ethical treatment of employees. It will also examine the various theories relating to motivation, leadership and culture. Prerequisite: ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite. All non-Accounting majors must also have BUSN-101 or BUSN-104.

MGMT 205: Project Management
Credits: 3 Letter Grade
Provides an introduction to the systems approach to the management of complex tasks or projects whose objectives are explicitly stated in terms of time, cost and performance parameters. The key elements addressed include: scope, schedule, budget, quality, human resources, communications, risk and procurement. The course will review how these elements fit into a project management plan, as well as how they are executed and controlled. Prerequisites: BUSN-104; and MATH-122, or Level 1 or 2 on the Math Proficiency Test.

MGMT 206: Purchasing/Supply Chain Management
Credits: 3 Letter Grade
Explores the traditional purchasing function as it has evolved from a narrowly defined activity into a professional supply management function driven by technology and people. The student will be expected to apply theory to solving problems relating to the basic concepts of purchasing, materials and supply management, cost analysis and negotiation strategies, capital acquisition process, and professional services procurement. Other areas to be covered include: legal aspects of purchasing, materials management, inventory management, Just-in-Time Purchasing, E-purchasing, supplier selection and evaluation, global sourcing, supply chain power, Total Quality Management (TQM), price determination, equipment acquisition and disposal, and procuring professional services. Prerequisites: BUSN-101 or BUSN-104; ECON-102; and ACCT-104.

MGMT 281: Special Topics in Management
Credits: 3 Letter Grade
Repeatable for credit. Topics vary by semester.

MGMT 300: Operations Management
Credits: 3 Letter Grade
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. Prerequisites: MATH-201 and ECON-102. MATH-227 is recommended, but not required.

MGMT 302: Entrepreneurship
Credits: 3 Letter Grade

Designed to introduce the student to the entrepreneurial process. Changes in technology and consumer behavior have generated numerous small business opportunities. Services cannot be mass-produced, and entrepreneurs have established business to serve the consumer on an individual basis. The course combines traditional classroom activities with hands-on activities in order to provide the student with a foundation that is both conceptual and practical. This foundation can facilitate the practice of entrepreneurship in new ventures. Open to Juniors or Seniors only. Prerequisites: ACCT-104 and MATH-201. MATH-227 is recommended but not required.

MGMT 303: Strategic Management
Credits: 3 Letter Grade
Designed to give the student a basic understanding of the planning, organization and management of an enterprise. This will be achieved through the use of case studies and insights into operational functions and decisions of management. The course includes a study of the characteristics of strategic decision-making, as applied to the basic organizational functions of operations, marketing and finance. Open to Juniors and Seniors only. Prerequisites: ACCT-104 and MATH-201. MATH-227 is recommended, but not required.

MGMT 304: Culture in Intern'l Decision-Making
Credits: 3 Letter Grade
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: BUSN-101

MGMT 330: Data Analytics
Credits: 3 Letter Grade
Examines the ways in which organizations can use data to gain insights and make better decisions. Data analytics are applied in operations, marketing, finance, and strategic planning among other functions. The ability to use data effectively to drive rapid, precise and profitable decisions has been a critical strategic advantage for organizations.
Prerequisite: MATH-227. Cross-listed with MGMT-330.

MGMT 401: Internship in Management
Credits: 3 Pass/Fail
Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

MGMT 490: Independent Study in Management
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chairperson and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits.

MKTG – MARKETING

MKTG 200: Writing for Digital Media
Credits: 3 Letter Grade
Introduces the form and style of writing in three contexts: conveying information, storytelling, and cultural analysis. Students develop basic writing skills that are important to media fields such as journalism, public relations, film, podcasting, and media criticism. The course will focus on the writing process, including conception, research, organization, initial draft, and revising. Students will also read and analyze examples of published digital writing.
Prerequisite: ENGL-101. Cross-listed: MCOM-200

MKTG 203: Marketing Principles
Credits: 3 Letter Grade
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.

MKTG 205: Consumer Behavior
Credits: 3 Letter Grade
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 Prerequisite: MKTG-203

MKTG 206: International Marketing
Credits: 3 Letter Grade
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: MKTG-203

MKTG 210: Social Media Marketing
Credits: 3 Letter Grade
Presents the latest theories on brand building through social media environments. Students will learn how to conduct social media audits, use editorial calendars, write and publish social media posts, develop social media marketing plans, set campaign objectives, and track their effectiveness. Search-engine optimization will also be covered. Students will be expected to apply their knowledge by participating on different social media platforms through interactive class projects. This may require students to set up individual social media accounts. Successful students will exit the course with industry-recognized Hootsuite Social Marketing certification.

MKTG 230: Media Literacy
Credits: 3 Letter Grade
Teaches the ability to identify different types of media and understand the messages they are sending in a media saturated world. Builds the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric environment. Focuses on the importance of multiple points of view, and equips students with the ability to identify the U.S. media's powerful leanings towards commercialism, individualism and specific ideologies. Students will synthesize the knowledge and skills gleaned from other courses and experiences in order to effectively use and understand digital media, building a professional took kit. Cross-listed with MCOM-230.

MKTG 250: Social Media & Society
(SW) Credits: 3 Letter Grade
Critically examines the relationship between society and constantly evolving social media, evaluating the impact of social media on relationships, politics, news media, activism, economies, and identities. Students will also gain practical social media skills: understanding the landscape, learning "best practices," and using different social media technologies throughout the class to create and propagate content.
Cross-listed: MCOM-250

MKTG 253: Retailing
Credits: 3 Letter Grade
Critical analysis of retailing strategy and management with extensive examination of selected and current problems unique to the retailing sector of the economy. Prerequisite: MKTG-203

MKTG 254: Advertising
Credits: 3 Letter Grade
Covers advertising objectives, research, creative message execution, media selection, legal and ethical requirements and budgeting.

MKTG 255: Public Relations
Credits: 3 Letter Grade
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. Cross-Listed: MCOM-261.

MKTG 256: Personal Selling/Sales Force Mgmt
Credits: 3 Letter Grade
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. Prerequisite: MKTG-203.

MKTG 262: Public Relations Writing
Credits: 3 Letter Grade
Students plan and create public relations plans. Using journalistic techniques, students write press releases, newspaper and/or magazine articles designed to generate media attention for an organization or product. Students create a portfolio of public relations writing, which may include newsletter, brochure, speech, pitch letter, and additional collateral public relations materials. Prerequisite: ENGL-101 & MCOM 261 or instructor permission
Cross-listed: MCOM-262

MKTG 281: Special Topics in Marketing
Credits: 3 Letter Grade
Repeatable for credit. Topics vary by semester.

MKTG 310: Marketing Research
Credits: 3 Letter Grade
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. Course is writing intensive. Pre-Requisites: ENGL-101, MKTG-203 and MATH-227.

MKTG 331: Media Relations, Race & Diversity
Credits: 3 Letter Grade
Examines the intersection of race, diversity, and media relations. We begin by exploring the definition of race and how it shapes media representation and societal narratives. Through the lens of race and diversity, students will analyze how these factors influence media gatekeepers and coverage. In addition to studying media relations—the strategic process of engaging with journalists—students will learn the art of pitching stories and crafting their own narratives. In a media landscape dominated by rapid news cycles and competing interests, securing journalists' attention is increasingly challenging. This course equips students with the tools to pitch stories effectively, while also emphasizing the importance of creating and sharing diverse stories. By the end of the course, students will have gained practical skills in media relations and storytelling, with a focus on diversity and inclusion. The course is cross listed with MCOM-331.

MKTG 365: Marketing Management
Credits: 3 Letter Grade
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. Pre-Requisite: MKTG-203

MKTG 401: Internship in Marketing
Credits: 3 Pass/Fail
Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation. Prerequisite: MKTG-203.

MKTG 402: Internship in Marketing
Credits: 3 Pass/Fail
Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation. Prerequisite: MKTG-203.

MKTG 481: Advanced Special Topics / Marketing
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

MKTG 490: Independent Study in Marketing
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chairperson and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

MKTG 498: Senior Seminar in Marketing
Credits: 3 Letter Grade
Capstone course designed to engage the student in a research project culminating in an oral and written presentation. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the Faculty Advisor. Prerequisite: A Writing Intensive course, usually MGMT-204.

MULS – LESSONS/NONMAJ

MULS 103: Piano Lessons (Non-Major)
Credits: 1 Pass/Fail
There is an additional fee per semester for MULS-Private Music Lessons. Lesson time/location are arranged directly with the instructor each semester. (Fee: $520, per semester)

MULS 111: Vocal Lessons (Non-Major)
Credits: 1 Pass/Fail
There is an additional fee per semester for MULS-Private Music Lessons. Lesson time/location are arranged directly with the instructor each semester. (Fee: $520, per semester)

MULS 121: Guitar Lessons (Non-Major)
Credits: 1 Pass/Fail
There is an additional fee per semester for MULS-Private Music Lessons. Lesson time/location are arranged directly with the instructor each semester. (Fee: $520, per semester)

MULS 132: Violin Lessons (Non-major)
Credits: 1 Pass/Fail
There is an additional fee per semester for MULS-Private Music Lessons. Lesson time/location are arranged directly with the instructor each semester. (Fee: $520, per semester)

MULS 161: Percussion Lessons (Non-Major)
Credits: 1 Pass/Fail
There is an additional fee per semester for MULS-Private Music Lessons. Lesson time/location are arranged directly with the instructor each semester.

MULS 171: Miscellaneous Lessons (Non-Major)
Credits: 1 Pass/Fail
There is an additional fee per semester for MULS-Private Music Lessons. Lesson time/location are arranged directly with the instructor each semester. (Fee: $520, per semester)

MUPE – MUSIC PERFORMANCE

MUPE 110: Hill Singers Performance
Credits: 0.5 Non-Academic Pass/Fail
Choral group meets weekly to prepare repertoire for various college-related functions and the community. No previous singing experience is necessary. Graded Pass/Fail only. Credits not applicable towards graduation.

MUPE 130: String Ensemble Performance
Credits: 0.5 Non-Academic Pass/Fail
String Ensemble is open to all students; however, an audition is required. Graded Pass/Fail only. Credits not applicable towards graduation.

MUPE 150: Wind Ensemble Performance
Credits: 0.5 Non-Academic Pass/Fail
The study and performance of instrumental music of various styles. Open to students who play brass, woodwind, or percussion insturments. Performances include Carol Night, Spring Concert, and other events as scheduled. Graded Pass/Fail only. Credits not applicable towards graduation.

MUPE 170: Jazz Ensemble Performance
Credits: 0.5 Non-Academic Pass/Fail
The performance of various styles of jazz and contemporary music for various college events. Open to students who play an appropriate jazz instrument. Audition is required. Graded Pass/Fail only. Credits not applicable towards graduation.

MUSC – MUSIC

MUSC 101: Music in Western Culture
(*AC*) *Credits:* 3 Letter Grade
A chronological survey of the development of music, its styles and characteristics, from the Middle Ages to the early twentieth century. No musical background necessary. Core: Art/Music requirement.

MUSC 105: Aural Skills I
(*AC*) *Credits:* 3 Letter Grade
Aural skills develops the ability to read, write, and analyze music with correct terminology. Students also sing and play melodies and rhythms. In addition, students learn to take melodic and rhythmic dication.

MUSC 120: Introduction to Western Music
(*AC*) *Credits:* 3 Letter Grade
Elementary development of music theory and sight singing skills along with an introduction to important composers and masterworks of Western art music. Core: Art/Music requirement.

MUSC 124: American Music
(*AC*) *Credits:* 3 Letter Grade
A panoramic survey of the streams of American music. Encompasses ethnic, folk, religious, and popular music; jazz and its forerunners and a brief history of Rock and Roll. No musical background necessary. Core: Art/Music requirement.

MUSC 130: Computers and Music Creation
(*AC*) *Credits:* 3 Letter Grade
Using the computer as a tool for musical expression, examines the technical capabilities of technology for artistic expression through contemporary sonic art/music production. After an overview of the fundamentals of acoustics and digital sampling, the class will explore the digital sonic/musical techniques of audio recording, software synthesis, sound editing and mixing, and final production. Core: Art/Music requirement.

MUSC 140: Critical Survey of Music in Film
Credits: 3 Letter Grade
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. Core: Art/Music requirement.

MUSC 201: Music Theory I
(*AC*) *Credits:* 3 Letter Grade
A fundamental study of music theory, including scales, intervals, basic triad formation and melodic organization. Prerequisite: MUSC-120 with grade of C- or better or instructor approval.

MUSC 202: Music Theory II
Credits: 3 Letter Grade
Music Theory II explores elements of diatonic and chromatic harmony including qualities and inversions of triads and seventh chords, nonharmonic tones, secondary dominants, and modulation to closely related keys. Prerequistes: Music Theory I with grade of C- or better.

MUSC 203: Global Music
Credits: 3 Letter Grade
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. Core: Art/Music requirement.

MUSC 281: Special Topics in Music
(*AC*) *Credits:* 3 Letter Grade
Topics vary and include specialized topics touching on all of the areas of study in Music. Repeatable for credit. Core: Art/Music requirement

MUSC 301: Music Theory III
Credits: 3 Letter Grade
Music Theory III continues to build skills of analysis, composition, and ear training. Scores from the eighteenth and nineteenth centuries will be analyzed and used as models for original composition, exposing students to a wider spectrum of harmonies and formal structures. Prerequiste: Music Theory II with grade of C- or better.

MUSC 302: Music Theory IV
Credits: 3 Letter Grade
A guide to understanding the complexities of twentieth century music, while continuing to study music of the past. Includes form and analysis. Students analyze representative works. Prerequisite: MUSC-301 or permission of the Department Chair.

MUSC 490: Independent Study in Music
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits.

MUSC 495L: Senior Seminar Advisory
Credits: 1 Letter Grade

NURS – Nursing

NURS 300: Culture of Health
(*CL*) *Credits:* 3 Letter Grade
This course examines theories and principles of health promotion, disease prevention and risk reduction. Primary (prevention), secondary (detection) and tertiary (reduction of continuing risk will be reviewed across the lifespan. Contemporary theories of health promotion will be examined. Utilizing current and federal guidelines for prevention including such documents as Healthy People 2030, CDC Guidelines and Institute of Medicine documents students will identify health behaviors for themselves and their patients. Social determinants of health (SCOH), public policy, and health care financing will be examined in the context of promoting health for all. (3 classroom hours/week)

NURS 301: Health Assessment
Credits: 3 Letter Grade
This course provides students with the theoretical knowledge and clinical skills necessary for comprehensive and systematic collection of subjective and objective patient data. Students will learn to develop a database through collection of a health history, evaluation of pertinent laboratory data and performance of a physical assessment. The emphasis of this course is on the differentiation between normal and abnormal findings. This course includes a laboratory experience which will provide students with the opportunity to refine clinical assessment skills and synthesize the components of a health history and physical assessment findings. (3 credits: 2 classroom hours/3 laboratory hours/week)

NURS 301L: Health Assessment Lab
Credits: 0 Letter Grade
Taken in the same semester as NURS-301. Lab is graded as part of the lecture. Corequisite: NURS-301.

NURS 302: Pathophysiology
Credits: 3 Letter Grade
This course explores alterations in physiologic mechanisms as they relate to health and illness. Common pathophysiologic alterations will be presented with attention to the impact of these alterations on the mind, body and spirit of the individuals affected by them. The role of genetics will be explored and considered within the context of primary, secondary and tertiary prevention. (3 credits: 3 classroom hours/week)

NURS 303: Pharmacology
Credits: 3 Letter Grade
This course investigates principles of pharmacology as they apply to pharmacologic intervention in the care of patients. Principles of pharmacodynamics, drug-drug interactions, adverse effects, side effects and professional nursing responsibilities for safe pharmacologic intervention will be discussed within the context of the nursing process and care planning. (3 credits: 3 classroom hours/week)

NURS 304: Fund Patient Centered Nursing Care
Credits: 6 Letter Grade
This course provides nursing students with critical thinking skills necessary to begin engaging in the nursing process to safely assess patient needs, develop a plan of care, identify quality interventions to meet those

needs and evaluate the effectiveness of the plan of care. The nursing process as the critical thinking model of nursing care will be presented and applied to actions basic to nursing care, the promotion of healthy physiologic, and psychosocial responses to actual and potential health issues. Students will learn processes of basic skills in nursing practice. This course includes a laboratory (which includes simulation participation) and clinical component. Students will be expected to participate in both clinical laboratory and clinical patient settings. (6 credits: 4 classroom hours/6 clinical hours/week)

NURS 304L: Patient Centered Nursing Care Lab
Credits: 0 Letter Grade
Taken in the same semester as NURS-304. Lab is graded as part of the lecture. Corequisite: NURS-304.

NURS 305: Nursing Care Adult/AgingPatient I
Credits: 4 Letter Grade
This course provides students with the information, knowledge and attitudes necessary to provide safe, high-quality care to adults from early adulthood through the aging process. Acute and chronic health issues, adult development, primary, secondary and tertiary prevention will be addressed. Issues of diversity and inclusivity will be explored within the context of the delivery of nursing care. Concepts of patient advocacy will be discussed with application of these concepts to direct patient care. This course includes both didactic/theoretical learning as well as clinical practice experiences with adult patients in in-patient acute care and out-patient primary care clinical settings. (8 credits: 5 classroom hours/9 clinical hours/week)

NURS 306: Nursing Care Adult/AgingPatient II
Credits: 4 Letter Grade
Provides students with the information, knowledge and attitudes necessary to provide safe, high-quality care to adults from early adulthood through the aging process. Acute and chronic health issues, adult development, primary, secondary and tertiary prevention will be addressed. Issues of diversity and inclusivity will be explored within the context of the delivery of nursing care. Concepts of patient advocacy will be discussed with application of these concepts to direct patient care. This course includes both didactic/theoretical learning as well as clinical practice experiences with adult patients in in-patient acute care and out-patient primary care clinical settings. Nursing care for patients with gastroenterologic, urinary, hematologic and immuncologic pathology will be addressed. (4 credits: 2 classroom hours/8 clinical hours/week)

NURS 307: Consider/Care of the Aging Adult
Credits: 2 Letter Grade
This course examines the experiences of aging in American culture and the role of the nurse in facilitating health and reducing risk. The course will focus on the fastest growing population in America, individuals over the age of 65 and the frail elderly and examine the role of nursing in engaging in the health, wellness and quality of life in this population. Physiologic, psychologic, developmental and social issues will be discussed. The course will also examine the role of family caregiving and end-of-life experiences. Emphasis will be given to syndromes most often associated with aging, such as polypharmacy, decompensatory pathologies, frailty, abuse and geriatric syndromes. Strategies essential for the treatment and coordination of care for individuals and families dealing with aging family members, as well as the impact on population health locally, nationally, and globally will be addressed. (2 credits: 2 classroom hours/week)

NURS 310: Evolving Issues in Nursing
Credits: 2 Letter Grade
This student led seminar will delve into the rich history of nursing, explore trends in nursing and healthcare today, and provide students with a forum for innovative thinking to co-create the future of nursing within the health care system. Students will select topics of interest (with faculty approval) and utilize creative strategies to engage their group of colleagues in conversation, discussion and analysis. Students will explore techniques of group dynamics, and explore group roles, including group leadership. (2 Credits: 2 classroom hours/week)

NURS 402: Women/Child/Childbearing Family
Credits: 4 Letter Grade
This course focuses on the information, knowledge and attitudes necessary to provide safe, high-quality care for children and the child-bearing family. Acute and chronic health issues, child and family development, primary, secondary and tertiary prevention will be addressed. Issues of diversity and inclusivity will be explored within the context of the delivery of nursing care. Concepts of patient advocacy will be discussed with application of these concepts to direct patient care. This course includes both didactic/theoretical learning, skills experience in the NCAC (including participation in simulation) and exposure to children and families in a variety of clinical settings. (4 cr.: 4 hr. lecture/6 hr. clinical)

NURS 404: Pop Health: Nur Care in the Communi
Credits: 4 Letter Grade
This course investigates the role of the nurse in the application of nursing process to aggregate populations with similar health needs and problems. Principles and practices of community health are discussed. Public health principles will be investigated. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually, caring presence and culturally appropriate health promotion and disease prevention interventions. The nurse's role in the health of the planet will be discussed. Students will have clinical experiences in community health centers, public health organizations and primary care facilities (4 credits.: 2 classroom hours/6 clinical hours/week)

NURS 405: Pop Health: Behavioral Health
Credits: 4 Letter Grade
This course investigates the role of the nurse in the application of nursing process to individuals and groups with behavioral and mental health disorders. Prevention, assessment and nursing treatment of individuals and groups with behavioral and mental health disorders will be discussed. Emphasis is placed on assisting individuals, families and communities with the promotion, restoration, maintenance of health and the evaluation of nursing care in those situations. This course includes both didactic/theoretical learning as well as exposure to patients in acute in-patient and community out-patient settings. (4 credits.: 2 classroom hours/6 clinical hours/week)

NURS 410: Evidence Basis for Nursing Care
Credits: 3 Letter Grade
This course focuses on the theoretical and research foundations of nursing care. Research methodologies and theories from nursing and other disciplines will be used to provide evidence for the basis of nursing care and the creation of nursing knowledge. Students will be introduced to the processes of scientific inquiry in nursing and nursing theory development. Current nursing research will be discussed in relation to key theories explaining phenomena relevant to nursing practice. Critical analysis of published research students regarding implications for clinical practice will be addressed. (3 credits: 3 classroom hours/week)

NURS 415: Leadership Development in Nursing
Credits: 3 Letter Grade
This course is designed to explore issues in leadership and the application of leadership theory to working in teams. Approaches to leadership development will probe leadership of self in the context of self awareness and therapeutic use of self, leadership of groups and leadership of systems. Concepts of leadership will be explored in the context of history, current events in health care and exploration of future possibilities for the profession of nursing. Students will apply and reflect upon the meaning of nursing leadership. (3 credits: 3 classroom hours/week)

NURS 416: Transition to Professional Nursing
Credits: 8 Letter Grade
This Capstone course focuses on the integration and synthesis of theory and practice across the lifespan and health care settings. Included in this course is an intense 123 hr. (15 8—hour shifts or 10 12—hour

shifts) clinical experience, which emphasizes the transition from the role of student nurse to that of a graduate professional nurse. The healthcare settings that are used for this experience cross population health groups and provide an opportunity for students to apply knowledge, refine skill, integrate relevant nursing research, collaborate with members of the interdisciplinary healthcare team, evaluate personal/professional development in this transitional process and initiate a plan for self-growth. (8 credits: 5 classroom hours/9 clinical hours/week)

PHIL – PHILOSOPHY

PHIL 108: Introduction to Philosophy
(MI) Credits: 3 Letter Grade
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.

PHIL 109: Philosophical Thinking
(MI) Credits: 3 Letter Grade
Introduces the student to the study of reasoning, emphasizing the structure of arguments. It is a basic introductory course that explores Philosophy as a human activity. It focuses upon the processes used by philosophers as they examine questions such as: What is reason? What is real? What ought we do? Is there a God? Students not only experience major philosophers at work on human issues, but also participate in the activity by developing their own skills for creative thinking, rational agreement and responsible judgment. The course is designed to help students develop analytical skills for understanding how arguments work, how they are structured, and how they are to be evaluated. This course will also help students develop composition skills for constructing arguments and defending claims which will help develop and enhance their ability to express themselves articulately and persuasively. These skills are crucial for both making a civilized impact on the world and for serious and honest internal reflection.

PHIL 120: 19th and 20th Century Philosophers
(MI) Credits: 3 Letter Grade
Historical development of 19th and 20th century philosophers from Kant through Hegel, Nietzsche, and Sartre, to the linguistic turn.

PHIL 131: Philosophy of Science & Religion
(MI) Credits: 3 Letter Grade
Is there an inherent conflict between religion and science? From the exommunication of Galileo to the attempt to include intelligent design in the biology curriculum by the school board of Dover, Pennsylvania, it seems as if science and religion have been on opposite sides of an intense and serious debate. How ought the spiritual and religious individual respond to science? How ought the scientist respond to religion? We will be exploring the very structures of truth and assent in both science and religion. Team teaching will occur only during summer sessions. Each semester the instructor may choose from any number of topics for example, focusing on J.K. Rowling's Harry Potter series or Metaphor in Science and Religion. When offered, the particular course topic will be noted in that semester's course listings.

PHIL 201: Existence
(MI) Credits: 3 Letter Grade
Historical development of 19th and 20th century philosophers from Kant through Hegel, Nietzsche, and Sartre, to the linguistic turn.

PHIL 203: Philosophy and Literature
(MI) Credits: 3 Letter Grade
Philosophy, theology and literature are all dedicated to a search for human meaning, relevance and truth. However each of these disciplines approaches these questions in different ways and from different perspectives. It will be the intention of this class to use these disciplines together in an effort to allow each to assist the others so as to help us achieve some insight into the nature of the human condition. Literature will gives us specific scenarios and detailed characters so as to flesh out certain remote and esoteric philosophical concepts. Philosophy will give use organizational patterns and direct assertions that may serve to grant us a deeper and more subtle understanding of our literary characters. Theology will grant us a focus on the interpretation of meaning that will serve as the center of our inquiry. The directing questions of the semester will be as follows: What matters and how do we know?

PHIL 207: History and Philosophy of Science
(MI) Credits: 3 Letter Grade
An investigation into the nature and scientific inquiry through study of the development of science and of the concept of science from the pre-Socratics to the twentieth century. Major issues of scientific methodology, such as discovery, validation, explanation, the nature of theories, causality, the nature of scientific revolutions, and the nature of feminist critique of science are presented in the context of the relation between science and culture.

PHIL 209: History/Ancient/Medieval Philosophy
(MI) Credits: 3 Letter Grade
Focuses on both the historical continuity and the dialectical tensions in the development of western thought. Content includes the pre-Socratics, Socrates, Plato, Aristotle, the Stoics, the Neo-Platonists, St. Augustine and his influence on later medieval thought, Thomas Aquinas and Duns Scotus.

PHIL 212: History of Modern Philosophy
(MI) Credits: 3 Letter Grade
Intended to be a serious investigation into the work of the most prominent figures of the modern period in the history of philosophy. Specifically we will seek to come to an initial understanding of selections from the work of Rene Descartes, David Hume, Jean-Jacques Rousseau, Immanuel Kant, G. W. F. Hegel, Soren Kierkegaard, Karl Marx and Friedrich Nietzsche.

PHIL 222: Introduction to Philosophy Ethics
Credits: 3 Letter Grade
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 PHIL-222 and PHIL-224.

PHIL 224: Intro/ Ethics and the Environment
Credits: 3 Letter Grade
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 PHIL-222 and PHIL-224.

PHIL 225: Philosophical Theology
Credits: 3 Letter Grade
Philosophy and theology are dedicated to a search for human meaning, relevance and truth. However, these two disciplines approach these questions in different ways and from different perspectives. It will be the intention of this class to use these disciplines together in an effort to allow each to assist the others so as to help us achieve some insight into the nature of the human condition. This class will attempt to look into a serious discussion of theology by means of the rigorous tools of philosophy. The class will delve into a discussion of both revealed and rational approaches to religion, divinity, and transcendence. The works of Immanuel Kant, Soren Kierkegaard and Paul Tillich will play a large role in this class.

PHIL 227: Well-Being: Phil/Psyc/Pbl Hlth Pers
Credits: 3 Letter Grade
Focuses on well-being and other closely related "fulfillment" concepts or phenomena, namely, happiness, flourishing, perfectionist value, meaning in life, and life satisfaction. We will consider not only what philosophers say about these concepts or phenomena, but also what those working in other academic fields (e.g., psychology and public health) say about them. There are three general questions that we will explore. (1) What is well-being (or happiness, or flourishing...)? (2) How can we most accurately measure well-being (or happiness, or flourishing...)? (3) How does well-being (or happiness, or flourishing...) relate to work, money, family life, politics,

religion, gender, race, health, disability, and digital media?

PHIL 230: The Faith-Reason Borderland
(*MI*) *Credits:* 3 Letter Grade
This is a team-taught, interdisciplinary course that focuses on the relationship between faith and reason. Philosophy and theology are the two main disciplines in play in the course, and the readings for the course primarily derive from these two disciplines. Whereas most faith-reason courses at universities and colleges across the world focus primarily on theoretical reason, this course focuses primarily on practical reason, that is, on well-being, meaning in life, and morality (i.e., on ethics in general). This is because the instructors for this course believe that focusing on ethics provides students with a more accessible way of approaching the relationship between faith and reason.

PHIL 232: Justice for the Disadvantaged
(*CL*) *Credits:* 3 Letter Grade
This course focuses largely on criminal defense for the disadvantaged (e.g., the racially or socioeconomically disadvantaged) in contemporary American society. However, the course is broader than simply being a course about criminal defense. It also focuses on philosophical questions of justice concerning the disadvantaged in the United States, as well as on philosophical questions about why we have the current criminal justice system that we have in the United States. Finally, the course will focus some on the philosophical disagreements between natural law theorists, on the one hand, and legal positivists, on the other hand.

PHIL 281: Special Topics in Philosophy
(*MI*) *Credits:* 3 Letter Grade
Topics vary by semester. Course is repeatable for credit.

PHIL 315: Philosophy/Religion/Eastern World
(*MI*) *Credits:* 3 Letter Grade
An introduction to some of the main traditions of India and Asia through a reading of a central primary text in each. Focus is on the Hindu, Buddhist, and Taoist traditions as an attempt to appreciate the range and thematic unity of these perspectives. Cross-listed with RLST-315. Prerequisite: 200-Level RLST course.

PHIL 490: Independent Study in Philosophy
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chairperson and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits.

PHYS –PHYSICS

PHYS 100: Physics in Action
Credits: 1 Letter Grade
An activity-based course for the non-science student covering topics in force and motion, optics, acoustics, electromagnetism, and thermodynamics with a focus on laboratory skills.

PHYS 104: Astronomy
(*SI*) *Credits:* 3 Letter Grade
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 12" Celestron telescope and a planetarium instrument enhance the course material. Freshman may not enroll in this course if it is scheduled one day per week. Has embedded lab. Core: Natural Sciences with Lab requirement. Corequisite: PHYS-104L.

PHYS 105: Physical/Earth/Space Science
(*SI*) *Credits:* 3 Letter Grade
Introduces students to the basics of the physical sciences including Earth Science (geochemistry, the cycles of matter, and energetics) and Astronomy. Examines how scientific knowledge in these areas 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 approach is conceptual, with emphasis on understanding the way things work, rather than deeply theoretical. Laboratory activities provide hands on investigation of these concepts. For education majors, this course provides content specific to earth and physical sciences to meet specific PA Department of Education competencies. Has embedded lab. Core: Natural Sciences with Lab requirement.

PHYS 107: The Science of Music
(*SI*) *Credits:* 3 Letter Grade
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 provide hands on investigation of these concepts. Has embedded lab. Core: Natural Sciences with Lab requirement.

PHYS 121: Principles of Physics I
(*SI*) *Credits:* 4 Letter Grade
Introduction to the ideas of classical physics. Topics include mechanics, wave motion and sound. 3 hours per week. Corequisite: PHYS121L. Prerequisite: Math Placement Level 1 or 2, or C- or better in MATH-121.

PHYS 121L: Principles of Physics I Lab
(*SI*) *Credits:* 0 Pass/Fail
Taken in the same semester as PHYS-121. Lab is graded as part of the lecture. 3 hours per week. Corequisite: PHYS-121.

PHYS 122: Principles of Physics II
Credits: 4 Letter Grade
Grade A calculus-based introduction to the ideas of classical physics. Topics include electromagnetism, basic electronics, light and associated phenomena. Corequisite: PHYS-122L. 3 hours per week. Prerequisite: PHYS-121.

PHYS 122L: Principles of Physics II Lab
Credits: 0 Letter Grade
Taken in the same semester as PHYS-122. Lab is graded as part of the lecture. 3 hours per week. Corequisite: PHYS-122.

PHYS 140: The Global Energy Crisis
(*SI*) *Credits:* 3 Letter Grade
We harnessed fire and used cooked proteins as a fuel source to grow the human brain. We smelted metals with wood and coal. We used petroleum to construct and power the modern world. The human story is hallmarked by our innovative use of energy sources. Our ability to master new energy sources has led to many of the greatest technological revolutions. Indeed, energy is the agent of change. Yet our unbrided use of such resources, in the pursuit of development, goods, comfort, amoung other valued entities, leads us on a path toward irreversible environmental changes and even possibly to the edge of our own destruction. In this course we explore these topics, assess the associated web of economic and political issues, contemplate current technologies and the science on which they rest, and ask what frontier thinking might be ultimately our salvation?

PHYS 490: Independent Study in Physics
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from .5 to 4.0 credits. Prerequisite: Permission of the Instructor required.

PSCI – POLITICAL SCIENCE

PSCI 113: Introduction to American Politics
(CL) Credits: 3 Letter Grade
An introduction to the structure and functions of the American federal government. 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. Core: Social Sciences requirement.

PSCI 114: American Political Parties
(CL) Credits: 3 Letter Grade
Examines 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. Core: Social Sciences requirement.

PSCI 117: Principles of Business Law
(CL) Credits: 3 Letter Grade
Students receive an introduction to the nature and functions of law and the fundamental principles of business law: law of contracts, torts, insurance, consumer rights, wills and trusts, and sales. Core: Social Sciences requirement.

PSCI 118: Mass Media and Politics
(SW) Credits: 3 Letter Grade
Explores the various types of media, government regulation of the media, the gathering and distribution of political news, and media use in election campaigns. Core: Social Sciences requirement.

PSCI 119: Technology, Society & Public Policy
(CL) Credits: 3 Letter Grade
An introduction to how technology intersects with societal needs such as communication, economic development, security, healthcare, financial well-being, and other issues that relate to the common good. Students also examine the governmental policy-making process and its efforts to enable technological innovation, protect citizen and intellectual property rights, and regulate for health and consumer protection.

PSCI 130: The Rule of Law
(CL) Credits: 3 Letter Grade
A basic survey course of government regime types. Rules of law (liberal democracies) are compared to rules of men (autocracies, one-party states and monarchies) and rules of religious leaders (theocracies) as these regime types have been found in the past and present. Special emphasis is given to the challenge of creating a rule of law in newly established democracies. Core: Social Sciences requirement.

PSCI 140: Introduction to World Politics
(SW) Credits: 3 Letter Grade
Seeks to acquaint students with the actors, issues and structure of the international system of states. Topics include power politics, humanitarian interventions, war and democracy, international terrorism, nuclear proliferation, free trade, global finance, the global commons, international law and globalization. Core: Social Sciences requirement.

PSCI 211: U.S. Policy & Politics of AI
(RW) Credits: 3 Letter Grade
Centered on the US context, and drawing upon an interdisciplinary framework, this course examines the intricate relationship between artificial intelligence (AI) and human society, engaging with historical, political, and philosophical perspectives. Students will trace the evolution of AI from its conceptual origins to its contemporary applications, analyzing pivotal historical milestones and influential figures. The course addresses political challenges and ethical dilemmas associated with AI, such as automation, weaponization, privacy, surveillance, and governance. Additionally, philosophical concerns surrounding consciousness, creativity, and identity will be explored. Through case studies and real-world scenarios, students will confront pressing issues related to AI, fostering critical thinking and ethical reasoning skills crucial for navigating the future of technology.

PSCI 212: American State and Local Government
(CL) Credits: 3 Letter Grade
Looks at the organization and functions of state and local government under our federal system as well as the rights and duties of citizens within their communities, with particular emphasis on government and citizenship in Pennsylvania. Core: Social Sciences requirement.

PSCI 216: Cities and the Environment
(CL) Credits: 3 Letter Grade
This course delves into the problem of global climate change with a focus squarely on American environmental politics and public policy in America's urban areas. This course reviews the current state of climate change. It also examines various aspects of environmental politics including the role of the federal system, environmental regulation, public opinion, and environmental advocacy.

PSCI 217: Women in Politics
(SW) Credits: 3 Letter Grade
Examines the political, social and economic factors which condition the achievements and challenges for women in the American political system. Draws extensively from the fields of American politics, women's studies, media studies, cultural studies as well as economics. Topics include: feminism, suffrage, women as voters, women as candidates, women as politicians, women and the media, women and the legal system, women and foreign policy, and women and the military. Core: Social Sciences requirement.

PSCI 218: Race and American Politics
(CL) Credits: 3 Letter Grade
Investigates the impact of race on American government and politics. Theories and methodologies for studying race will be examined. The role of race will be discussed concerning political parties, campaigns and elections, governing institutions, and past and present social movements.

PSCI 219: Money and American Politics
(CL) Credits: 3 Letter Grade
Examines the ways in which money influences the American political system. The course begins with an introduction to American capitalism and then turns to a conversation of political participation with a focus on interest groups. The course will consider how money impacts elections and public policy/lawmaking before delving into two case studies: Big Oil and Big Pharma. Are reforms needed, and if so, how to implement them? To what extent should money be extracted from politics?

PSCI 230: Politics Around the World
(CL) Credits: 3 Letter Grade
Examines core concepts for understanding government and politics as well as important public policy decisions in Britain, Russia, China, India, Nigeria, and Mexico. Class lectures and discussions are organized around the themes of stability and change in political institutions, economic development, citizen participation and social welfare. Core: Social Sciences requirement.

PSCI 231: Intro/Comp Politics/Nat'l Themes
(CL) Credits: 3 Letter Grade
An introduction to the major theoretical approaches and themes of comparative politics. These themes include: state and nation formation, development and dependency, revolution, democracy and democratization, non-democratic governments, terrorism, ethnic conflict, and genocide. Core: Social Sciences requirement.

PSCI 232: Democracy Around the World
(CL) Credits: 3 Letter Grade
An exploration of various types of "government by the people," with emphasis on issues as well as challenges of political participation, market capitalism, civil society, public policy and homeland security in five mature democracies: the United States, Britain, India, Japan and Israel. Core: Social Sciences requirement.

PSCI 233: Legal Systems Around the World
(CL) Credits: 3 Letter Grade
An exploration and comparison of the world's legal systems through te examination of specific legal structures and processes in their sociological contexts. Many primary sources, translated as required, will be used as well as recordings and transcripts of court documents from around the world.

PSCI 235: Politics of Europe and the EU
(CL) Credits: 3 Letter Grade
Explores the politics and governments found in European countries today and the relationship between "Europe" and the European Union (EU). Students will investigate how questions surrounding EU politics profoundly impact the national

politics of individual European countries. Students will investigate various national political arenas in European states, especially those of Britain, Germany and France.

PSCI 236: Globalization and Migration
(CL) Credits: 3 Letter Grade
Aims to provide students with an understanding of globalization and how the phenomenon of migration is both an engine and an effect of globalization. The course examines how poverty, conflict, climate change, and tecnological developments in communication and transportation may drive emigration, and how politics, economics, and culture affect the receiption of migrants in their destination countries. Analzes and compares migration patterns in Africa, the U.S., and Europe. May fulfill the Global Awarenetss OR the Real World Connections core requirements.

PSCI 237: Religious Nationalism
(SW) Credits: 3 Letter Grade
Investigates historical and current versions of Religious Nationalism as a "cultural framework that blurs distinctions between religious identity and national identity, viewing the two as closely related and seeking to enhance and preserve their union." This can result in beliefs of a particular religion advocated to accord those beliefs as primacy in politics, education, and law. This is distinguished in the course from when a person's political values are shaped by the individual's religious faith, manifested for example in influencing how people vote.

PSCI 239: Politics of China and East Asia
(SW) Credits: 3 Letter Grade
An exploration of the politics and governments found in the three most important countries in East Asia--China, Japan and South Korea—as well as their shared history and contemporary challenges. Key themes include the three countries' colonial experiences, economic development, the role of political parties, nationalism, each country's security concerns, and cultural exchange among them. While each country is examined in turn, this course also investigates the extent to which these East Asian countries have come together and emerged as a world region.

PSCI 240: Theories of International Relations
(SW) Credits: 3 Letter Grade
A critical examination of the major theoretical approaches of international relations, focusing on both historical and current issues in international security and international political economy. Classic concepts such as anarchy, balance of power, the security dilemma, the shadow of the future, public goods, interdependence, free markets and non-state actors are discussed and applied to contemporary case studies such as the NATO alliance, the Arab-Israeli conflict, the Persian Gulf War, U.S.-China relations, and others. Core: Social Sciences requirement.

PSCI 241: American Foreign Policy
(CL) Credits: 3 Letter Grade
An exploration of national interests, principles and grand strategies that have animated 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. Core: Social Sciences requirement.

PSCI 242: International Org/Law/Public Policy
(CL) Credits: 3 Letter Grade
Considers the role of international organizations and international law in promoting world order and in creating international public policy. Topics include peacekeeping, nuclear proliferation, world health, economic development, environmental, and food and agriculture issues. Core: Social Sciences requirement.

PSCI 245: Politics of Global Public Health
Credits: 3 Letter Grade

PSCI 249: Nuclear Challenges: Energy/Weapons
(CL) Credits: 3 Letter Grade
Examines the benefits and risks of nuclear energy and weapons as a complex "wicked problem" with hard-to-foresee consequences of policy choices and difficulty in even framing or numbering potential solutions. This is an interdisciplinary course that, while grounded in political science, adds insight from history, psychology, economics, environmental science, and art history. Fulfills the Real World Connections core requirement.

PSCI 281: Special Topics in Political Science
(CL) Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit. Core: Social Sciences requirement.

PSCI 314: Constitutional Law: Civil Liberties
(CL) Credits: 3 Letter Grade
Examines 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. Core: Social Sciences requirement.

PSCI 315: Politics of the American Presidency
(CL) Credits: 3 Letter Grade
Explores the American Presidency through the lens of the various institutions of American government and politics. Class lectures and discussions investigate how the office has evolved over time, how the Presidency interacts within the executive branch and with the legislative and judicial branches, the nature of the President's relationship with the public, and an examination of the policymaking powers of the President. Course is Writing Intensive. Core: Social Science requirement. Prerequisite: ENGL 101. Officially verified Core-to-Core transfer students and IDHP participants do not have to have a prerequisite.

PSCI 316: Constitutional Law: Public Policy
(CL) Credits: 3 Letter Grade
An investigation of the impact of constitutional law on the formation of American public policy. The debate on the proper policy role of the judiciary is explored, and the constitutional powers and constraints on the executive and legislative branches to make policy are analyzed. Leading Supreme Court decisions in the areas of intergovernmental relations, commerce, science and technology are examined and discussed. Core: Social Sciences requirement.

PSCI 321: Shadows of Old Ideas/Politics
(SW) Credits: 3 Letter Grade
Explores the works of major political philosophers in early world history and focuses on such concepts as justice, freedom, and equality as well as the nature and the function of the state. Students will investigate the relevance of early philosophical insights for contemporary political challenges. Core: Social Sciences requirement.

PSCI 322: Political Theories: 17th to 20th C
(SW) Credits: 3 Letter Grade
An 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. Core: Social Sciences requirement.

PSCI 330: Politics of the Middle East
(SW) Credits: 3 Letter Grade
Compares 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. Course is Writing Intensive. Core: Social Sciences requirement. Prerequisite: ENGL-101. Officially verified Core-to-Core transfer students and IDHP participants do not have a prerequisite.

PSCI 341: International Political Economy
(CL) Credits: 3 Letter Grade
Explores theories and issues in international political economy, focusing on the political consequences of global economic relations. Students will investigate 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, the efficacy of foreign aid, oil and cartel power. Core: Social Sciences requirement.

PSCI 401: Internship in Political Science
Credits: 3 Pass/Fail
A field experience for qualified majors that has direct relevance to the areas of government, law and politics. The internship

does not count toward the 36 credit hours required for the major in Political Science. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation. Prerequisite: Permission of the Department Chair.

PSCI 481: Adv Special Topics in Political Sci
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit. Core: Social Sciences requirement.

PSCI 490: Independent Study in Political Sci
Credits: 3 Letter Grade
An opportunity for students to work one-on-one with a professor to pursue advanced study in researching a political science topic. An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Repeatable for credit. Prerequisite: Permission of the Department Chair.

PSCI 498: Senior Seminar in Political Science
Credits: 3 Letter Grade
Designed to be the capstone experience for political science majors and requires students to reflect on the integrated nature of coursework they have completed while pursuing the major. Students will submit a research paper that explores a topic according to the standards of the discipline. Students will also give a poster or oral presentation on their research topic. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the academic advisor. Prerequisite: PSCI-315 or PSCI-330, or permission of the instructor.

PSPK– PUBLIC SPEAKING

PSPK 101: Fundamentals of Public Speaking
Credits: 1 Letter Grade
Develops skills and confidence in public speaking. Students learn to prepare and deliver effective oral communication with an emphasis on organizing and delivering speeches with confidence and enthusiasm. The classroom environment involves extensive discussion, review of speeches and peer critique. Delivery of speeches emphasizes communication as well as presentation skills.

PSYC – PSYCHOLOGY

PSYC 101: General Psychology
(SI) Credits: 3 Letter Grade
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. Core: Social Sciences requirement.

PSYC 109: Psychology of Women
Credits: 3 Letter Grade
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. Core: Social Sciences requirement.

PSYC 203: Psychology/Child Development
Credits: 3 Letter Grade
Child Development covers the psychological theories of emotional, social, cognitive, and physical development from the prenatal period through childhood. Common examples, comparisons of theories, and critical thinking in evaluation of competing theories is emphasized. Prerequisite: PSYC-101 with a C- or better.

PSYC 204: Lifespan Development
Credits: 3 Letter Grade
This course will cover human development from birth, through adolescence and adulthood, and through old age and death. It will cover social, emotional, and cognitive changes that occur across the lifespan. Enrollment is restricted to students enrolled in Chestnut Hill College's BSN program. Prerequisite: PSYC 101

PSYC 206: Theories of Personality
Credits: 3 Letter Grade
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. Prerequisite: PSYC-101.

PSYC 207: Intro to Cognitive Psychology
Credits: 3 Letter Grade
Provides an overview of contemporary research and practical applications of theories involving the structure and processes of the mind. Topics include information processing, sensory and perception, object recognition, attention, memory processes, language, problem-solving, and decision-making. Prerequisite: PSYC-101.

PSYC 210: Physiology of Behavior
Credits: 3 Letter Grade
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. Core: Social Sciences requirement.

PSYC 211: Sensation and Perception
Credits: 3 Letter Grade
Examines the field of perception: how we organize and interpret sensory information so that we can understand the external world. Topics to be covered include principles of Psychophysics; the eye and brain; pattern perception; color vision; perception of depth, size and motion; hearing and auditory system; touch; taste and smell. Core: Social Sciences requirement.

PSYC 212: Social Psychology
Credits: 3 Letter Grade
The study of how an individual's thoughts, feelings, and behaviors are affected by social influences. Topics include: persuasion; conformity; obedience; liking, loving, and interpersonal attraction; self-concept; social cognition; prosocial behavior; and prejudice. Prerequisite: PSYC-101.

PSYC 213: Industrial/Organizational Psych
Credits: 3 Letter Grade
Psychology surveys psychological theory and techniques in understanding behavior, cognition, and emotions in the workplace. Both I/O psychology as developed in research by scientists and as implemented in everyday settings by practitioners will be the focus of the course. Topics such as selection, motivation, training, recruitment, leadership, job satisfaction, job involvement and performance, ethics, social justice, consumer behavior, and others will be included. Prerequisite: PSYC-101 with a C- or better.

PSYC 216: Quantitative Methods in Psychology
(QA) Credits: 3 Letter Grade
Surveys statistical methods and concepts used in Psychological research. Provides a foundation in descriptive and inferential statistics. Includes measures of central tendency and dispersion, hypothesis testing, factorial analysis of variance, correlation and regression, and cross-tabulation methods. SPSS statistical computing software is utilized. While usually taken by Psychology majors only, this course is open to non-majors with the Department Chair approval. Prerequisite: PSYC-101, Sophomore standing, and either a 1 or 2 on the Math Proficiency Test, or a grade of C- or better in a qualifying course.

PSYC 217: Abnormal Psychology
Credits: 3 Letter Grade
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. Prerequisite: PSYC-101.

PSYC 219: Child Psychopathology
Credits: 3 Letter Grade
Focuses on major psychological perspectives related to the etiology, symptomatology, assessment, diagnosis, and treatment of child and adolescent mental disorders. Prerequisite: PSYC-101 with a C- or better.

PSYC 220: Introduction to Sports Psychology
Credits: 3 Letter Grade
Sports and exercise occupy an increasingly important and complex role in modern society. In this introductory course you will acquire a fundamental knowledge base in sport psychology with a focus on applicability to various sport-related professions (i.e., coaching, athletic training, consulting, physical therapy). Upon completion of the coursework, you are expected to demonstrate proficiency in the following areas: 1) analysis of the complex relationship between psychological perspectives and sport activities, 2) examination and understanding of current theoretical concepts in sport psychology, 3) practical application of sport psychology theory to potentially improve coaching, training, and/or performance skills.

PSYC 223: Theory/Practice of Psych Counseling
Credits: 3 Letter Grade
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. Prerequisite: PSYC-101.

PSYC 230: Drugs and Behavior
Credits: 3 Letter Grade
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. Prerequisite: PSYC-101.

PSYC 235: Forensic Psychology
Credits: 3 Letter Grade
Examines principles in the practice of psychology and law including forensic assessment of competence and sanity, eyewitness accuracy and testimony, expert testimony, psychology of evidence, psychology of jury selection, dynamics and deliberation, psychology of interrogations, confessions, and imprisonment, psychological profiling, and lie detection. Prerequisite: PSYC 101

PSYC 240: Psych of Health/Stress/Coping
Credits: 3 Letter Grade
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. Prerequisite: PSYC-101.

PSYC 245: Persuasion: Influencing Others
Credits: 3 Letter Grade
Students will learn data-supported characteristics of persuasive arguments/ content. The course will begin with a short overview of the historical relevance of persuasion across historic events. Students will consider persuasion across a multitude of topics such as: social relationships (romantic and platonic), decision making or consumer behavior, health-related behavior, politics, groups (within the workplace, peer pressure, cult followings, etc.). Students will be encouraged to consider persuasion across a wide variety of sources and modes of communication such as empirical articles, narrative, improvisation, social interactions, formal speaking, and popular media.

PSYC 250: Adolescence/Adulthood and Aging
Credits: 3 Letter Grade
Traces human development from early adolescence, through adulthood to death. It focuses on the cognitive, physical, social/emotional development and changes that humans undergo throughout the mature lifespan. Prerequisite: PSYC-101.

PSYC 260: Theories of Learning
Credits: 3 Letter Grade
Covers the basic principles of behavior, and their application to the understanding of the human condition and animal learning. Topics include the distinction between closed-loop (selection by consequences) and open-loop (elicitation and adjunctive behavior) relations, the distinction between contingency-shaped behavior and behavior under instructional control, discrimination and concept formation, choice, functional analysis of verbal behavior, and quantitative analysis of behavior. Behavior Analysis is presented as a distinct research methodology with its own terminology that is a prominent perspective in studying learning. Prerequisite: PSYC 101.

PSYC 270: Applied Behavior Analysis
Credits: 3 Letter Grade
Surveys basic principles, procedures, and concepts of applied behavior analysis. Such topics as behavior change, reinforcement and punishment, how to teach new behavior, and functional assessment will be covered. Applied behavior analysis will be discussed in context of application to individuals diagnosed with autism, behavioral economics, self-management, health psychology, substance abuse, and other special populations.

PSYC 281: Special Topics in Psychology
Credits: 3 Letter Grade
Topics vary, and include specialized topics touching on all of the areas of study in Psychology. Repeatable for credit. Prerequisite: PSYC-101.

PSYC 301: Group Process and Leadership
Credits: 3 Letter Grade
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. (Formerly PSYU-301.)

PSYC 313: Research Methods in Psychology
Credits: 3 Letter Grade
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. Course is Writing Intensive. Prerequisite: ENGL-101 and PSYC-216. Officially verified Core-to-Core transfer students and IDHP participants do not have additional prerequisite beyond PSYC-216.

PSYC 314: Research Experience
Credits: 3 Letter Grade
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.

PSYC 320: Psychological Assessment
Credits: 3 Letter Grade
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 assessment. Examines tests used for the assessment of intelligence, personality, and abilities. Open to non-majors who have completed a course in statistics and receive permission of the Department Chair. Prerequisite: PSYC-216,

PSYC 401: Internship in Psychology
Credits: 3 Pass/Fail
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 Chair. Open to majors with Junior or Senior status only. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

PSYC 405: Teaching of Psychology
Credits: 1 Pass/Fail
Presents information essential for teaching Psychology in high school or at the undergraduate level. Students have an opportunity to assist in a course. Graded Pass/Fail only. Prerequisites: Junior or Senior status; a minimum major GPA of 3.0; and permission of the Department Chair.

PSYC 481: Advanced Special Topics in Psych
Credits: 3 Letter Grade
Topics vary, and include specialized topics touching on all of the areas of study in Psychology. Repeatable for credit. Prerequisite: PSYC-101.

PSYC 490: Independent Study in Psychology
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

PSYC 498: Senior Seminar in Psychology
Credits: 3 Letter Grade
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. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the academic advisor. Prerequisite: PSYC-313 and Senior standing.

RLST – RELIGIOUS STUDIES

RLST 104: Religious Imagination
Credits: 3 Letter Grade
Explores questions regarding the general nature of religious activity and expression. The religious imagination stresses the sacramental nature of the world; imagination interacts with diverse religious narratives and worldviews. Religious imagination sees reflections of the sacred in all of creation: the objects, events, and persons of everyday life hint at the nature of God and, in some way, make God present to us.

RLST 105: Christianity in its Global Context
Credits: 3 Letter Grade
Brings into relief the similarities and differences among the world religions through historical investigation of the tremendous expansion of Christianity into all areas of the world since its founding. Contemporary views of Christian mission that stress encounter and dialogue vs. traditional methods of mission such as conversion and syncretism (combining religions) will also be presented.

RLST 206: World Religions
Credits: 3 Letter Grade
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.

RLST 207: Contemporary Christian Living
Credits: 3 Letter Grade
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.

RLST 208: What Catholics Believe
Credits: 3 Letter Grade
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.

RLST 211: Women in the Bible
Credits: 3 Letter Grade
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.

RLST 216: Fundamental Moral Theology
Credits: 3 Letter Grade
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.

RLST 217: Contemporary Moral Issues
Credits: 3 Letter Grade
In-depth examination of current moral issues, such as homosexuality, nuclear war, hunger, poverty, sexism, and racism. Attention is given to media presentation of these issues with a goal to critical evaluation of underlying principles.

RLST 218: Biomedical Moral Issues
Credits: 3 Letter Grade
Examines questions related to human life and death, including artificial insemination, genetic manipulation, surrogacy, abortion, euthanasia, and removal of life support systems.

RLST 219: A God Beyond All Names
Credits: 3 Letter Grade
The times in which we live demand that we examine critically the kind of God in whom we believe or refuse to believe. This course is designed to invite students to question various images of God to test whether they are BIG enough to embrace our global reality with both faith and reason. At stake in this exploration is more than one's personal experience of the divine; called into question also is the kind of human/earth community we want to help shape in response to our evolving understanding of Life's deepest meaning and ultimate purpose.

RLST 220: Forgiveness and Reconciliation
Credits: 3 Letter Grade
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.

RLST 225: Philosophical Theology
Credits: 3 Letter Grade
Philosophy and theology are dedicated to a search for human meaning, relevance and truth. However, these two disciplines approach these questions in different ways and from different perspectives. It will be the intention of this class to use these disciplines together in an effort to allow each to assist the others so as to help us achieve some insight into the nature of the human condition. This class will attempt to look into a serious discussion of theology by means of the rigorous tools of philosophy. The class will delve into a discussion of both revealed and rational approaches to religion, divinity, and transcendence. The works of Immanuel Kant, Soren Kierkegaard and Paul Tillich will play a large role in this class.

RLST 228: Spiritual but not Religious
(SW) Credits: 3 Letter Grade
Examines the growing number of "Nones"—those who profess no religious affiliation, along with the similar phenomenon: "spiritual but not religious." Uses an interdisciplinary approach involving both theological/religious and sociological analyses to examine how individuals and groups make meaning and sense of the world. Integrates essential aspects from a theological/religious view of religious experience, spirituality and beliefs among formal religions. Uses a sociological examination of religion and the relationship of "spiritual but not religious" to the number of "Nones." As students gain knowledge of religion and spirituality, they will be asked to consider questions such "why does spirituality seem 'not religious'" - and be exposed to the view that religion and spirituality are dependent on each other. Additionally, students will also learn to critically evaluate

how wider contexts, including the history of ideas such as atheism and modern and post-modern philosophies of religion, help shape these modern trends.

RLST 230: The Faith-Reason Borderland
(MI) Credits: 3 Letter Grade
This is a team-taught, interdisciplinary course that focuses on the relationship between faith and reason. Philosophy and theology are the two main disciplines in play in the course, and the readings for the course primarily derive from these two disciplines. Whereas most faith-reason courses at universities and colleges across the world focus primarily on theoretical reason, this course focuses primarily on practical reason, that is, on well-being, meaning in life, and morality (i.e., on ethics in general). This is because the instructors for this course believe that focusing on ethics provides students with a more accessible way of approaching the relationship between faith and reason.

RLST 235: Spirituality: A Life Journey
Credits: 3 Letter Grade
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.

RLST 237: Religious Nationalism
(SW) Credits: 3 Letter Grade
Investigates historical and current versions of Religious Nationalism as a "cultural framework that blurs distinctions between religious identity and national identity, viewing the two as closely related and seeking to enhance and preserve their union."
This can result in beliefs of a particular religion advocated to accord those beliefs as primacy in politics, education, and law.
This is distinguished in the course from when a person's political values are shaped by the individual's religious faith, manifested for example in influencing how people vote.

RLST 240: Introduction to Social Justice
Credits: 3 Letter Grade
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.

RLST 241: Models/Mentors of Spiritual Life
Credits: 3 Letter Grade
Explores the role of story in shaping human life, as human persons and as companions on the journey of life. We will study the stories of significant women and men in dialogue with our own unfolding stories and the great story of faith, particularly Christian. In so doing, we hope to discover more of who we are becoming, and who we are invited to become. We will consider the values and commitments that shaped the lives of outstanding spiritual seekers and ask about their meaning in our world and lives today. Students will choose one particular mentor or model to study in-depth as a major focus of their individual reading, research and writing.

RLST 242: Women in Society and Religion
Credits: 3 Letter Grade
Examines the changing roles of women in society and in various religious traditions. The biblical foundations for an understanding of the basic dignity of women are explored.

RLST 244: Global Theology/The Cry for Justice
Credits: 3 Letter Grade
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.

RLST 245: Christian Social Ethics
Credits: 3 Letter Grade
Introduces students to the broad spectrum of systems and practices of Christian social ethics, including helping them to see the connections of principles of Catholic social teaching to today's global situations.

RLST 250: Heart of the City/Religious Studies
Credits: 3 Letter Grade
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. Corequisite: SOCI-250.

RLST 257: Leadership for Justice
Credits: 3 Letter Grade
An exploration aimed at a more comprehensive understanding of leadership, with particular emphasis on the principles of Catholic Social Teaching. A discussion of different theories of leadership in the context of community and social issues. Preparation of students to be informed, responsible leaders at Chestnut Hill College and beyond.

RLST 258: Human Trafficking: Catholic Thought
(CL) Credits: 3 Letter Grade
This course will explore the issue of human trafficking from the perspective of the core themes of Catholic Social Teaching, Spirituality, the Mission of Chestnut Hill College, and the Mission of the Sisters of Saint Joseph. Students will learn about human dignity, social justice, and the common good and how these principles can be applied to raise their awareness of human trafficking, become more compassionate towards those experiencing it, and make responsible choices to help alleviate this egregious human rights violation. The course will cover topics such as the root causes of trafficking, the experiences of survivors, the role of law enforcement and government agencies, and best practices for prevention and intervention. Students will also engage in discussions and reflections on the ethical and moral implications of human trafficking and the response of faith traditions to this global issue. Ultimately, the course aims to equip students with the knowledge and skills necessary to act responsibly regarding human rights and social justice.
cross-listed with HSLP 258

RLST 260: Spiritual Dimensions/Mindfulness
Credits: 3 Letter Grade
Explores the nature of attention and its relationship to the spiritual self. Using an interdisciplinary approach, it addresses the roles and forms of, challenges to, and the power in conscious attention to human experience in the everyday. In this way, the course considers the connected dimensions of spirituality and attentiveness.

RLST 281: Special Topics in Religious Studies
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

RLST 315: Philosophy/Religion/Eastern World
Credits: 3 Letter Grade
An introduction to some of the main traditions of India and Asia through a reading of central primary text in each. Focus is on the Hindu, Buddhist and Taoist traditions as an attempt to appreciate the range and thematic unity of these perspectives. Cross-listed with PHIL-315. Prerequisite: 200-Level RLST course.

RLST 401: Internship in Religious Studies
Credits: 3 Pass/Fail
Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation. Prerequisite: Permission of the Department Chair.

RLST 481: Adv Sp Topics in Religious Studies
Credits: 3 Letter Grade
Provides in-depth study of selected topics in Religions Studies. Topics by semester. Repeatable for credit.

RLST 490: Independent Study/Religious Studies
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue

research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

RUSS – RUSSIAN

RUSS 101: Elementary Russian I
Credits: 3 Letter Grade
Provides an introduction to the Russian language, alphabet, and sound system based on the World Readiness Standards for Language Learning and incorporates the ACTFL proficiency guidelines. It is addressed to students with little or no previous experience in the language. It includes work in listening, speaking, reading and writing, with emphasis on communication and cultural heritage of the Russian people.

RUSS 102: Elementary Russian II
Credits: 3 Letter Grade
Continues the basics of the Russian language for students with at least one semester of preparation or the equivalent. It focuses on the four skills of reading, writing, speaking, communication and understanding and the World Readiness Standards for Language Learning. It also incorporates the ACTFL proficiency guidelines and includes audio-visual materials and internet resources.

RUSS 281: Special Topics in Russian
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

SKLS – SKILLS

SKLS 099: Practical Mathematics
Credits: 3 Non-Academic Pass/Fail
A fundamental course in basic mathematical skills which includes a study of the real number system and basic concepts of algebra with an emphasis on applications. This course is an alternative to the requirements for the Mathematics Placement Test for students who have a documented disability in mathematics and experience severe difficulties in traditional math course. Enrollment is based on the approval of the Chair of the Mathematics Department, Director of Student Disabilities, and the student's advisor. Credits are not applicable towards graduation. Prerequisite: By Invitation Only

SKLS 100: Experiences in Language and Culture
Credits: 3 Letter Grade
Focuses on the basics of conversational language in practical situations, such as shopping, traveling, and ordering meals. It will include real life experiences in the use of the language. Students will also become acquainted with cultural practices and perspectives. Permission of the instructor required. Fulfills the Core Curriculum Foreign Language requirement.

SOCI – SOCIOLOGY

SOCI 101: Introduction to Sociology
(SW) Credits: 3 Letter Grade
An introduction to sociology, with an emphasis on theoretical and empirical analyses of the nature of human society and groups, cultural factors, and social institutions. Students will study social structures and human patterns of behavior—and recognize how these structures shape choices, opportunities, and human action. Students will be exposed to a variety of topics, including: social stratification, socialization, race, gender, sex, organizations, work, and social change.

SOCI 103: Social Problems
(SW) Credits: 3 Letter Grade
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. Core: Social Sciences requirement.

SOCI 114: Social Gerontology
Credits: 3 Letter Grade
An introduction to the physical, cognitive and psychosocial aspects of aging. Students will be introduced to aging issues by examining the demographics 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. Core: Social Sciences requirement. Prerequisite: SOCI-101.

SOCI 125: Sociology of the Family
(SW) Credits: 3 Letter Grade
A cross-cultural and historical examination of marriage and family. Introduces students to sociological analysis of social institutions including the family, patterns of dating and courtship, and the changing definitions and understandings of contemporary family units and partnership.
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OCI 126: Gender and Society
(SW) Credits: 3 Letter Grade
An examination of society's gendered institutions and patterns of behavior. Students will examine the sources of gender identity formation, divisions of labor in the household and workplace, and the social structures that reproduce and maintain them. Students will also be exposed to intersectional analysis, including race, ethnicity, socioeconomics, religion, sexuality, and ability/disability that may further contribute to gender imbalances in society.

SOCI 127: Critical Issues in Diversity/Equ/In
(SW) Credits: 3 Letter Grade
An examination of current critical issues in diversity, equity, and inclusion in America society, including race, education, ethnicity, gender, age, religion, and ability/disability. Students will examine sociological concepts including assimilation, cumulative advantage and disadvantage, discrimination, prejudice, privilege, and differential access to opportunities.

SOCI 201: Social Inequality
(SW) Credits: 3 Letter Grade
An examination of structural social inequality. Students will study several major forms of inequality including those related to socioeconomic class, race, ethnicity, religion, sexuality, and gender. This course contains an experiential education component, where students form teams to record and produce an audio podcast analyzing a form of social inequality in the city of Philadelphia. Pre-Requisite: SOCI 101

SOCI 216: Sociology of Health and Medicine
(SW) Credits: 3 Letter Grade
Introduces students to sociological analysis of health, illness, and the health professions. In this course, students will examine health and medical challenges including access to diagnosis, affordability, preventive care, and treatment that contribute to unequal health outcomes, morbidities, and mortality rates. Students will explore social structures and institutions that pattern human behavior and shape health and illness across diverse communities.

SOCI 226: Social Conformity and Deviance
(SW) Credits: 3 Letter Grade
An examination of social conformity and deviance. Students in this course will explore the various social contexts of deviant behavior, along with the cultures and subcultures that maintain boundaries. This course also introduces students to the social and institutional pressures that encourage conformity.

SOCI 228: Spiritual but not Religious
(SW) Credits: 3 Letter Grade
Examines the growing number of "Nones"—those who profess no religious affiliation, along with the similar phenomenon: "spiritual but not religious." Uses an interdisciplinary approach involving both theological/religious and sociological analyses to examine how individuals and groups make meaning and sense of the world. Integrates essential aspects from a theological/religious view of religious experience, spirituality and beliefs among formal religions. Uses a sociological examination of religion and the relationship of "spiritual but not religious" to the number of "Nones." As students gain knowledge of religion and spirituality, they will be asked to consider questions such "why does spirituality

seem 'not religious'" - and be exposed to the view that religion and spirituality are dependent on each other. Additionally, students will also learn to critically evaluate how wider contexts, including the history of ideas such as atheism and modern and post-modern philosophies of religion, help shape these modern trends.

SOCI 250: Heart of the City/Sociology
Credits: 3 Letter Grade
This collaborative, six-credit service-learning course series (taken with RLST-250) explores the human condition from the perspectives of Sociology and Religious Studies. Students will examine lived experiences of inequality, including structural forces related to race, socioeconomic class, and gender. This course requires a significant out-of-classroom time commitment, where students regularly volunteer with a community partner organization working toward issues of social justice. Students will integrate their community service-learning experiences with academic course topics. Must also register for RLST 250.

SOCI 255: Culture and Society
Credits: 3 Letter Grade
Introduces students to a sociological study of culture. Students will explore classical and contemporary theoretical interpretations of culture, and how culture impacts human behavior and social interactions. Students are challenged to critically analyze how culture impacts meaning, symbols, classification, narratives, beliefs, inequality, organizations, and cultural objects.

SOCI 281: Special Topics in Sociology
Credits: 3 Letter Grade
Topics vary by semester. Repeatable for credit.

SOCI 325: Restorative Justice
Credits: 3 Letter Grade
A seminar introducing the student to the philosophy, history, theory and practice of restorative justice in the criminal justice system in the United States as well as international experiences. Restorative justice is an emerging movement for reform that emphasizes repairing harm to the victims and reintegration of offenders in the community. Many jurisdictions have incorporated aspects of restorative justice in their juvenile justice and adult criminal justice systems and nations such as South Africa, Rwanda, and Peru have embraced restorative justice as a means of healing communities affected by crimes against humanity. Examines the practices, programs, realities and controversies of restorative justice. Suggested Prerequisite: CRJU-122 and permission of the instructor.

SOCI 401: Internship in Sociology
Credits: 3 Pass/Fail
Internship placement in a work environment related to the student's career interests. Repeatable for credit. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

SOCI 481: Adv Special Topics in Sociology
Credits: 3 Letter Grade
An in-depth investigation of a topic chosen by the instructor. Topics vary by semester. Repeatable for credit.

SOCI 490: Independent Study in Sociology
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits.

SOCI 498: Senior Seminar in Sociology
Credits: 3 Letter Grade
Each student will engage in independent research, and write a scholarly paper, and give a professional presentation on an approved topic. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the academic advisor.
Prerequisites: SOCI-201 and SOCI-302.

SOWK – SOCIAL WORK

SOWK 105: Introduction to Social Work
Credits: 3 Letter Grade
Students gain a fundamental knowledge base from which they may grow and evolve into beginning generalist practitioners. Students learn about the profession of Social Work, its fields of practice, values, ethics, policies, and history of the profession, its interactions with contexts that shape practice, and its promotion of social and economic justice to advance human rights, alleviating critical social problems, while promoting well-being.

SOWK 120: Intro/Restorative Practices
Credits: 3 Letter Grade
Introduces students to the field of restorative justice. The history, philosophy, practices, research and future potential of restorative justice will be explored through readings, research, videos, guest speakers, workshops and role play. Local, national and global perspectives will be included.

SOWK 219: Child Welfare
Credits: 3 Letter Grade
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.

SOWK 250: Heart of the City/Human Services
Credits: 3 Letter Grade
This collaborative six-credit course – 3 credits in Human Services and 3 credits in Religious Studies - 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. Must also register for RLST-250. Required minimum of 3 hours of service per week.

SOWK 257: Human Behavior/Social Environ I
Credits: 3 Letter Grade
This is a two-part course. The first half of the course examines human behavior and the social environment through the lens of a systems theory framework, with a focus on infancy, childhood, and adolescence. Students will assess and evaluate how individuals function within families, groups, organizations, institutions, and communities during these early developmental stages. Developmental milestones and environmental issues will be explored, along with attention to human diversity and at-risk populations using vignettes and case examples. This will encourage critical thinking and help make theories relevant to various practice settings.

SOWK 258: Human Behavior/Social Environ II
Credits: 3 Letter Grade
This second half of the course examines human behavior and the social environment through the lens of a systems theory framework, with a focus on gender and sexuality, young and middle adulthood, and later adulthood. Students will assess and evaluate how individuals function within families, groups, organizations, institutions, and communities during these later developmental stages. Developmental milestones and environmental issues will be explored, along with attention to human diversity and at-risk populations using vignettes and case examples. This will encourage critical thinking and help make theories relevant to various practice settings.

SOWK 281: Special Topics in Social Work
Credits: 3 Letter Grade

SOWK 302: Social Science Research Methods
Credits: 3 Letter Grade
Introduces student to research methods used in the social sciences. We explore the nature of scientific inquiry, qualitative research methods, and statistical concepts used in

quantitative analysis. By the end of the course, you should be able to understand various research methods used to study social science, including how to critically review scholarly research, and how to recognize strengths and weaknesses of research designs.

SOWK 308: Theory/Pract Counseling in HSVC
Credits: 3 Letter Grade
Presents an introduction to and overview of 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. Double majors who have taken PSYC-223 should not take this course. Prerequisite: PSYC-101.

SOWK 310: Ethics for the Helping Professions
Credits: 3 Letter Grade
Examines ethical and legal principles from multiple perspectives, focusing on critical areas such as confidentiality, informed consent, mandatory reporting, professional misconduct, dual relationships, boundaries, and power differentials. Additionally, it delves into issues of power, privilege, marginalization, and justice, all of which deeply impact the helping relationship. Students are introduced to professional codes of ethics in psychology, social work, human services, and counseling. Prerequisites: SOWK 105.

SOWK 315: Life After War: The New Mission
Credits: 3 Letter Grade
Since October 2001, more than 2 million U.S. troops have been deployed to Iraq (Operation Iraq Freedom, 2001) and Afghanistan (Operation Enduring Freedom, 2008). Post deployment evidence suggests that there are major psychological, physiological, moral and spiritual wounds from combat related stress, multiple and prolonged deployments, war trauma and transitions back into civilian life. This course will explore the latest innovations in treating battlefield injuries including Post Trauma Stress, Traumatic Brain Injury and general combat stress and provide practical steps and resources for working with veterans and their family members.

SOWK 320: Trauma Studies
Credits: 3 Letter Grade
Explores the multifaceted impact of Trauma on individuals, families, and communities. Students will gain a comprehensive understanding of how Trauma affects physical, emotional, and psychological well-being. Through lectures, case studies, and interactive discussions, students will learn to identify trauma responses, understand coping mechanisms, and explore effective intervention strategies.

SOWK 322: Disability and Society/Seminar
Credits: 3 Letter Grade
Designed for persons entering the fields of rehabilitation, education, social work, human services, psychology, and other fields requiring a greater understanding of disability-related issues. The course aims to present many of the issues, challenges and opportunities that service providers may encounter when working with persons with disabilities. Prerequisite: HSLP-105.

SOWK 356: Social Welfare Policy
Credits: 3 Letter Grade
Offers a historical and contemporary examination of legislation and the programs, policies, and services that result from the social welfare system in the United States. Special attention is given to the political, economic, environmental, and social conditions that prompted the development of legislation to meet the needs of vulnerable populations. Students will learn to analyze social policy, understand policy implications, and research and analyze a policy for proposed change or implementation. Prerequisites: SOWK 105

SOWK 358: Principals of Case Management
Credits: 3 Letter Grade
Analyzes methods, processes, and practices used in social work and human services in case management. We will read, study, and practice through case studies, class activities, PowerPoint, and written assignments, the practical skills needed as a helping professional. These skills include Interviewing, assessment, support systems, goal planning, empathy, brokering, professional ethics, and advocacy. Prerequisites: SOWK 105.

SOWK 400: Pre-Field Education Seminar
Credits: 3 Letter Grade
Students majoring in social work enroll in SOWK 400 in spring semester of their junior year as an introduction to the CHC BSW field education experience. Course activities include the completion of the required practicum preparation document; drafting, revising, and finalizing resumes and list of references; and pre-field education orientation, including the BSW fieldwork expectations and CHC-specific requirements.

SOWK 403: Life Skills Seminar
Credits: 3 Letter Grade
Provides students with the knowledge, skills, and practical strategies necessary to navigate academic, personal, and professional environments. Interactive learning experiences, self-assessments, group discussions, and applied activities, will help to develop competencies in communication, time management, goal setting, financial literacy, critical thinking, stress management, wellness, and decision-making.

SOWK 404: Social Work Practicum I
Credits: 4 Letter Grade
Field Seminar I provides students the opportunity to integrate skills learned in their assigned agency setting with content learned throughout the BSW program. The seminar includes a forum for student discussion and feedback from faculty and peers; discussion of case studies from their practicums; guest speakers and assignments relevant to the successful completion of the practicum and BSW program. Process recordings are critiqued in seminar for feedback from peers and faculty, student portfolios and philosophies are presented; job searches are supported; and resumes are prepared and fine-tuned.

SOWK 405: Social Work Practicum I Seminar
Credits: 2 Letter Grade
The field education seminar provides students with the opportunity to integrate skills learned in their assigned agency setting with content learned throughout the BSW program. The seminar includes a forum for student discussion and feedback from faculty and peers; discussion of case studies from their practicums; guest speakers and assignments relevant to the successful completion of the practicum and BSW program. Process recordings are critiqued in seminar for feedback from peers and faculty, student portfolios and philosophies are presented; job searches are supported; and resumes are prepared and fine-tuned.

SOWK 406: Social Work Practicum II
Credits: 4 Letter Grade
SOWK 406 is a continuation of SOWK 404. The field placement is the pinnacle of the social work program at Chestnut Hill College. The field placement experience is meant to be the culmination of course work, self-reflection and developing perceptions of what it means to be a culturally competent generalist practitioner in the social work field. The primary purpose of the field experience is to integrate social work theory with practice. Students will practice generalist social work skills and apply their knowledge and professional values.

SOWK 407: Social Work Practicum II Seminar
Credits: 2 Letter Grade
SOWK 407 is a continuation of SOWK 405. The field placement is the pinnacle of the social work program at Chestnut Hill College. The field placement experience is meant to be the culmination of course work, self-reflection and developing perceptions of what it means to be a culturally competent generalist practitioner in the social work field. The primary purpose of the field experience is to integrate social work theory with practice. Students will practice generalist social work skills and apply their knowledge and professional values.

SOWK 481: Adv Special Topics/Social Work
Credits: 3 Letter Grade
An in-depth investigation of a topic chosen by

the instructor. Subjects and possible prerequisites vary by semester. Repeatable for credit.

SOWK 490: Independent Study in Social Work
Credits: 3 Letter Grade
An Independent Study provides a motivated student with the opportunity to pursue research on a topic not covered in courses offered in a given department. Independent Studies are completed with a faculty member at the discretion of the faculty member. Independent Study courses are numbered 490 and are repeatable for credit. The selected Instructor will assist with completing the Independent Study Registration Form available in the Office of the Registrar. All Independent Study courses require the permission of the Department Chair and the Dean of Undergraduate Studies. Independent Study courses are subject to all tuition and fee schedules. Variable from 1.0 to 3.0 credits. Prerequisite: Permission of the Instructor required.

SOWK 498: Senior Seminar in Human Services
Credits: 3 Letter Grade
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 examine a current issue in Human Services. The Senior Seminar is usually taken in either the Fall or Spring of the student's Senior year. Students register for this course upon approval of the academic advisor. Prerequisites: HSLP-105; SOCI-201; and a Research Methods course.

SPAH – SPANISH/HUMAN SERV

SPAH 101: Spanish/ Health & Social Services I
Credits: 3 Letter Grade
Introduction to the Spanish language for students with little or no previous experience, and who plan to work in health care, social services or related fields. Connects the essentials of pronunciation and grammar with applications to the social service field. Students will learn practical skills, such as how to help nonnative speakers fill out forms; explain how programs, such as Medicaid and the food-stamp program work; interview people applying for welfare and Social Security.

SPAH 102: Spanish/ Health & Social Services 2
Credits: 3 Letter Grade
Connects the grammatical aspect of language learning with the practical application to the health care and social service field. Students will learn from the very beginning how to help nonnative speakers fill out forms; explain how programs, such as Medicaid and the food-stamp program work; interview people applying for welfare and Social Security. Through research, students will learn about the welfare system in other Spanish-speaking countries as well. Prerequisite: SPAH-101; SPAN-101; or permission of the Department Chair.

SPAN – SPANISH

SPAN 101: Elementary Spanish I
Credits: 3 Letter Grade
Introduction to the Spanish language for students with little or no previous experience. Essentials of pronunciation and grammar. Focuses on the World Readiness Standards for Language Learning and incorporates the ACTFL proficiency guidelines. Includes audio-visual materials, computer and Internet resources.

SPAN 102: Elementary Spanish II
Credits: 3 Letter Grade
Continues the basics of the Spanish language for students with at least one semester of preparation or the equivalent. It focuses on the four skills of reading, writing, speaking, and understanding and the World Readiness Standards for Language Learning leading to novice-level proficiency in reading, writing, speaking and understanding. It also incorporates the ACTFL proficiency guidelines and includes audio-visual materials and internet resources.

SPAN 103: Inter Spanish Culture/Language I
Credits: 3 Letter Grade
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 World Readiness Standardss for Language Learning. Includes audio-visual materials, computer and Internet resources.

SPAN 214: Inter Spanish Culture/Language II
Credits: 3 Letter Grade
Completes the basic structures of the Spanish language. It will also address cultural issues and introduce the student to literary works. It prepares the student to enter more advanced courses, and aims for proficiency at the intermediate level. It incorporates the World Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines.

SPAN 220: Spanish for Heritage Speakers
Credits: 3 Letter Grade
Intended 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, and vocabulary building, with emphasis on spelling and cultural background of heritage speakers.

SPAN 221: Advanced Grammar/Composition
Credits: 3 Letter Grade
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.Course is Writing Intensive.

SPAN 222: Advanced Conversation
Credits: 3 Letter Grade
Develops fluency in written and spoken Spanish. The main cultural themes presented through film will provide topics for research, writing and discussion. While this course focuses on the productive skills of speaking and writing, it includes also listening and reading. In addition to the films, students will be exposed to music, readings, and native speakers, which together with the main text, will be used for discussion and understanding of Hispanic cultures.

SPAN 228: Spanish for the Career World
Credits: 3 Letter Grade
This student-centered course is designed for students with an intermediate/advanced level of proficiency in Spanish interested in developing their Spanish abilities in a professional and business context. The aim of this course is to develop the skills needed in the professional fields in order to communicate effectively with Spanish-speaking individuals. Emphasis is placed on specialized vocabulary building, role-play, and an understanding of Hispanic culture. Topics may include Spanish for the law enforcement, health, information technology, real estate, human resources, banking, and finance.

SPAN 231: Intro to Hispanic Culture I/Spain
(MI) Credits: 3 Letter Grade
Examines important facets of Spanish Culture from the early migration of peoples to the Iberian Peninsula to the Conquest of the Americas to present day developments. Special emphasis given to the diversity of cultures, traditions, and languages contributing to the richness of life in various regions of Spain. Includes documentaries / films, discussion, exams, oral and written reports in Spanish.

SPAN 232: Intro to Hispanic Culture II/Lat Am
(MI) Credits: 3 Letter Grade
Examines important facets of Latin American culture from Pre-Colombian civilizations to the Spanish Conquest to present day 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 documentaries / films, discussion, exams, oral and written reports in Spanish.

SPAN 261: Masterpieces of Hispanic Lit I
Credits: 3 Letter Grade
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. Course is Writing Intensive.

SPAN 262: Masterpieces of Hispanic Lit II
Credits: 3 Letter Grade
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. Course is Writing Intensive.

SPAN 263: Masterpieces of Hispanic Lit III
Credits: 3 Letter Grade
Focuses on an in-depth study of one theme (announced at course offering) at the introductory level. This course complements SPAN 261 and 262. May study representative works from the Middle Ages to the present, major developments in Hispanic literature—such as Spanish American Modernism—the concept of genre, and the analysis appropriate to genre. It includes class discussion, readings, oral and written work in Spanish. Core: Literature requirement.

SPAN 281: Special Topics in Spanish
Credits: 3 Letter Grade
A study of a particular period on topic in Hispanic Literature open to all qualified students. Topics vary by semester. May be repeated for credit.

SPAN 401: Internship in Spanish
Credits: 3 Pass/Fail
Internship experience in Spanish. Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation. Prerequisite: Permission of the Department Chair.

SPMA – SPORTS MANAGEMENT

SPMA 210: Introduction to Sports Management
Credits: 3 Letter Grade
Introduces the student to the sport management profession. Primary focus is on the sports industry, including professional sports entertainment, amateur sport entertainment, for-profit sports participation, nonprofit sports participation, sporting goods, sports tourism and sports services.

SPMA 220: Event Planning
Credits: 3 Letter Grade
Introduction to event planning, with an emphasis on managing an event planning business, budget development, and income generation. The purpose of this course is to acquire an in-depth knowledge about the specialized field of event management and to become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events within a sport context.

SPMA 230: Facilities Management
Credits: 3 Letter Grade
A comprehensive study of the planning, maintenance, operations, financial considerations, customer engagement, and human resources management of sporting events and the facilities that host the events. This course exposes students to the many elements and dynamics associated with managing a sports or fitness facility. Students will discuss a variety of structures, arenas, and facilities and will gain an understanding of what is required to develop and successfully administer and market such facilities. This class will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns.

SPMA 281: Special Topics in Sports Management
Credits: 3 Letter Grade
Examines the current trends and issues in the sports industry. Extensive research of current texts and journal articles will be addressed. In addition, this course is designed to raise awareness with regard to the social, economic, and political implications involved with sports management. Discussion and research should give future sports managers a broader understanding of how sports impacts diverse groups of people in different ways throughout the US and abroad. Topics vary by semester.

SPMA 285: Sports Media Communication
Credits: 3 Letter Grade
Designed to teach all aspects of media interaction with sports. Students will explore the roles of media reporter, web-based blogger, broadcaster, communication specialist, social media poster, and in-house talent. Students will also examine sports media as a career, utilizing journalism skills like interviewing, reporting, blogging, working with coaches and the athletic department, staging and covering press conferences, statistics, etc. The course will also focus on issues related to sports coverage, including race and gender, hero worship and the ethics of what sports journalists do and why they do it.

SPMA 320: Sports Law
Credits: 3 Letter Grade
Deals with the major legal issues in professional team sports. The primary focus will be on league operations, labor matters; league wide broadcast issues and related problems. Sports Law deals with the relationships between competitors arranged in leagues who employ members of some of the most powerful unions in America. The resulting conflicts and their resolution in the subject matter of the course. A class will be devoted to Title IX, Education Amendments of 1972, the most important civil rights law passed in the last fifty years and its impact on sports. Recommended: BUSN-120.

SPMA 330: Sports Marketing
Credits: 3 Letter Grade
An examination and utilization of basic marketing principles to the domain of sport. Topics will include sport products and services, marketing strategies, consumer behavior, research and information management, promotions, positioning and sponsorship.

SPMA 332: Race, Gender and Sports
(SW) Credits: 3 Letter Grade
This course is designed to explore the relationship between sport, identity, and society in both the United States and the broader global world. You will learn to critically examine a wide range of topics including, but not limited to sport & gender, sport & race, sport & socioeconomics, and sport & politics in the United States and abroad. This course intends to develop your critical thinking skills and encourage you to think about the role of race and gender in sport and the construction of identities and ideologies in societies particularly through sporting institutions and experiences.

SPMA 340: Sports Finance
Credits: 3 Letter Grade
An extensive overview of the business of professional sports and the financial and skills necessary for sports managers to succeed in professional sports organizations. This course aims to provide practical, hands-on experience to real-life financial issues and challenges. After successful completion of this course, students will be able to calculate profits and losses for sport organizations; analyze revenues after factoring in inflation costs to determine adjusted profits or losses; and determine, evaluate, and report causes for trends.

SPMA 401: Internship in Sports Management
Credits: 3 Pass/Fail
Graded Pass/Fail only. Repeatable for credit. Includes Career Connections requirement for graduation.

SPMA 481: Adv Special Topics/Sports Managemen
Credits: 3 Letter Grade
An in-depth investigation of a topic chosen by the instructor. Topics vary by semester. Repeatable for credit.

STUDY – Study Abroad

STUDY100: Study Abroad / Regents
Credits: 12 Letter Grade

STUDY101: Study Abroad / Bed for Bed Exchange
Credits: 12 Letter Grade

STUDY102: Study Abroad / Consortium Agreement
Credits: 12 Letter Grade

STUDY103: Consortium Agreement Domestic
Credits: 12 Letter Grade

WCHC – WELCOME TO CHC

WCHC 101: Welcome to CHC
Credits: 3 Letter Grade
This course, taken by all first-year students in their first semester at CHC, immerses students in the CHC community. Through weekly study and experiential activities, students become active and engaged members of the campus community, learning the mission by doing and easing their transition to college by making it an object of study, exploring the college, its mission, history, and resources with purpose.

WCHC 102: Welcome to CHC
Credits: 4 Letter Grade
This course, taken by all first-year students in their first semester at CHC, immerses students in the CHC community. Through weekly study and experiential activities, students become active and engaged members of the campus community, learning the mission by doing and easing their transition to college by making it an object of study, exploring the college, its mission, history, and resources with purpose.

Frequently Asked Questions

Q: What do those course prefixes mean?

A: Use this handy table:

Program Name:	Abbreviated:
Accounting	ACCT
Art History	ARTH
Art Studio	ARTS
Aviation	AVSC
Biology	BIOL
Business	BUSN
Chemistry	CHEM
Chinese	CHIN
Classical Civilization	CLCV
Digital Forensics	CMDF
Computer and Information Sciences	CMSC
Computer Systems Management	CMSM
Computer and Information Technology	CMTC
Communication	COMM
Criminal Justice	CRJU
Data Science	DATA
Economics	ECON
Montessori Education	EDMN
Pre-K to 4 Education	EDP4
Secondary Education	EDSC
Special Education	EDSP
Education	EDUC
English	ENGL
English for Non-Native Speakers	ENGN
Ethics	ETHS
Exercise Science	EXSC
Fundamentals of the Liberal Arts	LADS
Finance	FINA
French	FREN
First-Year Initiative	FYIN
Geography	GEOG
German	GERM
Global Studies	GLST
History	HIST
Health Sciences	HLTH
Human Services Leadership and Policy Studies	HSVC
International Business, Language, Culture	IBLC
Intercultural Foundations Certificate	ICFC
Interdisciplinary Honors Program	IDHP
Italian	ITAL
Latin	LATN
Learning Strategies	LSTR
Mathematics	MATH
Management	MGMT
Marketing	MKTG
Music Lessons for Majors	MUAP
Music Lessons (Add'l fee/Non-Major)	MULS
Music Performance	MUPE
Music	MUSC
Vocal Performance	MUVO
Philosophy	PHIL
Physics	PHYS
Political Science	PSCI
Public Speaking	PSPK
Psychology	PSYC
Religious Studies	RLST
Russian	RUSS
Skills	SKLS
Sociology	SOCI
Social Work	SOWK
Spanish-Educators	SPAE
Spanish-Healthcare/Human Services	SPAH
Spanish	SPAN

Sports Management	SPMA
Welcome to CHC	WCHC

Q: How many world language courses must I take?
A: It depends on where you placed during orientation or if you decided to start over with a new language. Students typically need one world language course at the 103-level or above to meet the Core Requirement (major requirements vary). If you placed in/decided to take a 101- or 102-level course, you will need to take at least one more language course to fulfill the 103-or above requirement.

Q: Who is my Faculty Advisor?
A: A Faculty Advisor is a program faculty member that is assigned to you based on your major/minor and you can view the name of your assigned Advisor(s) on the My CHC Portal.

Q: How do I drop or add a course?
A: As long as Registration is open for the semester you may drop and add courses on the My CHC Portal; however, it is recommended that you speak with your Faculty Advisor before making any changes to your roster. If you encounter any issues when attempting to drop or add, please send an email to registrar@chc.edu indicating the error message and what you were trying to change.

Q: How do I withdraw from a course?
A: You MUST speak with your Faculty Advisor before you stop attending a course. It may not be in your best interest to withdraw; and only your Faculty Advisor will be able to approve a withdrawal after ensuring that you understand any academic and financial aid consequences.

Q: How do I get my grades? How do I get my grades mailed to me?
A: Grades are viewable on the My CHC Portal at **https://my.chc.edu**. Grades are not sent to students unless requested in writing within two weeks of the end of the semester. Please see the section on Grade Reports for information on how you or your parents may request a grade mailer.

Q: How can my parents see my grades?
A: First you must designate them on your account by filling out the FERPA Waiver, which is available online at www.chc.edu/registrar. Then they must make a request in writing. Please see the section on Grade Reports for information on how your parents may request your grades. Grade mailers will not be emailed or faxed, and must be requested in writing.

Q: I filled out the FERPA waiver, does this mean my parents get my online passwords?
A: No. The FERPA waiver designates someone that the College may share information with as if it were you, the student, in our offices. It does not mean that your parents get passwords to the Portal, Blackboard, or email. Nor does it mean that a FERPA contact can call or email the College to get information protected by FERPA, such as grades or classes registered. No one - not even you, the student - can call or email and request grades be provided. If you'd like your parents to have access, please complete the FERPA Waiver as described above.

Q: How do I get my course schedule?
A: Your course schedule is available to you on the myCHC Portal. Course schedules are not mailed to students; please log on to myCHC and view your courses at least the day before each course begins to see if there have been any last-minute room changes.

Q: What is a Non-Academic credit?
A: Non-Academic credits are earned for courses that are often required for graduation, but the credits earned for them are not included in the 120 Academic Credit minimum required for graduation. The following Non-Academic courses are required for graduation of all students in the School of Undergraduate Studies:

PHED/VARS - Physical Education: Each student must successfully complete two credits of Physical Education (PHED) courses or participate in a Varsity sport (VARS) for two semesters.

Other Non-Academic courses include:
LSTR-100: Creating Success: Skills for Success in College and Life
LSTR-102: Creating Success: Reading and Writing Across the College Curriculum

Certain music courses are also Non-Academic credit. You can identify these courses on your academic record as those with a "Grade+N." That means the course is counted in the Term Credits but NOT in the Career Credits. Please check with your advisor if you have any questions.

Q: I want to sing with one of the Music Performance groups. What do I do?

A: Just register for the course and go to rehearsal! As long as there is no audition required, any student can participate in the performance groups. Performance groups all begin with the course prefix MUSP-Music Performance. Sister Kathleen McCloskey would be happy to talk to you about joining one of the groups. Her office is located in St. Joseph Hall, Room M-27, 1st floor Music Corridor.

Q: I want to play a Varsity sport. What do I do?
A: Students may use participation in a Varsity sport to fulfill the two PHED-Physical Education requirements for graduation. All team members register for a Non-Academic course for their sport; all sports team courses begin with the prefix VARS-Varsity Sport. Contact Denise Wisniewski at wisniewskid@chc.edu.

Q: How do I get notices from the Office of the Registrar?
A: A majority of communication from the Office of the Registrar is done via your @chc email. It is your responsibility to get your @chc email on a regular basis; no exceptions will be made to policies/deadlines for students who simply do not check their email accounts. Contact helpdesk@chc.edu if you have any questions about your email account. And please remember to check it every day. You could be anyone@yahoo.com but we would rather you be **someone@chc.edu!**

Q: What courses are designated Writing Intensive?
A: The Prerequisite for all Writing Intensive courses is a grade of C- or higher in ENGL 101, 105 or IDHP-220, in addition to any program requirements. Check the Course Descriptions for details on Prerequisites and any requirements that may also be fulfilled. Writing Intensive courses are designated by a (W) in the Course Descriptions section. Please contact your advisor if you have any questions.

College Song

We love thee in the sunset.
We love thee in the dawn.
Thy walls to us are hallowed,
With memory of days agone.

Oh, college and teachers and we:
A loyal trinity.
Our hearts' deep fealty
Is pledged unto thee.
Is pledged unto thee,
Our loved Chestnut Hill.

Oh, through life's hurt or heal;
In the going of the years;
Thy Wisdom shine aloft
To banish doubts and fears.

Oh, college and teachers and we:
A loyal trinity.
Our hearts' deep fealty
Is pledged unto thee.
Is pledged unto thee,
Our loved Chestnut Hill.

College Seal

The College Seal, chosen May 1928, was adapted from the ancient family coat-of-arms of Henri de Maupus, Bishop of LePuy, France, the first ecclesiastical superior of the Sisters of Saint Joseph, who canonically approved the order March 10, 1651. To the Maupas shield, a gold griffin on a scarlet background, have been added a silver carpenter's square, a symbol of St. Joseph, and a heraldic mount to symbolize the consecration of the Congregation of the Sisters of Saint Joseph to the Most Holy Trinity. In the "chief" (upper portion) are the lilies of Our Lady and St. Joseph, and in the center, a book and a traditional heraldic emblem of a seat of learning. On its open pages is the college motto: Fides-Caritas-Scientia. The griffin is a fabulous heraldic animal, a combination of eagle and lion. In ecclesiastical heraldry, the eagle is a symbol of St. John; the lion, a symbol of St. Mark.

Commencement Ceremony Dates

June 4, 1928
June 6, 1929
June 2, 1930
June 1, 1931
June 7, 1932
June 4, 1933
June 4, 1934
June 4, 1935
June 2, 1936
June 1, 1937
June 7, 1938
June 6, 1939
June 4, 1940
June 3, 1941
June 2, 1942
June 1, 1943
June 6, 1944
May 30, 1945
June 4, 1946
June 3, 1947
June 1, 1948
May 30, 1949
June 5, 1950
June 4, 1951
June 2, 1952
June 1, 1953
June 7, 1954
June 6, 1955
June 4, 1956
June 3, 1957
June 2, 1958
June 1, 1959
June 6, 1960
June 5, 1961
June 3, 1962
June 2, 1963
May 31, 1964
June 6, 1965
June 5, 1966
June 4, 1967
June 2, 1968
June 1, 1969
May 17, 1970
May 16, 1971
May 14, 1972
May 13, 1973
May 12, 1974
May 11, 1975
May 9, 1976
May 8, 1977
May 14, 1978
May 13, 1979
May 11, 1980
May 10, 1981
May 9, 1982
May 8, 1983
May 12, 1984
May 11, 1985
May 10, 1986
May 9, 1987
May 7, 1988
May 13, 1989
May 12, 1990
May 11, 1991
May 9, 1992
May 8, 1993
May 14, 1994
May 13, 1995
May 11, 1996
May 10, 1997
May 9, 1998
May 8, 1999
May 6, 2000
May 5, 2001
May 4, 2002
May 3, 2003
May 8, 2004
May 7, 2005
May 13, 2006
May 12, 2007
May 17, 2008
May 9, 2009
May 15, 2010
May 14, 2011
May 12, 2012
May 11, 2013
May 16, 2014
May 9, 2015
May 14, 2016
May 13, 2017
May 12, 2018
May 11, 2019
May 9, 2020
May 8, 2021
May 21, 2022
May 13, 2023
May 11, 2024
May 17, 2025
May 16, 2026