Title IX

Carlow University, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, gender, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University’s mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please contact the Director of Human Resources and Affirmative Action Officer, Carlow University, 3333 Fifth Avenue, Pittsburgh, PA 15213, 412.578.8897.

Americans with Disabilities Act

Individuals with disabilities who have been accepted to Carlow University have certain rights of equal access to programs and services under the Americans with Disabilities Act Amendment Act of 2008 and Section 504 of the Rehabilitation Act of 1973. Carlow University administration, faculty, and staff make every effort to provide access and reasonable accommodations to students with disabilities, not only in response to these legal guidelines but also as part of its mission to create a community of learners who “respond reverently to God and to others; and to embrace an ethic of service for a just and merciful world.” In addition, they strive to provide the University’s programs and services in the most integrated setting possible. Academic services for students with disabilities are coordinated through the Office of Disability Services, 403 Frances Warde Hall.

Disaster Statement

If there is a natural disaster that interrupts your long-term participation in a course(s), Carlow University will apprise you of the options available to complete your academic course work.

About the Carlow University Graduate Course Catalog

The Carlow University Graduate Course Catalog is the official record of Carlow University for fall 2013 through summer 2014. It contains information correct at the time of publication. Carlow University reserves the right to alter any or all statements contained herein. Consequently, this document cannot be considered binding and is to be used solely as an informational guide. Students are responsible for keeping themselves informed about official policies and for meeting all relevant requirements.

©2013 Carlow University is an affirmative action, equal opportunity institution. Produced in cooperation with University Communications and External Relations. 0413024NF
# TABLE OF CONTENTS

**GENERAL INFORMATION** .......................................................... 1
- Introduction to Carlow University .............................................. 1
- Mission Statement .................................................................... 2
- Core Values ............................................................................ 2
- Degrees and Programs .............................................................. 2
- Accreditation .......................................................................... 2
- Memberships .......................................................................... 2

**PROGRAMS OF STUDY** .............................................................. 3
- Undergraduate Majors .............................................................. 3
- Affiliate Programs with the Art Institute of Pittsburgh .............. 3
- Dual Degree Programs ............................................................. 3
- Carlow-Issued Certificates ........................................................ 3
- Pre-Professional Interests .......................................................... 3

**ADMISSIONS** ........................................................................... 4
- Admission to Carlow University ................................................ 4
- Office of Admissions ................................................................. 4
- Adult Admissions .................................................................... 4
- — Cranberry Education Center .................................................. 4
- — Greensburg Education Center ............................................... 4
- Traditional First-Year Student Admissions Requirements .......... 5
- — Admissions and Scholarships Deadlines ................................. 5
- Advanced Placement and Placement Tests ................................. 5
- Early Admission ...................................................................... 5

**ADMISSION PROCEDURES** ....................................................... 5
- Regular Day Admission ............................................................ 5
- SAT/ACT Requirements ............................................................ 6
- Home-Educated Students .......................................................... 6
- Transfer Students ..................................................................... 6
- Adult Student Admissions .......................................................... 6
- Professional Liability Insurance .................................................. 6
- RN-BSN Admissions Requirements ............................................ 7

**INTERNATIONAL STUDENTS:**
**ADMISSIONS REQUIREMENTS AND PROCEDURES** .............. 7

**FINANCIAL AID** ................................................................. 8
- How is Financial Aid Awarded .................................................... 8
- — Special Circumstances ............................................................ 8
- Application Process ................................................................. 8
- — Guest Students ...................................................................... 8
- — Verification ........................................................................... 8
- — Outside Scholarships ............................................................. 8
- Federal Financial Aid ................................................................. 8
- — Pell Grant ............................................................................. 8
- — Federal Supplemental Education Opportunity ...................... 8
- — Federal Perkins Loans .......................................................... 8
- — Federal Direct Loan Program ................................................ 9
- — Federal Direct Parent PLUS Loans ......................................... 9
- — Federal Work Study ............................................................... 9
- — Nursing Loan ....................................................................... 9
- State Financial Aid Programs .................................................... 9
- Institutional Financial Aid .......................................................... 9
- Return of Title IV Funds ............................................................ 10
- Satisfactory Academic Progress for Financial Aid ....................... 10
- — Procedure ............................................................................ 10

**ACADEMIC INFORMATION** .................................................... 11
- Academic Opportunities ........................................................... 11
- — Honor and Service Societies .................................................. 11
- — Honors and Awards for Graduating Seniors ......................... 12
- — Study Abroad ....................................................................... 12
- — Internships and Field Placement ........................................... 12

**ACADEMIC RESOURCES** ......................................................... 13
- Academic Advising ................................................................. 13
- Office of Career Development .................................................. 13
- Center for Academic Achievement .......................................... 13
- Grace Library ........................................................................... 13
- Dr. Tom Hopkins Communication Laboratory ......................... 14
- Requesting Transcripts ............................................................. 14
- Reserve Officer Training Corps (ROTC) .................................... 14
- Student Evaluation ................................................................. 14

**ACADEMIC POLICIES** ............................................................ 15
- Academic Calendar .................................................................. 15
- Accelerated Course Calendar .................................................... 15
- Academic Forgiveness ............................................................... 15
- Academic Integrity ................................................................... 15
- — Disciplinary Procedures for Violations of Academic Integrity ... 16
- — Individual Rights ................................................................. 16
- — Disciplinary Action .............................................................. 16
- Student Code of Conduct .......................................................... 16
- Grievance Procedure ............................................................... 16
- Academic Standing ................................................................. 17
- Assessment ............................................................................. 18
- Classification of Students .......................................................... 18
- Confidentiality of Student Records ............................................ 18
- Courses .................................................................................... 18
- — Class Attendance ................................................................. 18
- — For Weekend College and Carlow
  — Accelerated Program Courses ............................................. 18
- — Independent Studies and Tutorials ....................................... 18
- — Repeated Courses .............................................................. 18
- — Withdrawal from a Course ................................................... 18
- Credit for Prior Learning .......................................................... 19
- Degree Requirements .............................................................. 19
- Disabilities Services Office ....................................................... 20
- Grades ....................................................................................... 20
— Grading and Grade Point Average (GPA) ...................... 20
— Grading—No Points Assigned .................................. 20
— Auditing a Course ...................................................... 20
— Pail/Fail Option ......................................................... 21
— Grade Changes .............................................................. 21
— Graduate Courses Taken as a
Undergraduate Student ........................................... 21
Honors and Academic Recognition ............................. 21
— Deans List ................................................................. 21
— Academic Recognition of Part-Time Students ............ 21
Incomplete Work ......................................................... 21
IP Grade ......................................................................... 21
Institutional Review Board ........................................ 21
Guest Student Enrollment Status ................................ 22
Placement Testing ......................................................... 22
Re-Admission Procedure to the University ................... 22
Add/Drop and Leave of Absence/
Complete Withdrawal Notification ................................ 22
— Add/Drop ................................................................. 23
Refund Policy ................................................................. 23
Appeals ........................................................................ 23
Registration .................................................................... 23
— Change of Registration ............................................ 23
— Cross-Registration ..................................................... 23
Transfer of Credits .......................................................... 24
Dual Majors ................................................................. 24
— Second Degree for Students ..................................... 24
— Pennsylvania Transfer and Articulation Center ....... 24
Tuition and Fees ............................................................. 24

LIBERAL ARTS REQUIREMENTS ................................ 25
Overview ...................................................................... 25
Core Curriculum Courses ........................................... 25

FYS AND SKILLS .......................................................... 27
Course Descriptions ...................................................... 27
— Major Field of Concentration .................................... 27

THE HONORS PROGRAM ............................................. 28

PHYSICAL EDUCATION .............................................. 29
Course Descriptions ...................................................... 29

STUDY ABROAD .......................................................... 30
Course Descriptions ...................................................... 30

DIVISION OF HUMANITIES .......................................... 33
Humanities Overview .................................................... 34
Art Major ..................................................................... 34
— Art Minor ................................................................. 34
Art Therapy Preparation Major ..................................... 34
— Art Therapy Preparation Minor ................................ 34
— Art with Art Education Certification ....................... 35
— Art History Concentration ....................................... 35
— Art History Minor .................................................... 35
— Ceramics Concentration .......................................... 35
— Ceramics Minor ....................................................... 35
— Painting and Drawing Concentration ....................... 35
— Painting Minor ......................................................... 36
— Graphic Design Concentration ................................. 36
— Web Design and Interactive Media Concentration .... 36
— Media Arts and Animation Concentration ................ 36
— Photography Concentration .................................... 36
Creative Writing Major ................................................. 36
— Creative Writing Minor ............................................ 36
English Major ............................................................... 37
— English Minor .......................................................... 37
History Major ............................................................... 37
— Secondary Education Certification
in Social Studies ......................................................... 38
— History Minor .......................................................... 38
Liberal Studies Major .................................................... 38
Philosophy Major ........................................................ 39
— Philosophy Minor ..................................................... 40
— Professional Writing Minor ..................................... 40
— Theatre Minor .......................................................... 40
Theology Major ............................................................ 40
— Theology Minor ........................................................ 41
Women’s Studies Program ........................................... 41
— Women’s Studies Minor ............................................ 41
Course Descriptions ...................................................... 42

DIVISION OF NATURAL SCIENCES AND MATHEMATICS .... 59
Overview ...................................................................... 60
Divisional Policies ........................................................ 60
Biology Major ............................................................... 60
— Certification in Perfusion Technology ....................... 60
— Biology/Autopsy Specialist ...................................... 61
— Certification in Secondary Education in Biology ....... 61
— Biology/Biotechnology Program ............................... 61
— Biology/Environmental Science
and Management Program ......................................... 61
— Biology Minor .......................................................... 62
Chemistry Major .......................................................... 62
— Certification in Secondary Education in Chemistry .. 62
— Chemistry Minor ....................................................... 62
Mathematics Major ....................................................... 63
— Certification in Secondary Education
in Mathematics ............................................................ 63
— Mathematics Minor .................................................. 63
Course Descriptions ...................................................... 64

SCHOOL FOR SOCIAL CHANGE ..................................... 74
Overview ...................................................................... 75
Course Descriptions ...................................................... 75
Communication and Media Major ................................ 76
Corporate Communication Major ............................... 76
Mass Media Major ....................................................... 77
— Communication Minor ............................................. 77
Political Science Major .................................................. 77
— Political Science Minor ............................................. 78
— Public Policy Minor ................................................... 78
GENERAL INFORMATION

INTRODUCTION TO CARLOW UNIVERSITY

Carlow University is a small, private, comprehensive, Catholic university offering professional and liberal arts programs. Founded in 1929 by the Sisters of Mercy, Carlow offers a liberal curriculum across all majors to prepare women and men for leadership in the 21st century. With an enrollment of more than 2,300 graduate and undergraduate students, Carlow is committed to providing students with individual attention, a supportive academic environment, and career development. Located in a culturally diverse urban setting, Carlow’s 15-acre campus neighbors the University of Pittsburgh and Carnegie Mellon University. A member of the Conference for Mercy Higher Education, Carlow is recognized for educating traditional students and adult learners for a lifetime of learning, leadership, and service.

- Founded in September 1929 as Mount Mercy College
- University status awarded in 2004
- Women-centered
- Catholic/Liberal Arts
- 2,300 students
- 86 percent female/14 percent male
- Diverse student body
- 11:1 student–faculty ratio
- 27 undergraduate majors
- 11 graduate majors
- Two doctoral programs
CARLOW UNIVERSITY MISSION STATEMENT

Carlow University, a Catholic, women-centered, liberal arts institution embodying the heritage and values of the Sisters of Mercy, engages its diverse community in a process of life-long learning, scholarship, and research. This engagement empowers individuals to think clearly and creatively; to actively pursue intellectual endeavors; to discover, challenge, or affirm cultural and aesthetic values; to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.

CORE VALUES

Sacredness of Creation—We reverence each person and all of creation and the diversity they embody.

Discovery/Quest—We espouse critical thinking, research, contemplation, and action as essential to the learning process and significant in our search for God.

Intellectual Integrity—We speak the truth gleaned from our intellectual pursuits.

Leadership—We prepare leaders who influence societal, organizational, and family life for the betterment of all creation.

Hospitality—We honor the legacy of Catherine McAuley by being a student-centered, welcoming, and nurturing community of learners.

Service—We engage in service to others with competence and compassion.

Student Progress—We educate, challenge, and expect all students to uncover, expand, and realize their potential. We promote and affirm their progress in understanding and practicing each of these core values as witnessed by all members of the Carlow community.

DEGREES AND PROGRAMS

Undergraduate Degrees
Bachelor of Arts
Bachelor of Science
Bachelor of Science in Nursing
Bachelor of Social Work

Graduate Degrees
Doctor of Nursing Practice (DNP)
Doctor of Psychology (PsyD)
Master of Arts (MA)
Master of Business Administration (MBA)
Master of Education (MED)
Master of Fine Arts (MFA)
Master of Science (MS)
Master of Science in Nursing (MSN)

ACCREDITATION

Carlow University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267.284.5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Carlow is also accredited by the Commission on Collegiate Nursing Education and is approved by the Pennsylvania State Board of Nursing. Program approval is granted by the Pennsylvania Department of Education for Carlow University’s teacher and school counselor preparation programs. The Bachelor of Social Work is accredited by the Council on Social Work Education. Carlow University’s Doctor of Psychology in Counseling Psychology program is accredited by the American Psychological Association.

MEMBERSHIPS

Association of Catholic Colleges and Universities, the Association of Governing Boards, the Conference for Mercy Higher Education, the Association of Independent Colleges and Universities in Pennsylvania, the College and University Personnel Association, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the National Association of College and University Business Officers, the American Association of Collegiate Registrars and Admissions Officers, the Society of College and University Planning, the Women’s College Coalition, the Commission on Collegiate Nursing Education, the American Association of Critical Care Nurses, the Allegheny Conference on Community Development, the Urban League of Greater Pittsburgh, the African-American Chamber of Commerce, the Greater Pittsburgh Chamber of Commerce, the Public Leadership Education Network, and the Pittsburgh Council on Higher Education. Carlow University is recognized by the Carnegie Foundation as a comprehensive Masters Medium level institution.
PROGRAMS OF STUDY

Carlow University is chartered by the Commonwealth of Pennsylvania and is authorized by the Pennsylvania Department of Education to award the following graduate degrees:

UNDERGRADUATE MAJORS

Accounting
Art
- with concentration in Art History
- with concentration in Ceramics
- with concentration in Painting and Drawing
- with Art Education and certification (Grades K–12)

Art Therapy Preparation

Biology
- with concentration in Autopsy Specialist
- with certification in Perfusion Technology
- with Secondary Education/Biology certification (Grades 7–12)
- with Secondary Education/General Science certification (Grades 7–12)

Business Management

Chemistry
- with Secondary Education and Chemistry certification (Grades 7–12)

Communication and Media

Corporate Communication

Creative Writing

Early Childhood Education
- with certification (Pre-K through Grade 4)

Early Development and Learning

English
- with Secondary Education and English certification (Grades 7–12)

Forensic Accounting

History
- with Secondary Education/Social Studies certification (Grades 7–12)

Human Resource Management and Technology

Liberal Studies

Management in Health Services

Mass Media

Mathematics
- with Secondary Education/Math certification (Grades 7–12)

Middle Level Education (Grades 4–8)
- with Science certification
- with Social Studies certification
- with English/Language Arts certification
- with Mathematics certification (pending PDE approval)
- with Social Studies and Science certifications
- with Social Studies and Mathematics certifications
- with Science and Mathematics certifications
- with English/Language Arts and Science certifications
- with English/Language Arts and Mathematics certifications

Nursing

Philosophy

Political Science

Psychology
- with concentration in Counseling
- with concentration in Human Development
- with concentration in Crisis and Trauma

Social Work
- with concentration in Behavioral Health Service Coordination
- with concentration in Crisis and Trauma

Sociology
- with concentration in Criminal Justice

Special Education Certification
- must be combined with certification in Early Childhood, Middle Level, or Secondary Education
- Five-year BA in Early Childhood to MEd in Special Education also available

Theology

AFFILIATE PROGRAMS WITH THE ART INSTITUTE OF PITTSBURGH

- Art: Graphic Design
- Art: Web Design and Interactive Media
- Art: Media Arts/Animation
- Art: Photography

DUAL DEGREE PROGRAMS

- 3/3 JD Law Program—Duquesne University
- Biology/Environmental Science and Management—Duquesne University
- Biology/BS to MS in Biotechnology—Duquesne University

CARLOW-ISSUED CERTIFICATES

- Accounting
- Forensic Accounting

PRE-PROFESSIONAL INTERESTS

- Athletic Training
- Dentistry
- Law
- Medicine
- Pharmacy
- Physical Therapy
- Physician Assistant
- Podiatry
- Occupational Therapy
- Optometry
- Osteopathy
- Veterinary Medicine
ADMISSIONS

ADMISSION TO CARLOW UNIVERSITY

The Carlow University community nurtures creativity, diversity, talent, and skill. Carlow welcomes any student who combines academic achievement, ability, motivation, and maturity. Carlow welcomes students of all religious beliefs. At Carlow, students of various ages, academic backgrounds, and interests contribute to the overall educational experience. Any applicant who shows leadership potential and initiative, combined with a sincere determination to contribute to the campus community and to achieve academically, is considered for admission.

A conscious effort is made to enroll a student body that represents capable students with diverse interests and backgrounds. While the University continues its strong commitment to the education of women, Carlow welcomes and admits male students into all of its programs at both the undergraduate and graduate levels.

Carlow operates on a rolling admissions policy basis for most programs. As soon as a complete admissions application is submitted to the University, it is reviewed and evaluated, and applicants are notified of the decision of the admissions committee. Prospective students seeking admission (or re-admission) can contact the Office of Admissions directly at 1.800.333.2275.

Formal admission to some academic programs requires satisfactory progress within those programs and/or completion of a secondary admissions process.

All academic programs have essential standards that must be met by students to successfully complete program requirements. Additional information and program guides are available from the academic divisions and/or faculty advisors.

OFFICE OF ADMISSIONS

Office of Admissions
Carlow University
3333 Fifth Avenue
Pittsburgh, PA 15213
Phone: 1.800.333.2275 or 412.578.6059

ADULT ADMISSIONS

Prospective students who have earned a GED or have been out of high school for four or more years can apply for day, evening, and/or weekend programs available at the main Oakland campus and/or alternate locations through the Adult Admissions Office. Those who would like to pursue a second degree or are interested in non-degree seeking or certificate programs are also encouraged to apply.

CARLOW UNIVERSITY CRANBERRY EDUCATION CENTER

Regional Learning Alliance
850 Cranberry Woods Drive
Cranberry Township, PA 16066
Phone: 724.741.1028
Fax: 724.741.1012

CARLOW UNIVERSITY GREENSBURG EDUCATION CENTER

J.A.S. Professional Park
4534 Route 136
Greensburg, PA 15601
Phone: 724.838.7399 or 1.877.451.3001
Fax: 724.838.7599
TRADITIONAL FIRST-YEAR STUDENT
ADMISSIONS REQUIREMENTS

The admissions committee makes decisions based upon a careful review of each application. In general, students should:

• Have a cumulative high school GPA of 2.5 or higher
• Have satisfactory scores on the SAT/ACT
• Complete 18 units of academic preparation
  (4 English, 3 math, 3 science, 4 art/humanities, 4 electives)

ADMISSIONS AND SCHOLARSHIP DEADLINES

Carlow operates on a rolling admissions basis, accepting applications from incoming first-year students through mid-August. Due to space limitations in some programs such as nursing, students are strongly encouraged, however, to complete the application process as soon as possible during their senior year to assure maximum consideration for admission and scholarships/financial aid.

High school and/or home school course work is one of the most important factors in admissions, particularly to more selective programs. It is strongly recommended that all students follow a college preparatory curriculum throughout high school. Those applying to science or nursing programs should complete both algebra II and chemistry, with trigonometry and advanced sciences also strongly recommended.

While most programs require a minimum 2.5 GPA, prospective nursing candidates should have a 3.00 GPA and 1,000 SAT on the verbal/math combined (or 22 ACT), and have completed strong science and math courses (with a grade of B or better in each preferred). The Pennsylvania State Board of Nursing requires that applicants accepted into professional nursing programs must have completed, as a minimum, four units of English, three units of social sciences, two units of mathematics (one must be algebra), and two units of lab science, including chemistry.

ADVANCED PLACEMENT AND PLACEMENT TESTS

Incoming first-year students who have taken Advanced Placement (AP) examinations, College Level Examination Program (CLEP) examinations, International Baccalaureate examinations (IB), or any college-level courses prior to enrolling at Carlow University, must submit their exam scores and/or official college transcripts to the Office of Admission in a timely manner to assure proper credit evaluation and course registration.

EARLY ADMISSION

Candidates who wish to enroll after completion of high school in less than four years, may be considered for early admission provided they have a high school diploma and:

• Meet all admissions requirements, including 18 units of high school work;
• Follow all procedures and submit required application;
• Exhibit the academic background for success at Carlow;
• Submit acceptable Scholastic Assessment Test (SAT) scores or the American College Testing (ACT) score.

Early admission applications should be completed no sooner than within one semester of completion of all high school requirements (i.e. after January for fall admissions and after May for spring admissions).

ADMISSIONS PROCEDURES

REGULAR DAY ADMISSION

Students applying for regular admission should:

• Submit a completed application form by applying online at carlow.edu.
• Ask a guidance counselor to forward a complete, official high school transcript* to the Office of Admissions indicating the student’s cumulative GPA, courses taken and grades received, class rank (if available), and results of achievement and assessment tests.
• Submit scores from the Scholastic Assessment Test of the College Board (SAT) or the American College Testing (ACT) Program, unless they are already recorded on the high school transcript.
• Arrange for a personal interview and a campus visit. Although optional, both are strongly recommended.

* The transcript is considered official if it contains the seal of the institution and is issued directly to Carlow University. Transcripts delivered to the Office of Admissions by students are considered official only when sealed in an envelope with the institution’s seal over the flap. Faxed transcripts are not considered official. Official GED test scores may be accepted in lieu of high school transcripts. Carlow University will accept electronic transcripts for admissions purposes if the following criteria are met regarding the transcript:
1. The transcript is certified as official from the high school, college, and/or proprietary school using a third party agency for the certification process. Approved agencies include AVOW Systems, Docufide, National Student Clearinghouse, and Scrip-Safe.

2. The transcript must be a PDF certified document that has no indication of tampering.

3. A college official must receive the transcript from an approved e-transcript service.

4. Carlow University has the right to refuse electronic transcripts or request additional information if there is question about the authenticity of the document.

Admissions counselors are available to assist students and families during the admissions and financial aid processes. In many geographic regions, admissions counselors will visit prospective students and their families at their high school.

**SAT/ACT REQUIREMENTS**

Carlow considers a variety of factors when reviewing student applications for admission, and the SAT/ACT scores represent only one factor. The average combined critical reasoning and mathematics scores for entering first-year students has been between 950–1,000 in recent years. Students scoring below 1,000 (on the combined critical reasoning and mathematics scores, excluding the writing score) are strongly encouraged to re-test, especially if they are interested in qualifying for selective programs such as nursing and/or for significant academic scholarships.

**HOME-EDUCATED STUDENTS**

Carlow University recognizes the unique experiences and benefits provided to home-educated students, and welcomes their applications. A home-educated student applying for admission should follow all admissions procedures for regular admissions as stated previously. Additional evaluations may be required.

**TRANSFER STUDENTS**

Prospective transfer students applying for admission should:

- Submit a completed application form by applying online at carlow.edu
- Submit an official transcript* from each college and/or proprietary school previously attended—whether or not credit was earned—to the Office of Admissions; in some instances, an official high school transcript may also be required.
- Arrange for a personal interview and a campus visit. Although optional, both are strongly recommended. Admissions counselors are available to assist students and families through the admissions and financial aid processes.

* The transcript is considered official if it contains the seal of the institution and is issued directly to Carlow University. Transcripts delivered to the Office of Admissions by students are considered official only when sealed in an envelope with the institution’s seal over the flap. Faxed transcripts are not considered official. Official GED test scores may be accepted in lieu of high school transcripts. Carlow University will accept electronic transcripts for admissions purposes if the following criteria are met regarding the transcript:

1. The transcript is certified as official from the high school, college and/or proprietary school using a third party agency for the certification process. Approved agencies include AVOW Systems, Docufide, National Student Clearinghouse, and Scrip-Safe.

2. The transcript must be a PDF certified document that has no indication of tampering.

3. A college official must receive the transcript from an approved e-transcript service.

4. Carlow University has the right to refuse electronic transcripts or request additional information if there is question about the authenticity of the document.

A catalog or a copy of the course descriptions for all courses taken at an accredited institution outside of Allegheny County may be requested in order to assess transfer credits to be awarded. Admissions counselors will inform candidates when additional information is necessary.

**ADULT STUDENT ADMISSIONS**

Students who have been out of high school for four or more years, and who wish to attend day, evening, and/or weekend programs at the Oakland campus, should apply to Adult Admissions at Carlow University at 1.800.333.2275 or 412.578.6092 or apply online at carlow.edu.

To apply to programs offered at the Cranberry Education Center call 724.741.1028 or apply online at carlow.edu.

To apply to programs offered at the Greensburg Education Center call 724.838.7399 or 1.877.451.3001 or apply online at carlow.edu.

**PROFESSIONAL LIABILITY INSURANCE**

All students in the nursing, perfusion technology, and social work programs will be covered by the University’s professional liability coverage. The annual cost is approximately $11 per year, but is subject to change, and is included as a fee attached to select courses. You will no longer be required to obtain coverage outside the University to meet this requirement.
Carlow Affidavit of Support: This form must be notarized and submitted with the application. It must also be accompanied by a recent bank or employer’s statement. The total amount must equal the cost of tuition/fees and room/board for one academic year. If a student has more than one sponsor, each sponsor must submit a Carlow notarized affidavit and accompanying statement.

Educational Summary Sheet: All schooling from the first year to the present should be indicated, using one line for each academic year.

Official Transcripts (Academic Records): Official secondary school transcripts must be evaluated by an evaluating company and submitted directly from the evaluating company to Carlow University. Applicant may choose to use the following evaluation companies: World Education Services (WES) or Education Credential Evaluators (ECE).

Official TOEFL Score: An official TOEFL score, SAT score, or 24 or more credits from an accredited American college or university with a C or better (excluding ESL courses) is required. A recent TOEFL score on the Internet Based Test must be at least 90, with no subsection below 20. Additional information on TOEFL registration and payment is available at: http://www.toefl.org/toefl/ttffees.html. Additional information on SAT registration and payment is available at http://www.collegeboard.com. For both the TOEFL and the SAT, applicants should be sure to request an official score report for Carlow by using the Carlow school code: 2421. Please note: this requirement is not negotiable, as all applicants to the University must submit official test scores. No application will be considered without results from at least one of these two tests.

Two Letters of Recommendations: Official letters of recommendation must be submitted to the Center for Global Learning in original unopened envelopes.

Health Forms and Insurance: Completed health form, proof of insurance coverage, and proof of basic hospitalization insurance, along with complete medical records on the Carlow Health Services Form, are required. The Center for Global Learning provides information on available coverage.

After formal admission, a student is required to submit a non-refundable U.S. $100 deposit prior to the issuance of a Certificate of Eligibility for Nonimmigrant Student Status (SEVIS Form I-20) utilized in obtaining the F-1 Student Visa.
FINANCIAL AID

At Carlow University, our goal is to make financial aid available to students who would otherwise be unable to attend college. The Financial Aid Office administers federal, state, and institutional aid programs and offers assistance to students and parents with questions about the financial aid process. All students are encouraged to utilize www.carlow.edu and myPortal for current financial aid information and to access all forms necessary to apply for financial aid.

HOW FINANCIAL AID IS AWARDED

All financial aid programs, excluding scholarships and some loan programs, base eligibility on financial need. Financial need is defined as the difference between the Cost of Attendance and the Expected Family Contribution. The Cost of Attendance is comprised of actual tuition and fees, plus room and board, and an allowance for books and supplies, transportation, and living expenses. Expected Family Contribution is determined by a standard need analysis formula called Federal Methodology. Factors such as taxable and non-taxable income, assets, and household information are all considered in this formula. Financial aid is awarded annually for one academic year. Continuation of an award requires an annual review of the applicant’s financial need, based on that year’s need analysis formula and academic progress, which is reviewed each semester.

SPECIAL CIRCUMSTANCES

Individual circumstances that could affect the Expected Family Contribution include unemployment, change in job status, or unusual medical expenses. When these situations occur, they should be communicated to the Financial Aid Office via a Special Conditions Form, which is available at www.admissions.carlow.edu/fin-aid/forms.html.

APPLICATION PROCESS

A high school graduate or college transfer student who has completed an application for admission to Carlow University and who will be matriculated (degree seeking) for at least six credits a semester (half-time status) may apply for financial aid by completing the Free Application for Federal Student Aid at www.fafsa.gov. The FAFSA is for students who are U.S. citizens or permanent residents. First time applicants who are Pennsylvania residents will be contacted by PHEAA, the Pennsylvania Higher Education Assistance Agency, to complete a State Grant Status Notice for state grant consideration. All students who wish to be considered for financial assistance should file the FAFSA by April 1, which is Carlow’s priority deadline. Applications received after this date will be processed as funds are available. Non-Pennsylvania residents must complete the FAFSA and any additional application their home state may require for state grant consideration.

GUEST STUDENTS

Guest (non-degree seeking) students may apply for a non-federal private “Alternative” Loan, if they have good credit or a credit-worthy co-signer.

VERIFICATION

About one-third of all FAFSA filers are selected for verification, a process in which the Financial Aid Office must verify the information reported on the FAFSA. Students selected for verification by the U.S. Department of Education or the Financial Aid Office must submit requested documentation according to the verification flag associated with the FAFSA results. The most common type of verification requires that the student (and parent, if dependent) submit the Verification Worksheet and copies of IRS Tax Return Transcripts. The Financial Aid Office notifies students via email if documents are needed to complete verification. Students may also access their missing documents from Web Advisor.

OUTSIDE SCHOLARSHIPS

Students are encouraged to investigate private sources of financial aid. It is the responsibility of the student to notify the Financial Aid Office of any scholarship or grant received through outside sources.

FEDERAL FINANCIAL AID

Pell Grant: Pell Grant is a federal need-based grant awarded to undergraduates seeking their first bachelor’s degree. The maximum Pell Grant for the 2013–2014 academic year is $5,645. The lifetime limit on Pell is the equivalent of twelve full-time semesters. Pell received for enrollment at other institutions before enrolling at Carlow University is taken into account when determining remaining eligibility.

Federal Supplemental Education Opportunity (FSEOG): A federal need-based grant for undergraduates seeking their first bachelor’s degree. Priority is given to students with Pell Grant eligibility.

Federal Perkins Loan: Perkins is a low-interest loan awarded by the Federal Aid Office based on FAFSA results. Funding is limited. Currently at 5 percent interest, the loan is repaid starting nine months after the student graduates, leaves school, or drops below half-time status. Perkins is a federal loan program administered by
Carlow University in accordance with guidelines established by the U.S. Department of Education.

**Federal Direct Loan Program:** The Federal Direct Loan Program consists of the Federal Direct Student Loan and Federal Direct Parent PLUS Loan.

The Federal Direct Student Loan Program is available to degree-seeking students who are enrolled at least half time, which is a minimum of six credits per semester for undergraduates. The Subsidized Loan is available to students who demonstrate financial need. During in-school and deferment periods, the interest is paid by the U.S. Department of Education. The interest rate is 6.8 percent. First-time borrowers must complete Entrance Counseling and the Master Promissory Note at www.studentloans.gov.

The Unsubsidized Loan is available to students without demonstrated financial need. The borrower is responsible for the interest during in-school and deferment periods. The interest rate on Unsubsidized Direct Loans is 6.8 percent. Repayment on the principal begins six months after leaving school.

Annual maximum combined eligibility for the Federal Direct Student Loan for dependent students is $5,500 for freshmen, $6,500 for sophomores, and $7,500 for juniors and seniors.

Annual maximum combined eligibility for the Federal Direct Student Loan for independent students and dependent students whose parents were denied PLUS loan is $9,500 for freshmen, $10,500 for sophomores, and $12,500 for juniors and seniors.

The aggregate limit for a dependent undergraduate is $31,000 with not more than $23,000 in Subsidized Loan. The aggregate limit for an independent student and dependent student whose parent is denied PLUS loan is $57,500 with not more than $23,000 in Subsidized Loan.

**Federal Direct Parent PLUS Loans:** Federal Direct Parent PLUS Loans are for credit-worthy parents who want to borrow money to help pay for the education expenses of their dependent children. The maximum a parent may borrow in an academic year is the difference between the student’s Cost of Attendance and financial aid. The interest rate on the PLUS Loan is 7.9 percent. Generally, repayment begins 60 days after the final loan disbursement in an academic year. Interest begins to accumulate at the time the first disbursement is made. Dependent students whose parents are denied the PLUS Loan due to adverse credit are eligible to receive additional Unsubsidized Loans. Freshmen and sophomores are eligible for $4,000 and juniors and seniors $5,000.

To apply for the PLUS Loan, the parent borrower must complete a PLUS application at www.studentloans.gov. If approved based on credit, the parent must then complete the promissory note, also at www.studentloans.gov.

**Federal Work Study (FWS):** This need-based financial aid program provides jobs for students to help pay their educational expenses. Students are paid monthly, at least at the current federal minimum wage, and are encouraged to put their earnings toward their account balance.

**Nursing Loan:** Funded by the U.S. Department of Health and Human Services, this program is intended to help students achieve careers in nursing. Currently at 5 percent interest, this loan is awarded to nursing students enrolled at least halftime who demonstrate financial need. The loan is repaid starting nine months after the student graduates, leaves school, drops below half time, or changes from nursing to another major.

**STATE FINANCIAL AID PROGRAMS**

Pennsylvania State Grant: The Pennsylvania Higher Education Assistance Agency (PHEAA) offers need-based grants to undergraduates seeking their first bachelor’s degree who are Pennsylvania residents and enrolled at least half time. Eligibility is limited to eight full-time semesters. Students whose enrollment is limited to one eight-week CAP session in a semester are not eligible for Pennsylvania state grant in that semester. Students taking online courses are not eligible for Pennsylvania state grant in a semester in which their online classes exceed classroom instruction by more than fifty percent. For more information about the Pennsylvania State Grant Program and other grant and scholarship programs administered by PHEAA, please visit www.pheaa.org or call 1.800.692.7392.

Other State Grant Programs: Students who are not Pennsylvania residents should contact the agency in their home state to see if they are eligible for assistance while attending a school in Pennsylvania.

**Award Letters**

Students who apply for financial aid will receive an official award letter that shows financial aid for the entire academic year, fall and spring. New students will receive paper award letters through regular mail. Returning students will be notified via Carlow email when their award letter is available on WebAdvisor. All students must officially accept their financial aid by completing a Reply Form either on paper or online.

**INSTITUTIONAL FINANCIAL AID**

Carlow offers merit and athletic scholarships ranging from $1,000 to $17,000 per academic year, which are not based on financial need and are awarded to eligible traditional undergraduate students (unless otherwise noted) enrolled in degree-seeking programs. Carlow also offers institutional grants. Amounts vary depending on need and academic qualifications.
RETURN OF TITLE IV FUNDS

The Financial Aid Office recalculates federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing at least 60 percent of a semester. Recalculation is based on the percent of earned aid using the following formula:

Step One:
Percent earned = Number of days completed up to the withdrawal date**
Total days in the semester

Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

Step Two:
Aid to be returned = (100 percent – percent earned in Step 1) x the amount of federal aid disbursed or to be disbursed toward institutional charges

* Federal financial aid includes the Federal Pell Grant, SEOG Grant, Perkins Loan, Federal Stafford Loan, and PLUS Loan.

** 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 semester for a student who leaves without notifying the institution.

The school must return unearned aid by repaying funds to the following sources in the following order:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Perkins Loan
- Federal Direct Parent Plus Loan
- Pell Grant
- FSEOG
- Other Title IV programs

When aid is returned, the student may owe a balance to the University. If so, the student should contact the Office of Student Accounts to make arrangements to pay the balance due.

The Federal Refund Calculations only apply if the student is withdrawing from all classes. However, if a student makes changes in registration that result in changes to tuition and fee amounts, the Financial Aid Office will recalculate the Cost of Attendance and may need to change the original amount of aid awarded.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

The United States Department of Education requires that institutions of higher education set standards to measure satisfactory academic progress for students who are receiving Title IV (Federal) financial aid. Carlow uses the same standards to measure academic progress for institutional, need-based grants. The Pennsylvania Higher Education Assistance Agency (PHEAA) has its own academic progress policy for Pennsylvania state grant recipients.

Satisfactory Progress: Satisfactory progress is defined as a cumulative GPA of at least 2.0 and enough cumulative credits earned to equal at least 67 percent of cumulative credits attempted.

Students must be able to complete their program of study within 150 percent of the credits required, so for a 120-credit bachelor’s degree program, a first-time student must be able to earn the degree within 180 credits attempted in order to remain eligible for Title IV aid.

PROCEDURE

The Financial Aid Office reviews academic progress after each semester. Transcripts from the Office of the Registrar are reviewed. The review includes an examination of the student’s cumulative GPA, the ratio of credits earned versus credits attempted, and the amount of time taken to complete the program of study.

Warning: If a student’s cumulative GPA has fallen below 2.0, or the student has earned less than 67 percent of his or her cumulative credits attempted, or both, the student will be placed on financial aid warning for the following semester. Students are notified in writing from the Financial Aid Office of their warning status. During this warning period, students must work to raise their cumulative GPA to at least a 2.0 and their cumulative credits earned to at least 67 percent of cumulative credits attempted. Students are strongly encouraged to utilize the tutoring opportunities in the University’s Center for Academic Achievement, particularly during warning periods. Students may continue to receive financial aid during warning periods as long as all other eligibility criteria are met.

Suspension: At the end of the warning period, the Financial Aid Office will review the student’s academic transcript. If the student has not met the minimum criteria for GPA and credits earned, eligibility for federal and institutional financial aid will be suspended. Students are notified in writing from the Financial Aid Office of their suspension status. The letter will include information about how to appeal due to extenuating circumstances. A student’s financial aid will not be suspended without a period of warning. Students whose financial aid eligibility is suspended may regain eligibility once they meet the requirements for satisfactory academic progress.
Appeal Process: If the student’s financial aid eligibility is suspended, the student may appeal for one additional semester of eligibility, if there are extenuating circumstances. If reinstatement is not mathematically possible to achieve in one semester, aid can be continued as long as an academic plan for improvement is in place and the student meets all guidelines. Extenuating circumstances that will be considered are illness, injury, death in the family, or other personal situations that can be documented by a non-family member such as a counselor, minister, social worker, or doctor. All appeals must be typed and forwarded to the director of financial aid with supporting documentation. All appeals are reviewed by an appeals committee. In general, a student may not appeal to have financial aid eligibility reinstated more than one time during enrollment at Carlow University. Scholarship renewal is contingent on GPA. Appeals are not considered for students who lose scholarship eligibility because their GPA is below the required minimum. When an appeal is approved, the student will be placed on financial aid probation and will be eligible for financial aid, as long as all other eligibility criteria are met.

Transfer Students: Credit hours accepted at Carlow are counted as both attempted and completed hours.

Withdrawals: A WD is assigned if a student officially withdraws from a particular course prior to the final date to withdraw in a given semester, according to the academic calendar published in the Carlow Course Schedule and online at www.carlow.edu/registrar/registrar.html. A WD on a transcript influences the ratio of cumulative credits earned versus credits attempted. Withdrawals also impact the amount of time taken to complete the program of study.

Repeated Courses: A student wishing to retake a course in which they received a D or F grade can do so only by repeating the same course at Carlow University. Both grades for a repeated course are recorded on the transcript. The higher grade is used in the calculation of the cumulative GPA. A student who repeats a course one time may still be considered for financial aid for that course. A student who repeats a course for which credits were earned will not earn additional credits for the repeated course.

Academic Forgiveness: When a student is granted Academic Forgiveness by the provost, the actual earned credits and earned grade are what are taken into account for the purpose of measuring academic progress for financial aid.

Pennsylvania State Grants: For each academic year during which a Pennsylvania state grant is received, a student must successfully complete the minimum number of credits appropriate to the student’s enrollment status during the semester(s) for which state grant aid was received. In an academic year, students receiving two full-time semesters of state grant aid must earn at least 24 credits, and students receiving two part-time semesters of state grant aid must earn at least 12 credits. A student who has not maintained satisfactory academic progress for state grant aid may enroll in summer courses (without state grant aid) to make up the necessary credits.

Academic Levels: The following guidelines are used to determine the academic level for undergraduate students:

Freshman—a student who has completed 0 to 23 credits
Sophomore—a student who has completed 24 to 53 credits
Junior—a student who has completed 54 to 87 credits
Senior—a student who has completed at least 88 credits

ACADEMIC INFORMATION

ACADEMIC OPPORTUNITIES

HONOR AND SERVICE SOCIETIES

Outstanding achievement in the general academic program entitles students to apply for membership in national honor societies. Benefits vary by the society but, in general, membership in a national honor society can also provide access to educational enrichment activities, career planning, and career advancement opportunities.

Chapters of honor societies on the Carlow University campus are:

Alpha Sigma Lambda: A scholastic and fraternal organization, Alpha Sigma Lambda is a national honor society for nontraditional adult students. Its goal is to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes scholastic achievement in an adult student’s career. Inductees must have a GPA of 3.5 in order to be invited for membership. Through programming and camaraderie, the society encourages its members to continue toward and to earn their degrees.

Kappa Delta Epsilon, Kappa Beta Chapter: This honorary professional education society renders service to the campus and community and promotes the professional growth of its members. Qualifications for membership are demonstrated scholastic achievement and desire to provide service to the campus community and the community at large.
**Sigma Theta Tau, Eta Epsilon Chapter:** This international nursing honor society recognizes superior achievement and the development of leadership qualities. It also fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the profession. Qualifications for membership include demonstrated superior scholastic achievement, evidence of professional leadership potential, and marked achievement in the field of nursing.

**Psi Chi:** An international psychology honors society that encourages scholastic excellence and to promotes the science of psychology. Membership provides networking, funding, and educational opportunities, and is open to psychology majors, minors, and graduate students who meet the minimum academic requirements established by the Carlow University chapter of Psi Chi.

**Student Affiliates of the American Chemical Society:** This professional organization for science students stimulates interest in scientific research and promotes intellectual life.

**Beta Beta Beta:** This national professional society for students of the biological sciences offers experiences that enrich and extend the primary requirements for the biology major.

**HONORS AND AWARDS FOR GRADUATING SENIORS**

Eligibility for graduation with honors is computed cumulatively. Students are eligible for graduation with honors under the following conditions:

- Cumulative Grade Point Average (GPA) of:
  - 3.90 to 4.0—summa cum laude
  - 3.70 to 3.89—magna cum laude
  - 3.50 to 3.69—cum laude

Students who have received academic forgiveness may be eligible to graduate with honors limited to the cum laude designation only.

**Joseph G. Smith Memorial Award:** In honor of the late Joseph G. Smith, former chairman of the Board of Trustees, this highest Carlow award is given to a senior in recognition of academic distinction to the University and to the community.

The Honors Program invites accomplished and motivated students to participate in a series of academic experiences that will challenge their abilities and help them to prepare for professions or graduate study. Through this program, students experience expanded leadership opportunities and increased opportunities to interact with faculty and to shape their own education experience. See Honors Program on page 54.

**STUDY ABROAD**

Study abroad provides students with a hands-on, international experience that enhances their academic career at Carlow University. Studying abroad enriches a student’s global perspective and makes for a well-rounded, highly competitive college graduate. Furthermore, study abroad allows for individual growth, independence, and expanded views and ways of thinking about our increasingly global world.

Carlow students can study abroad for as long as an academic year to as short as a two-week long program—it truly depends on what is a good fit for the individual student’s academic plan and goals. Carlow students study all over the world from England to Russia to Tanzania to Thailand!

Through the Center for Global Learning (CGL), Carlow students may apply for a program sponsored by Carlow University or by another accredited college or university. The following are Carlow-sponsored programs overseas:

- **Carlow in Italy:** Carlow students with a GPA of 3.0 or above may apply to study for a semester on the campus of the American University of Rome (AUR). Accepted students will register as full-time students at Carlow and pay the regular Day Program tuition and fees. Housing fees are set by AUR, but paid by Carlow. All state and federal financial aid awarded for the semester in question will be applied. For a limited number of students, Carlow financial aid will be applied.

- **Carlow in Ireland:** The University has a cooperative agreement with its sister school and namesake in Carlow, Ireland. Carlow students with a GPA of 2.5 or above may apply to study for a semester at Carlow College. Accepted students will register as full-time students at Carlow and pay the regular Day Program tuition and fees. All state and federal financial aid awarded for the semester in question will be applied. For a limited number of students, Carlow financial aid will be applied. In conjunction with Carlow, Ireland, graduate classes in education, the MBA program, and the MFA program have been designed to include short educational visits to Ireland.

The CGL will assist all interested students in finding the program that best suits their personal and professional goals and in making academic and financial arrangements. Please visit the CGL Study Abroad website at www.carlow.edu/studyabroad.

See Study Abroad Course Descriptions on page 30.

**INTERNSHIPS AND FIELD PLACEMENT**

Off-campus fieldwork is a regular part of the curriculum. Students in nursing, education, perfusion technology, communication, accounting, forensic accounting, business management, human resource management and technology, management in health services, psychology, sociology, and social work are required to do field work as an integral part of their program. Other divisions and interdisciplinary programs also offer internship experience.
ACADEMIC RESOURCES

ACADEMIC ADVISING

Students receive academic advising from an assigned advisor in their major or from an advisor for students who have not yet declared a major. Advisors assist students in understanding the Core Curriculum, the process of selecting a major, and the specific requirements for that major.

OFFICE OF CAREER DEVELOPMENT

This office supports students in making a successful transition from education to employment or advanced degrees through career coaching, internship opportunities, job search skills training, and graduate school planning. Services include one-on-one appointments, group workshops, and online resources that are available to current students and alumni.

The Office of Career Development utilizes a web-based system to publicize internships and employment opportunities. Personal job or internship search assistance is provided for identifying employment opportunities, developing a resume, and preparing for interviews. Students and alumni are also encouraged to participate in on-campus interviews and to attend annual job fairs sponsored by Carlow University.

CENTER FOR ACADEMIC ACHIEVEMENT

The Carlow University Center for Academic Achievement (CAA) in Grace Library provides tutoring and academic support to Carlow students. Professionals and peer tutors in math, science, writing, and learning skills work in collaboration with students in both individual and group settings. Faculty-approved peer tutors, who are also expert students, provide assistance and support classroom learning for a wide range of courses.

The CAA’s programs are highly flexible. Students may sign up for one-time or ongoing tutoring sessions; informal, as-needed review sessions; and study groups. In these settings, students review course material, practice problem solving, prepare for examinations, and develop general academic skills necessary for success and self-directed, life-long learning.

GRACE LIBRARY

Grace Library supports collections and services to foster academic excellence and promote the process of self-directed, life-long learning. The library offers more than 88,000 printed volumes and more than 118,000 e-books with particular strengths in early childhood education, theology, literature, and women’s studies.

Special collections include those in peace studies, African-American studies, and career resources. More than 15,000 electronic and print journals are available.

The library contains more than 1,350 DVDs, videos, and videotapes. Students are issued a library barcode on the back of each student ID that enables them to borrow an unlimited number of items from Grace Library. Grace Library offers a wide array of services to make the research process easier such as:

Reference Help: Librarians are available during most library hours to give students one-on-one help. Also, students can ask questions online via the “Ask a Librarian” service available on the library’s website at carlow.edu/library.

Research Materials: Students can access a tremendous amount of research material such as full text journal articles, encyclopedia articles, and statistics from the library website. Also available on the website is the library’s online catalog through which students can search for books and videos owned by Grace Library, renew and place holds on books, and see a listing of materials placed on reserve. Research guides, library hours, and policies are also found at www.carlow.edu/library.

In-house Resources: Grace Library owns a rich collection of print materials available for student research, including 17,300 reference volumes such as subject specific encyclopedias and dictionaries. For more advanced research, librarians will assist researchers with extensive online literature searches.

Borrowing from Other Libraries: Grace Library has made arrangements for Carlow students to borrow and use materials from other academic libraries by using E-Z Borrow (for books) and RAPID ILL (for journal articles). Interlibrary Loan from more than 9,100 libraries around the United States is available for hard to find materials. Further information can be found in the Grace Library Student Handbook, revised and issued annually, and also on the Grace Library website located at www.carlow.edu/library.

The Carlow Archives and the International Poetry Forum Archives: Carlow Archives and the International Poetry Forum Archives are integral parts of Grace Library. The Carlow Archives contain materials pertaining to the history of the University. The International Poetry Forum Archives contain poetry readings and other memorabilia which are of particular interest to creative writing students. Students are encouraged to learn more about the archives by calling 412.578.6139.

Comfortable, Relaxing Study Areas: The library offers comfortable chairs for reading and relaxing; small, quiet study rooms; and numerous areas for group meetings.
**DR. TOM HOPKINS COMMUNICATION LABORATORY**

The Dr. Tom Hopkins Communication Laboratory contains six presentation/interview rooms equipped with digital audio and video recording and projection technology which enables students to capture, review, and evaluate examples of their oral communication. Using these recordings, faculty and peer advisors can assist students in improving their speaking and presentation skills. The lab is open to all graduate and undergraduate students who want to use the technology to monitor and enhance their communication skills.

**REQUESTING TRANSCRIPTS**

All requests for official transcripts should be submitted in writing to the Office of the Registrar. A student’s signature is required to release any transcript. A fee is charged for each transcript. A transcript will not be issued unless all financial obligations owed to the University have been fulfilled. Current students may view their own academic records online at https://webadvisor.carlow.edu.

**RESERVE OFFICER TRAINING CORPS (ROTC)**

Air Force and Army Reserve Officer Training Corps (ROTC) programs are offered through cross-registration at the University of Pittsburgh. Students in the Army and Air Force programs have the option of completing a two- or a four-year program. Completion of the Air Force program leads to a commission as a second lieutenant in the U.S. Air Force. Completion of the Army ROTC program leads to a commission as a second lieutenant in the U.S. Army, the U.S. Army National Guard, or the U.S. Army Reserve.

Carlow students can enroll in the Navy ROTC through Carnegie Mellon University. Completion of the Navy ROTC program leads to a commission as an officer in the U.S. Navy or U.S. Marine Corps.

All three programs offer stipends or scholarships. Interested students can enroll through Carlow’s Office of the Registrar or find out more information at the following websites:

- Army: www.rotc.pitt.edu
- Air Force: www.afrotc.pitt.edu
- Navy: www.cmu.edu/nrotc

**STUDENT EVALUATION**

The methods that faculty use to evaluate student achievement vary according to the types of learning experiences. Written examinations are a common means of evaluation, but research papers, essays, interviews, classroom interaction, media presentations, observation, and clinical and field experience are also used.
ACADEMIC POLICIES

ACADEMIC CALENDAR

The academic calendar is published annually. Carlow follows the semester system, although some programs are divided into shorter sessions within the semester. (See Accelerated Course Calendar in the section below.) Most academic related actions are carried out on a semester basis, such as academic standing decisions, the Dean’s List, and determination for graduation.

ACCELERATED COURSE CALENDAR

Carlow Accelerated Program (CAP) classes generally meet for eight weeks. These courses typically meet in the evening and can occur in CAP I through IV sections. In addition to CAP sections, some courses meet in the Weekend College (WEC) format. When an accelerated course is scheduled to meet at a time the University is closed, a make-up day is built into the University Academic Calendar. Classes will not be conducted on days when the institution is closed officially. As alternatives to a make-up day, a faculty person may decide to give the class a substantive assignment or hold an online class session instead of using the make-up day. Faculty who teach an accelerated-format class that should meet on an official holiday will publish in their syllabus which of these plans will be in place for that course.

ACADEMIC FORGIVENESS

Any student who matriculated at Carlow University and graduated or withdrew at least five years prior to seeking re-admission has the option of requesting academic forgiveness through the Office of the Provost and Vice President for Academic Affairs. Academic forgiveness means all previous courses the student has passed will remain on the permanent record, but none will be computed into the new cumulative GPA. Credit earned prior to academic forgiveness for courses graded A, B, C, or D will be counted toward degree requirements. Previous courses graded F will not be counted toward degree requirements; courses graded D must be repeated if required for concentration or support courses.

To complete the degree the student must earn a minimum of 32 credits after academic forgiveness. To earn graduation honors the student must earn a minimum 3.5 GPA. Honors are limited to the cum laude designation, no matter how high the GPA.

* For additional information regarding re-admission please refer to page 22—Re-Admission Procedure to the University.

ACADEMIC INTEGRITY

Carlow students are expected to perform their educational tasks with a high regard for moral and ethical conduct. Dedicated to the teaching of values, as well as skills, Carlow University administration, faculty, and staff expect students to assume personal responsibility for their actions. Specific written guidelines defining ethical behavior and the procedures that apply to those guidelines are available in the Academic Affairs section of the Carlow University Student Handbook. Failure to maintain academic integrity results in specific disciplinary actions for all parties who may be involved in such actions.

The following statement has been adopted by the University Assembly of Carlow University:

The pressure of assignments, academic, and/or personal responsibilities does not excuse students from doing their own work. To use the work of another person or institution in any form without acknowledging that one is doing so is dishonest and possibly even illegal. To call the work of another one’s own is theft, if done without the other person’s consent; and if done with that person’s consent, it is lying. Both students and faculty should avoid such forms of academic dishonesty as plagiarism, cheating, forgery, fraud, and theft. Academic dishonesty also includes presenting transcripts (or other official documents) that have been altered in any way.

- **Plagiarism:** Morally and legally, a writer’s words and ideas are her/his own property. To copy or paraphrase a writer’s words or to use her/his ideas without giving credit to her/him is dishonest and illegal. It is also dishonest to buy or accept another’s work and present it as if one’s own.
- **Cheating:** Stealing examinations or receiving stolen examinations, giving or receiving information relevant to the content of examinations, and using unauthorized books, notes, or papers during examinations are dishonest acts.
- **Forgery:** It is dishonest to sign another’s name to examinations or other academic papers.
- **Fraud:** It is dishonest, and possibly illegal, to misuse, alter, or falsify official documents, seals, logos, and transcripts. It may also be fraudulent to use online technology for one’s own academic purpose.
- **Theft:** It is academically dishonest to steal another’s work without appropriate permission or to steal intellectual property to pass off as one’s own.

Matters of academic integrity also pertain to the library. The use of its facilities is a privilege granted to the entire academic community. It is dishonest to remove books, periodicals, or other materials without signing them out according to library procedures. The destruction of library resources is also dishonest. Such misuse of library materials
results in a financial loss to the University and denies others access to knowledge and learning.

DISCIPLINARY PROCEDURES FOR VIOLATIONS OF ACADEMIC INTEGRITY

Any student violating standards of academic integrity or adversely affecting the worth and conduct of a course or courses of study may be penalized by the faculty. Original jurisdiction falls to the faculty member responsible for the course in which the infraction occurred.

Individual faculty who have original jurisdiction in a case involving student violation of standards of academic integrity may impose a sanction from the following options:

- **Disciplinary Warning**: A written statement expressing disapproval of conduct to be sent to the dean.
- **Disciplinary Evaluation**: A grade reduction on an assignment or examination. Students may also be required to repeat assignments or examinations.
- **Dismissal**: Exclusion from a course for a specified period of time. Such action may result in a final grade of F. This decision is made in conjunction with the dean.
- **Failure**: A final grade of F for a course. This decision is made in conjunction with the dean.

Prior to levying any penalty, the faculty member will discuss with the student the specific allegation, the specific evidence supporting the allegation, and the penalty contemplated. The faculty member will invite the student to present information or evidence to refute the allegation. At the conclusion of the conference, the faculty member will inform the student of any academic sanction or penalty to be levied. Insofar as possible, any penalty levied should be appropriate to the seriousness of the infraction and consistent with the undergraduate studies policies and guidelines. If the penalty is a failing grade for a course or dismissal from a course, a written description of the alleged infraction, the evidence, the penalty levied, and the procedures used to protect the rights of the student are to be filed with the department chair and the appropriate undergraduate dean by the faculty member having original jurisdiction in the case.

INDIVIDUAL RIGHTS

Students have the right to privacy in this process. All parts of the process will be treated as confidential. In order to protect the rights of persons facing possible disciplinary action for violating standards of academic integrity, the following procedures should be followed:

They should be allowed to:

- Object to any procedure being used to arrive at a decision regarding the allegation;
- Present her/his case and evidence; and
- Be informed of all avenues of appeal and the procedures for those appeals.

DISCIPLINARY ACTION

Undergraduate deans and the dean of students have the power to dismiss or accept the resignation of students for academic misconduct or any academic disciplinary reason for which serious cause is present.

- **Dismissal** means the dismissal of a student from the University. Dismissal may be indicated as indefinite should the situation warrant. Otherwise, it presumes the right of the student to re-apply after one year.
- **Resignation** means that the student withdraws from the University under conditions agreed upon between the student and the University.

Decisions of dismissal may be appealed. The resulting decisions are final and binding and may be reviewed only at the request of the provost of the University.

STUDENT CODE OF CONDUCT

Students of Carlow University are expected to conduct themselves as responsible individuals who respect the rights and dignity of others. University rules and regulations are intended to protect the rights of each member of the University community. Students are expected to act reasonably, responsibly, and with civility while on campus and at University sponsored events off campus. See the Carlow University Student Handbook for more information.

GRIEVANCE PROCEDURE

Grievance procedures have been established to provide members of the Carlow community with a means to express complaints regarding the application of policies, procedures, practices, rules, or regulations of the University and a method by which such complaints can be resolved. Refer to the Academic Affairs section of the Carlow University Student Handbook for details of these procedures. The evaluation/grade for individual student work may not be grieved. If an issue cannot be grieved under this policy, the student is encouraged to discuss the issue informally with the faculty member or the department chair.
Steps to address a problem:
1.) If a student has a problem in any of these areas, she/he should present the situation to the faculty member within five days of the specific incident and arrange an appointment as soon as possible. Most matters can be settled by frank discussion of the facts. The faculty member will respond to the problem presented either during this initial discussion or within seven days. Parties should retain a written record of this discussion.

2.) Should the problem remain unresolved, the student will discuss the matter with the department chair. This will be completed within five days of response from Step 1. In order for all facts to be carefully re-examined and evaluated, the department chair will follow these procedures:
   a. Discuss the situation with the student
   b. Discuss the situation with the faculty member(s)
   c. Arrange to meet with both the student and involved faculty to arrive at resolutions to the situation
   d. Retain written notes from each intervention

3.) Should the problem still remain unresolved with the department chair, or if the specific problem involves the department chair, the student will take the problem to the appropriate undergraduate dean. The person filing the grievance must have completed Step 1 and have documentation of the discussion. The appropriate undergraduate dean will then follow Steps 2a, b, and c. There should be a written record of each meeting and its outcome.

4.) If the problem remains unresolved at this level and the student wishes to pursue it further, the undergraduate dean will begin the process of setting up the grievance committee as described in this step. The committee will consist of five members: two students and three faculty members. One faculty member will be elected as chair of the committee and will vote only to break a tie. Student members will be drawn from the pool of graduate students when a grievance is filed by a graduate student. Faculty members will be drawn from the elected grievance committee of the Faculty Assembly and should include graduate faculty when the grievance is filed by a graduate student. The student and faculty members may each request the removal of any two members of the pool of eligible members of the grievance committee.

5.) Both parties will be informed of the status or resolution of the problem at each step of the process. If either party remains unsatisfied with the decision of the committee, the undergraduate dean will notify the provost that there is dissatisfaction with the decision.

ACADEMIC STANDING

All student academic records are reviewed at the end of each term by Academic Affairs and Financial Aid.

Students receive notice of academic and financial aid warning in a single letter from Academic Affairs and the Office of Financial Aid when their semester Grade Point Average (GPA) is below 2.0 and/or students complete less than 67 percent of cumulative credits attempted. Students are required to meet with their academic advisor immediately to design an academic improvement plan.

After one semester of warning, if a student’s cumulative GPA is still below 2.0 and/or cumulative credits earned are less than 67 percent of attempted credits, the student’s financial aid is suspended. The student progresses to academic probation and is required to meet with his or her advisor at least once each semester and follow the academic improvement plan. Students may appeal financial aid suspension but not academic probation.

Students may appeal financial aid suspension for one or more additional semesters as long as the academic improvement plan is in place and the Appeals Committee approves. A student who is granted appeal is considered on financial aid probation and academic probation. A student who is denied financial aid suspension appeal may continue taking courses on academic probation without financial aid.

Students on probation who cannot mathematically attain a 2.0 GPA within 120 earned credits is academically suspended at the end of Fall and Spring sessions for one academic year. If this is the case, the student will receive letter from Academic Affairs. Student may appeal suspension.

If a student appeals an academic suspension, the Appeals Committee evaluates appeal and the student’s plan to improve his or her GPA. If the appeal is granted, the student continues on academic probation. If the appeal is denied, the student is suspended for one academic year and may return after one year after meeting with the appropriate dean and contacting the Financial Aid Office.

If the student returns but fails to earn a 2.0 term GPA in the next semester and a C or better in all classes, the student is dismissed and may apply for readmission after five calendar years. The student may also apply for Academic Forgiveness upon return. Re-entry is not guaranteed, but is contingent upon review by the Office of Admissions. The decision to grant Academic Forgiveness is at the discretion of the provost.

If the student returns and earns 2.0 term GPA in the next semester and a C or better in all classes, the student is dismissed.

If the student returns but fails to earn a 2.0 term GPA in the next semester and a C or better in all classes, the student will be reviewed by Academic Affairs each semester to ensure GPA improvement towards a 2.0.
ASSESSMENT

Academic assessment and evaluation of student learning outcomes, core curriculum effectiveness, and major or program performance occurs on both the undergraduate and graduate levels. Carlow University engages in assessment—the evaluation of the educational experience—at the individual student, core, department or major, and institutional levels as a vehicle for educational improvement. Faculty, administration, staff, and students use various approaches, such as embedded assignments, tests, presentations, and surveys to promote growth over time and achieve quality educational experiences within the Mercy tradition and the women-centered environment.

CLASSIFICATION OF STUDENTS

First-year Students—Students who have completed 0 to 23 credits
Sophomores—Students who have completed at least 24 credits
Juniors—Students who have completed at least 54 credits
Seniors—Students who have completed at least 88 credits
Full-time Students—Undergraduate students enrolled for 12 or more credits
Part-time Students—Undergraduate students enrolled for fewer than 12 credits

CONFIDENTIALITY OF STUDENT RECORDS

Carlow University has a carefully prepared policy regarding information that becomes part of a student’s permanent educational record and the conditions of its disclosure. Carlow’s policy conforms to the Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment. Appropriate forms are available in the Office of the Registrar. Additional information may be found online at http://registrar.carlow.edu/ or on myPortal.

INDEPENDENT STUDIES AND TUTORIALS

Students may explore areas not covered in the Carlow undergraduate curriculum through independent study. Upper level students may work independently or design a course to be pursued independently under the guidance of a sponsoring faculty member. Students must also maintain a minimum cumulative Grade Point Average (GPA) of 2.75 and demonstrate proficiency in dealing with pertinent materials.

Upper-level courses taught infrequently but listed in the Undergraduate Course Catalog can be taken as tutorials with agreement of the academic advisor and the faculty member. Prior to registration, the student must make arrangements with the professor who usually teaches the course. A tutorial may not be taken during a semester in which the same course is being offered as a class session. Exceptions to this policy must be approved by the department responsible for the tutorial.

REPEATED COURSES

Students may attempt to improve their grade point average by repeating courses. A student wishing to repeat a course can do so only by taking the same course at Carlow University. When a course has been repeated, both grades remain on the transcript. The grade earned by repeating a course is used in lieu of the grade originally earned and will be used in the calculation of the cumulative GPA.

No course may be taken more than three times. No course may be repeated at any other institution in order to have that grade accepted as a replacement for the original grade earned at Carlow University.

In some situations, it may be necessary for a student to repeat a course off campus. This situation will be handled on a case-by-case basis with appropriate oversight by the dean of the school.

In the event that a student has failed a course that is no longer offered or for which the student is ineligible to take by determination of the academic department, the department offering the course will decide what course or courses a student may substitute. This policy does not apply to re-admitted students.

WITHDRAWAL FROM A COURSE

Withdrawal from a course must be made officially in the Office of the Registrar. A WD is assigned if a student officially withdraws from a particular course prior to the final date to withdraw in a given semester, according to the academic calendar published in the Carlow Course Schedule and online via myPortal.

Grades of students who do not complete a course and who have not withdrawn officially will be listed as F.
CREDIT FOR PRIOR LEARNING

Carlow offers six primary methods for gaining credit for college-level learning that has taken place outside the classroom. Students may obtain credits by means of the following: Advanced Placement Program of the College Board, College Level Examination Program (CLEP) examinations, College in High School courses, Course Challenge or Credit by Examination, Prior Learning Portfolio, and International Baccalaureate Program. A student may earn a maximum of 30 credits at Carlow, or elsewhere, through these options, either singly or combined. Any credits earned are not included in the number of credits necessary to satisfy college residence requirements. Carlow will review additional types of credit for prior learning on a case-by-case basis.

Advanced Placement Program of the College Board: A student who has taken college-level courses in one or more subjects in high school and has submitted the results of the College Board Advanced Placement (AP) Tests will be considered for advanced placement. Test scores of 3, 4, or 5 may entitle the student to academic credit in course areas corresponding to the advanced study. Scores are submitted to the Office of Admissions, usually at the time of application for admission. The University Registrar will consult with the appropriate academic division to assign course equivalencies.

College Level Examination Program (CLEP) Eligibility: Carlow accepts CLEP credit for scores at or above the recommended score of 50 or higher. Credit cannot be awarded if the student has already taken an equivalent course or a course at a more advanced level in the same discipline. CLEP scores are only applied to Core requirements. CLEP credit does not affect grade point average and does not count for residency requirements.

College in High School (CHS): A student who has taken College in High School (CHS) courses in one or more subjects during high school and has submitted official transcripts from the awarding institution will be considered for college credit. A grade of C or better will be accepted for college credit. Course equivalency is determined by the Office of the Registrar in consultation with the appropriate academic division. Official transcripts are submitted to the Office of Admissions, usually at the time of application for admission.

Course Challenge or Credit by Examination: Some courses may be challenged for either credit or exemption by passing an examination and/or by satisfying another means of evaluation. Students may qualify for challenge if they have not already attempted to pass or challenge the course or have not been enrolled in the course for more than four weeks (for CAP and Weekend courses, consult the division office for appropriate time frame).

To challenge the course, students must submit to the appropriate academic division a declaration of intention as well as reasonable evidence of preparation. After a student has successfully challenged a course for credit, the course is entered onto the transcript and the notation “Credit by Challenge” is posted in lieu of a grade. Credits earned by challenge are charged at a special fee. If a student chooses exemption, the exemption is noted by the Office of the Registrar, and there is no fee.

Prior Learning Portfolio: Available to matriculated adult students of the University with fewer than 30 Carlow credits, the portfolio is a narrative description of the writer’s college level knowledge and experience which have been gained outside the classroom. It is an extended statement about personal, professional, and educational goals, a chronology of relevant life experiences, and an extensive written description, analysis, and documentation of these life experiences. Portfolio director and designated faculty members within the appropriate departments carefully read and evaluate the portfolios, and upon their recommendations, students are awarded general elective credits, course-specific credits, core course credits, or major course credits. A student becomes eligible for portfolio assessment when the application is completed and the application fee is paid.

International Baccalaureate Program: Students who have completed the International Baccalaureate Program and score 5 or above on the examinations may qualify for Carlow University credit. In most cases, credits awarded will be for elective credit only.

DEGREE REQUIREMENTS

General requirements for a degree for all students include the following:

Proficiency in the English Language: Each student is expected to demonstrate in all course work the ability to speak and write with precision and clarity, showing evidence of competent command of the English language.

Residence: Students must earn a minimum of 32 credits in courses taken at Carlow University in order to fulfill the residence requirements of the University. In addition, each major also has a specified residence requirement. Please check the specific major section of the catalog; however, students are required to take a minimum of 18 credits in a major at Carlow. The total number of credits that any transfer student will need to take at Carlow will be a combination of University residence requirements, major residence requirements, and core requirements as specified on the transfer evaluation issued upon admission to the University.

Credits earned through Advanced Placement, CLEP, College in High School, Course Challenge, Prior Learning Portfolio, or International Baccalaureate cannot be considered as part of the residence requirements.

Specific Program Requirements: Candidates for Pennsylvania Teacher Certification must maintain a 3.0 GPA to remain in good standing. Students in the nursing program must attain a 3.0 GPA to enter the specialized nursing sequences in the sophomore year and
maintain a 3.0 each semester thereafter. Students majoring in biology who expect to be accepted in perfusion technology must present a 2.8 GPA.

**Grade Point Average:** To qualify for a degree, a student must attain a cumulative academic average of 2.0 GPA by the completion of the degree. Students must officially apply to graduate and must have a minimum of 120 credits (consult the specific academic program).

**Capstone Experience:** Graduating seniors are usually assessed in their major through examinations, comprehensive seminars, research presentations, practica, and/or internships.

**Core Curriculum Requirements:** The Core Curriculum and Liberal Arts Inquiry requirements are listed in the Core Curriculum sections of this catalog.

**Academic Major Requirements:** Specific requirements for majors are listed within each division section of this catalog. Students are required to take a minimum of 18 credits in a major at Carlow.

**Minor Requirements:** To earn a minor in an academic discipline, students must complete a minimum number of credits defined by the academic discipline. At least half of the credits for the minor must be completed with Carlow courses (taken in residence at Carlow).

**Student Responsibility:** Students are personally responsible for meeting all degree requirements. Advisors will assist them in course scheduling.

**DISABILITIES SERVICES OFFICE**

Carlow University makes every reasonable effort to provide qualified students with disabilities the opportunity to take full advantage of programs, activities, services, and facilities. The University’s Disabilities Services Office (DSO) arranges specific reasonable accommodations for students and prospective students with disabilities. Current documentation regarding a student’s disability is required and will be treated as confidentially as possible; it is not released without the student’s consent, unless required by law. The DSO, faculty, and the student work together to identify appropriate academic adjustments, auxiliary aids and services, and/or other reasonable accommodations that may be warranted under particular circumstances. Individuals with disabilities are encouraged to contact the University’s Disabilities Services representative at 412.578.6257 in advance of the semester when accommodations/adjustments may be needed. Accommodations cannot be granted retroactively.

Carlow University has the right to establish qualifications and other essential standards and requirements for its courses, programs, activities, and services. All students are expected to meet these essential qualifications, standards, and requirements, with or without reasonable accommodations.

Students with disabilities who are requesting accommodations should contact the Disabilities Services representative at 412.578.6257 to arrange a meeting and discuss specific guidelines. Copies of these guidelines for receiving accommodations are available from the Disabilities Services Office, on the Carlow website, and myPortal.

**GRADES**

**GRADING AND GRADE POINT AVERAGE (GPA)**

Instructors publish their grading policies so students know exactly how grades will be determined. The following letter grades and their grade point equivalents are used at the University:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
</tr>
<tr>
<td>D+</td>
<td>1.25</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*Minimum passing grade—minimum grade required may vary by major*

The overall academic Grade Point Average (GPA) is obtained by dividing the total points earned by the total number of semester hours attempted.

**GRADING—NO POINTS ASSIGNED**

- **AU** Audit—no points assigned
- **CC** Credit by Challenge
- **EE** Exempt by Examination
- **I** Incomplete (See Incomplete Work on page 21).
- **IP** Course in progress for seminar, research, or internship extending beyond one semester
- **NG** No grade or problem with grade reported by instructor
- **P/F** Course offered by Pass/Fail only
- **WD** Withdrawn

**AUDITING A COURSE**

Students may audit a course with the instructor’s permission and must register through the Office of the Registrar. Tuition for an audited course is identical to tuition for a degree status course. A grade of AU is given for an audited course with no credit.
PASS/FAIL OPTION

The Pass/Fail option permits students to explore disciplines without jeopardizing Grade Point Average (GPA). The option must be exercised on the student’s original registration or by the end of the add/drop period. Only electives can be completed with this option. The maximum number of credits earned under the Pass/Fail option is fifteen.

GRADE CHANGES

Once a grade has been submitted to the Office of the Registrar, the grade cannot be changed unless there has been an error or grade reconsideration on the part of the faculty member. To change a grade, the faculty member must complete the Change of Grade form with the appropriate department chair’s signature and submit to the Office of the Registrar.

Students who have questions regarding a final course grade are to first consult with the instructor of the course. If no resolution can be reached, student must consult with the chair of the department overseeing the course. In the event the instructor is the department chair, student should consult with the dean of school.

GRADUATE COURSES TAKEN AS AN UNDERGRADUATE STUDENT

A student who takes graduate level courses (700 level and above) while still an undergraduate student may not re-use the graduate course in a graduate program if the graduate course was part of the 120 credits needed to receive the undergraduate degree.

HONORS AND ACADEMIC RECOGNITION

DEAN’S LIST

Eligibility for the Dean’s List is determined each semester, not cumulatively. Students are eligible for the Dean’s List under the following conditions:

- Completion of 12 credits at Carlow, including the semester in question;
- Enrollment in at least 12 credits for the semester in question (students who register for less than 12 credits in a semester should refer to Academic Recognition of Part-time Students below); and
- A GPA of 3.5 or above for the semester in question.

ACADEMIC RECOGNITION OF PART-TIME STUDENTS

Eligibility for academic recognition of part-time students is determined each semester, not cumulatively. Students are eligible for academic recognition under the following conditions:

- Completion of nine credits at Carlow, including the semester in question,
- Enrollment in nine credits [eight in the upper level BSN completion program] for the semester in question, and
- A GPA of 3.5 or above for the semester in question.

INCOMPLETE WORK

An incomplete grade at the end of a course is reserved for those students who have completed at least 75 percent of the course work, have a passing grade in the course, and for good reason (mitigating or extenuating circumstances) have assignments or examinations to complete. Regardless, incomplete grades are given at the discretion of the instructor for the course; the instructor makes the final decision to award an incomplete grade. The Office of the Registrar changes the grade of I to F if the incomplete is not removed within six weeks after the start of the next semester or session.

IP GRADE

The IP grade is reserved for certain courses where it is anticipated that a student’s work will extend into the next semester (e.g. thesis, project, internship, clinical, a third student teaching experience, etc.).

At the end of the semester in which the student completes the work, an earned grade will be assigned which replaces the IP grade. Individual programs may place a time limit on completion of the thesis, creative project, internship, or clinical course. Students should check with their individual program directors.

Students who are carrying an IP grade and do not register for classes for two or more semesters will have the IP grade converted to an NG (no grade). If those students are readmitted to the University, they will register and pay for the original course again with its associated credits.

INSTITUTIONAL REVIEW BOARD

Federal law protects the individual’s right to privacy and protects citizens from harm from others. Research involving human subjects is reviewed to safeguard those rights. Carlow University has convened an Institutional Review Board (IRB) to ensure that all human subject research is reviewed in advance by responsible, knowledgeable peers to protect these rights. Carlow University is committed to these laws based on moral, ethical, and legal grounds. All research that comes under the aegis of the University must meet the procedures established to ensure the privacy and protection of human subjects. These procedures are followed by faculty in their own research, and by students in any research they conduct, regardless of where it is actually conducted.
GUEST STUDENT ENROLLMENT STATUS

Guest students (non-matriculated students) are those who are non-degree seeking—that is, students who are either taking credit-bearing courses but not seeking degrees or seeking to earn a certificate. Guest students are not eligible for financial aid or academic recognition; they are subject to the rules and regulations of the University. Guest students are limited to a maximum of 12 credits and may not exceed more than two classes per semester.

PLACEMENT TESTING

The Center for Academic Achievement administers placement tests for incoming new and transfer traditional and adult students.

New First Year Traditional Students: Prior to starting course work at Carlow University, incoming first-year students will test in mathematics to evaluate essential foundational skills that are important for success in college. The test results serve to identify the appropriate starting point in mathematics, particularly in certain majors, and/or become part of baseline information.

New Traditional and Adult Transfer Students: The Center for Academic Achievement administers math placement tests for incoming new traditional and adult transfer students. These tests evaluate basic competencies for students who do not have transfer equivalency credit for core requirements in this area. The results are used to identify the appropriate starting level course.

RE-ADMISSION PROCEDURE TO THE UNIVERSITY

Re-admission procedures have been established for the following categories of students:

- Any student who attended Carlow as a matriculated undergraduate or graduate student and withdrew before completing a degree
- Any student who has not attended Carlow for a period of four semesters, including the summer terms

These students should contact the Office of Admissions and

1.) Complete and submit a re-admission application.

2.) Submit official transcripts* if post-secondary institutions were attended after leaving Carlow.

Include course descriptions from each college outside of Allegheny County:

- Due to changing admission and curriculum requirements, the University reserves the right to re-evaluate all academic courses, whether completed at Carlow or elsewhere, to determine what will be credited toward the student’s degree. The University also reserves the right to request placement tests, where appropriate, and to assign the student’s advisor prior to enrollment.

Students are readmitted on the academic standing status they held when they last attended Carlow University. Students should refer to Academic Forgiveness on page 15 for additional information on re-admission and academic standing.

* The transcript is considered official if it contains the seal of the institution and is issued directly to Carlow University. Transcripts delivered to the Office of Admissions by students are considered official only when sealed in an envelope with the institution’s seal over the flap. Faxed transcripts are not considered official. International students may send or deliver transcripts directly to the Center for Global Learning.

**Carlow University will accept electronic transcripts for admissions purposes if the following criteria are met regarding the transcript:

1. The transcript is certified as official from the high school, college and/or proprietary school using a third party agency for the certification process. Approved agencies include AVOW Systems, Docufide, National Student Clearinghouse, and Scrip-Safe.

2. The transcript must be a PDF certified document that has no indication of tampering.

3. A college official must receive the transcript from an approved e-transcript service.

4. Carlow University has the right to refuse electronic transcripts or request additional information if there is question about the authenticity of the document.

ADD/DROP AND LEAVE OF ABSENCE/COMPLETE WITHDRAWAL NOTIFICATION

Non-attendance in classes does not constitute an official withdrawal and will result in full financial obligation.

Students wishing to drop all classes and to withdraw or take a leave of absence from the University must officially withdraw by one of the following methods:

- Complete a Withdrawal/Leave of Absence form and submit to the Office of the Registrar on the second floor of Antonian Hall. The withdrawal form is available in the Office of the Registrar and other student service offices and online at https://myPortal.carlow.edu. Students dropping all courses cannot use a Change of Registration form.

- Students can take a leave of absence for one to three semesters, including summer terms. Students should contact the Office of the Registrar upon returning for registration instructions.
• Students who are considering withdrawal should investigate the financial implications prior to any action.
• Financial aid recipients are urged to contact the Office of Financial Aid to determine how financial aid amounts will be affected by any withdrawal.
• For complete withdrawal from all classes in a semester, final determination of refund amounts will be made by the Office of Student Accounts and will be based on the date that the student initiated the withdrawal process by submitting the Withdrawal/Leave of Absence form to the Office of the Registrar.
• Students wishing to withdraw from the residence hall must complete a Residence Hall Withdrawal Form available in the Student Life section of the myPortal. Refunds of room and board charges are governed by the Housing and Food Service Agreement signed by the student for the academic year.

ADD/DROP

A student who officially drops courses during the designated add/drop period posted by the University Registrar but who is still registered for at least one course in the semester will receive a full refund of charges for the course(s) dropped.

For dropped courses, any refund of charges will be based on the date that the Change of Registration Form is received by the Office of the Registrar.

Add/drop deadlines are posted in the academic calendar, published in the University Course Schedule and on myPortal, and are also listed at the Office of the Registrar.

Financial aid recipients should contact the Office of Financial Aid to determine if the aid amount will be affected by a planned change in registration.

REFUND POLICY

In some cases, students are entitled to a full or partial refund of charges. Refund amounts are connected to the student’s official date of withdrawal. Official dates and percentage of refund amounts are published in the academic calendar each semester in the Carlow University Course Schedule, on the University website, and in the student accounts section in myPortal. Specific questions about the refunds should be directed to the Office of Student Accounts.

APPEALS

Changes to registration status resulting from injury to student or immediate family member, death in immediate family, sudden severe illness, accident, or exceptional trauma that is affecting the student’s emotional and physical health may be cause for an appeal of change of registration deadlines and/or charges. Students must complete an appeal form, attach appropriate documentation, and send it to the Appeals and Grievance Committee, which consists of a representative from the Offices of Academic Affairs, Admissions, Financial Aid, Registrar, Student Accounts, and Student Affairs, as well as faculty members. The student will receive a written response within 30 days of submitted the appeal.

REGISTRATION

A student is officially registered for a course when named on the official class roster. Grades and credits will not be recorded for any course for which a student is not officially registered. Upon registration, a student agrees to pay all charges on the student account for that enrollment period according to the standard payment terms available on myPortal. Default of payment will result in a hold on future registration and release of transcripts. Tuition refund policies, deadlines, and more details for each semester are available on myPortal and in the Student Hub.

CHANGE OF REGISTRATION

Students may change registration without academic penalty during the official add/drop period. Full-time traditional students who fall below 12 credits may lose financial aid and/or suffer financial penalties. Students should contact the Office of Financial Aid for details. These dates are published in the Carlow University Course Schedule and on myPortal. Students must have written permission from the instructor and advisor to add a course after the first week of classes.

In Weekend College and Carlow Accelerated Program courses, change of registration must be completed one day prior to the beginning of the second class. Students who miss more than two sessions cannot receive a passing grade for the course.

A WD is assigned if a student officially withdraws from a particular course prior to the final date to withdraw in a given semester. Grades of students who do not complete a course and who have not withdrawn officially will be listed as F.

See Carlow University Course Schedule and myPortal for official dates.

CROSS-REGISTRATION

After their first semester at Carlow, all full-time students earning a Grade Point Average (GPA) of 2.0 or higher are eligible to register, through Carlow, for one course each semester to be taken at any of the other nine colleges and universities which are members of the Pittsburgh Council on Higher Education, provided the course is open through Carlow, for one course each semester to be taken at any of the other nine colleges and universities which are members of the Pittsburgh Council on Higher Education, provided the course is open for cross-registration and the student has met the prerequisites. The registrant must have the approval of the appropriate undergraduate dean, major advisor, and the University Registrar. Grades earned through cross registration are posted on the Carlow transcript and counted in the GPA. Students may not repeat courses for which
they received a D- or above at Carlow for credit or to replace a grade. Students must meet the prerequisites at the host institution. Cross registration privileges are not available for summer classes. Cross registration forms are available in the Office of the Registrar. Students are responsible for special course or lab fees at the host institution. Academic rules and regulations of the host institution prevail.

There are nine schools where Carlow students can cross-register:

• Carnegie Mellon University
• Chatham University
• Community College of Allegheny County
• Duquesne University
• LaRoche College
• Pittsburgh Theological Seminary
• Point Park University
• Robert Morris University
• University of Pittsburgh

TRANSFER OF CREDITS

Students transferring to Carlow from other institutions may have up to 88 credits accepted. A grade of C or higher must have been earned. Courses taken for pass/fail or satisfactory/unsatisfactory grades may only be transferred if it can be verified that a pass or satisfactory grade is equivalent to a C or higher. Only the credit is transferred, not the grade. A transfer evaluation will be done after a student is accepted and after all catalog or course descriptions have been received. It is the responsibility of the student to obtain the course descriptions or catalogs from all colleges or universities outside of Allegheny County.

Students may transfer 65 credits for courses that equate to 100 and 200 level courses at Carlow. An additional 23 credits may be transferred if the courses are equivalent to 300 or 400 level courses at Carlow. Once a student matriculates at Carlow University, the student must have permission from the faculty advisor and the University Registrar/transfer coordinator prior to beginning a class at another institution. The student is also responsible for requesting that the registrar at the host institution forward an official transcript to the Office of the Registrar at Carlow University. Credit will not be accepted for a course if a student has not obtained formal permission from the advisor and University Registrar/transfer coordinator to take the course. Appropriate forms are available in the Student HUB and on myPortal.

DUAL MAJORS

A student can pursue dual undergraduate majors at Carlow resulting in a single or double degree (BA, BS, BSN, and/or BSW). Both majors must be completed before any degree is awarded.

The student must complete the requirements for both majors, earning a minimum of 120 credits, although the student may need to complete more than 120 credits to fulfill both majors’ requirements. All requirements of each major must be satisfied before the degree(s) is conferred.

SECOND DEGREE FOR STUDENTS

Whether a student has completed a previous Carlow undergraduate degree or a degree at another institution, he or she must complete a minimum of 32 credits at Carlow for the additional degree. While previous courses can fulfill requirements if appropriate, 32 more Carlow credits must be completed to be awarded a second degree. In order to fulfill the requirements of the second degree, it is possible students may need to take more than the 32 credit minimum. Core curriculum requirements are waived for the second degree students.

Residence Requirement: Refer to discussion of Residence, in Degree Requirements section

Pennsylvania Transfer and Articulation Center

Carlow University participates in the Pennsylvania Transfer and Articulation Center. Course equivalences between Carlow and other participating institutions are defined on the PaTrac website: http://www.patrac.org/.

A student who completes an associate degree as defined in the Program to Program articulations will enter Carlow in the junior year. Students will not be required to complete Carlow’s Core requirements; however, a signature course encompassing Carlow’s core values will be required. Major courses requirements are determined by the major department.

TUITION AND FEES

A complete listing of charges and fees is available on the Carlow website at http://admissions.carlow.edu/tuit-fees and on myPortal. The University reserves the right to modify these charges if circumstances require. Payment options and student account policies are also listed on myPortal under the Student Hub/Student Accounts Tab.
LIBERAL ARTS REQUIREMENTS

OVERVIEW

The baccalaureate degree program requires the completion of 120 credits (nursing majors must complete 123). Twelve to 18 credits per semester makes a student full time, with the normal load being 13 to 16 credits per semester. There is an additional tuition charge for credits beyond 18. One credit represents a unit of curricular material which is normally taught in a minimum of 14 hours of classroom instruction as determined by the faculty offering the course. Programs offered through Adult Admissions are accelerated in time, format, or both. In consultation with an advisor, each student is encouraged to develop an appropriate program of studies. All students who earn baccalaureate degrees from Carlow University are required to complete all the degree requirements.

The courses required for a student’s particular major are detailed in this catalog or in the curriculum guide for the major. The curriculum guide, available from the student’s academic advisor, is to be used in conjunction with the advisor to develop the student’s educational plan.

CORE CURRICULUM COURSES

The Carlow Core Curriculum is an integrated academic experience incorporating the values of the institution and its heritage as a Catholic, women’s liberal arts university. This curriculum encourages independent thinking while linking the knowledge and skills inherent in the liberal arts as they enhance the student’s understanding of the world. Thus, it prepares students for participation in the global community while they begin their journey of life-long learning. This interdisciplinary core curriculum addresses the areas of Liberal Arts Inquiry (knowledge areas) essential for critical thinking and creativity, enabling students to develop their potential for leadership as contributing members of society, and as thinking persons who value the liberal arts for its ability to illuminate the human experience and growth.

Three core themes—expanding worldview, valuing and respecting self and others, and reflecting on learning—summarize the values of the institution stated in the University’s mission statement. These themes are addressed throughout the student’s academic career as they are animated through course work, lectures, and activities at the University each year.

Carlow’s core curriculum went into effect for all first-year students entering the traditional day undergraduate program in the fall term 2003. First-year students entering the Adult Degree Center (ADC) programs, including the Carlow Accelerated Program (CAP) and the Weekend College, in the fall term 2004 follow the new core curriculum. The core curriculum is framed around three components: inquiry, skills, and integrative learning experiences. All incoming first-year, first-time undergraduate students are required to meet the following requirements:

I. INQUIRY, ANALYSIS, AND SYNTHESIS

LIBERAL ARTS INQUIRY (LAI) COURSES

Students are required to fulfill learning outcomes in each of the ten LAI areas through a 3-4 credit course; Students can combine up to four LAI requirements by taking interdisciplinary courses approved for two LAI disciplines. These LAI areas were chosen to give students a broad understanding of the liberal arts. A strong liberal arts education enables students to explore ideas and theories from a variety of disciplines in the arts, humanities, mathematics, natural sciences, and social and behavioral sciences. Courses approved as LAI courses will have the following notations:

- Economics/Political Science (E)
- Fine Arts (F)
- History (H)
- Literary Arts (L)
- Mathematics (M)
- Natural Sciences (N)
- Philosophy (P)
- Social and Behavioral Sciences (S)
- Theology (T)
- Women’s Studies (W)

II. SKILLS

CARLOW UNIVERSITY SKILLS COURSES (CC)

Skill proficiency enables the life-long learner to effectively seek out information, apply it in making decisions, and communicate reasoning to others. Each student must demonstrate competence in five skills areas: writing, speaking, quantitative reasoning, research, and technology. These skills are introduced in three courses:

- CC 100 College Writing and Research
- CC 101 Presentation and Argumentation
- CC 102 Quantitative Reasoning

Research and technology are integrated throughout all three of the CC courses. All students entering Carlow University must pass these three CC courses within their first year at Carlow.

III. INTEGRATIVE LEARNING EXPERIENCES

Integrative learning experiences assist the student in extending learning across disciplines and within the community. The goal of the integrative experiences is to help the student to see a wider perspective of the world and to see below the surface of issues and situations.
First Year Seminar:
The goals of the First Year Seminar are to orient students to the academic community and academic success; to connect students with Carlow University, the history and mission of the University, its support services and departments; and to connect students with other students and faculty. Students will take FYS 101 and either CC 100 or CC 101 with the same group of students. The course will explore college knowledge along with career and academic goals. The course is graded A–F.

Linked or Interdisciplinary Experiences*
Students must complete one linked or interdisciplinary experience course; these may be fulfilled by LAI courses, courses in one’s major, and/or electives. A primary objective of both linked and interdisciplinary experience courses is to facilitate learning that integrates the content, perspectives, and methodology of two or more disciplines. Through interdisciplinary study, students learn to approach problems or issues using the concepts, theories, methods, and knowledge of each discipline. Linked courses are two courses that have separate syllabi and instructors. Each syllabus will describe ways in which the courses are linked. Interdisciplinary courses will be a single course having one syllabus taught by two or more instructors.

Service-Learning Experience*
One service-learning course is required for graduation. The service-learning course seeks to connect students to the University’s mission by providing an opportunity for expanded intellectual and social development for students while serving the community at large. Each student is required to write a service-learning reflection paper that documents and reflects on the service-learning course experience.

These requirements are currently suspended for Adult Admission students.

Global Perspectives
Language and Global Learning open one’s world to a global perspective. Language presents a culture that sees the world differently, with a richness that deepens that universal understanding of what it means to be human. Study abroad and cross cultural courses enhance one’s understanding of what it is to respect and to participate in a diverse, multicultural world. Global Learning fosters intercultural understanding and competence in social, political, and economic areas.
FYS AND SKILLS

COURSE DESCRIPTIONS

FYS 101   First Year Seminar
The goals of the First Year Seminar are to orient students to the academic community and academic success; to connect students with Carlow University, the history and mission of the University, its support services and departments; and to connect students with other students and faculty. Students will take FYS 101 and either CC 100 or CC 101 with the same group of students. The course will explore college knowledge along with career and academic goals. The course is graded A–F. 1 credit

CC 100   College Writing and Research
This course is designed to teach the fundamentals of college writing and college level research. Students will write and revise a variety of expository documents using the traditional techniques of effective written communication. This course includes an introduction to the library and its resources so that students will learn to identify research topics and credible sources, gather and record information, and integrate research into a cohesive argument using correct citation style. Use of a word processing program is required. This course must be completed during the first year of study. 3 credits

CC 101   Presentations and Argumentation
This course is designed to introduce the knowledge and skills needed to present effective oral presentations and to construct clear arguments using credible evidence. Topics include: adapting messages to an audience, demonstrating appropriate use of ethos, pathos, and logos in the organization and delivery of a presentation, demonstrating college-level research and critical thinking skills, plus designing and using effective visual aids. All students will deliver individual and team presentations. Required of all undergraduates, this course must be completed during the first year of study. 3 credits

CC 102   Quantitative Reasoning
This course is designed to study the fundamental skills required to understand quantitative information and to use this information to effectively form conclusions, judgments, or inferences. Topics include: critical thinking, number sense, statistical interpretation, basic probability, graphical representation and analysis of data, and interpretation of standard quantitative models. Students will also be introduced to the effective use of spreadsheet software to enhance quantitative reasoning. This course must be completed during the first year of study. 3 credits

MAJOR FIELD OF CONCENTRATION

All students must select a major field of concentration before the end of their sophomore year. In compliance with the Pennsylvania Department of Education Board of Governors, a major that confers a Bachelor of Arts degree may require 27 to 44 credits. Majors that confer a Bachelor of Science degree may comprise a greater amount of credits. Faculty may offer the opportunity for independent study and off-campus experience for each student in the field of concentration.

Refer to the specific academic division in the following Undergraduate Degree Requirements section of this catalog for specific information about the course of study for majors, minors, certificates, and certifications.

Minor Courses
Students may select a minor that consists of a minimum numbers of credits defined by the academic discipline. At least half of the credits for the minor must be completed with Carlow courses (taken in residence at Carlow University). Divisions/schools provide information on minors and approve students’ course selections.

Support Courses
Students in certain majors may be required to take courses outside the major that support the major sequence of courses. Divisions provide further information on support courses.

Electives
Students are free to choose from elective courses according to their aptitudes and interests. The courses may also be those needed to achieve certification or to complete a minor or a second major.
THE HONORS PROGRAM

The Honors Program invites exceptional students who want to excel in intellectual development and leadership skills to advance their personal and professional success and make significant contributions to society. Through this program, students experience expanded leadership opportunities and increased opportunities to interact with faculty and to shape their own educations. Honors Program requirements include:

- the interdisciplinary Junior/Senior Colloquium (IS 368, an advanced course that examines in depth a challenging social issue through the perspectives of different academic disciplines, 3 credits).
- one Honors section of a skills course in the first year (CC 100), 3 credits;
- one Honors core curriculum (LAI) course, 3 credits;
- either an additional Honors core curriculum (LAI) course or a course in a student’s academic major that is designated as an Honors course (or as having an Honors component), 3 credits.

To graduate as a Carlow University Scholar, the student must attain a cumulative grade point average of 3.6. Students who successfully complete the Honors Program requirements are recognized as Carlow University Scholars upon graduation. Honors work is also noted on the students’ transcripts. In addition to the academic components of the Honors Program, students also have opportunities for enhanced extracurricular experiences, including attending local cultural events or speaker series at other universities and program-sponsored trips. Honors students also receive mentorship from the Honors co-directors.

Invitation to the Honors Program is extended to incoming first-year students by the University’s admissions staff and is determined on the basis of standardized admission tests and high school records. Students earning a GPA of 3.6 or higher during the first semester of their first year may also ask faculty to nominate them to join the program. Sophomore and junior Honors students who are humanities majors are eligible for the William Patrick McShea Scholarship.
PHYSICAL EDUCATION

Physical education courses are directed toward activities that foster physical fitness and creative expression. Courses are designed to afford students the opportunity to acquire skills and knowledge necessary to enhance their quality of life and to establish lifestyles that promote emotional and physical well-being.

COURSE DESCRIPTIONS

PE 104   Aerobics
Beginning level of aerobic activity and exercise, emphasizing cardiovascular endurance, flexibility, and coordination. Prior experience is not required. 1 credit

PE 111   Triathlon
Introduction to the sport of triathlon, educating the student on training principles and methods for endurance sports. Instruction on the various athletic disciplines involved in triathlon will include both classroom lectures as well as student participation in swimming, cycling, running, and weight training. The course culminates in an in-class triathlon. 1 credit

PE 120   Fitness and Weight Control
Understanding of the important correlation between exercise and nutritious eating as it affects body weight. Emphasis will be placed on low-impact exercise, charting food intake, and the achievement of weight loss, gain, or maintenance of goals. 1 credit

PE 121   Aquatic Fitness
Improving muscular strength, flexibility, and cardiovascular endurance while learning various water exercise techniques. Aqua aerobics, water walking, and use of aquatic exercise equipment are studied. 1 credit

PE 123   Walking for Wellness
Improving health does not necessarily mean high intensity exercise. Discover the health benefits of a walking program. Learn how to improve your fitness levels and total well-being. All levels of fitness are encouraged to participate. 1 credit

PE 125   Healthy Lifestyles
Introduction to the concept of wellness, consisting of three major components: nutrition: assessing dietary habits, caloric needs, and goal-setting techniques for healthy eating; fitness: defining components of fitness and exploring options in fitness programming; and stress management: learning techniques for dealing positively with stress. The objective of the course is to teach students that they are responsible for their total well-being. 1 credit

PE 137   Self-Defense for Women
Introduction to the basic fundamental kicking, blocking, and punching techniques of self-defense designed specifically for women. Volunteer simulation exercises conclude the course. 1 credit

PE 140   Weight Training
Introduction to proper techniques for lifting weights to increase strength, flexibility, and endurance. Progress in the course will be self-paced. 1 credit

PE 150   Introduction to Yoga
Introduction to the systematic approach and proper form of exercise known as yoga. Warming up, stretching, and the releasing of muscle tension will reduce stress, increase blood circulation, and improve both physical and mental health. 1 credit

PE 200   Varsity Sports
College credit for student athletes participating in the varsity sports of basketball, soccer, cross-country, softball, tennis, and volleyball. Students must register for this course with approval from the director of athletics. Students must try out for the team and meet all requirements for team participation as determined by the head coach. 1 credit

PE 221   Advanced Aquatic Fitness
Advanced workout for those who have completed PE 121 Aquatic Fitness. The course will provide an opportunity to improve muscular strength and endurance, flexibility, and cardiovascular endurance through water aerobics utilizing aquatic equipment and choreography. 1 credit

PE 240   Advanced Weight Training
Advanced skills and techniques in weight training and conditioning. Class consists of weight training through use of free weights and equipment. A portion of each class includes cardiovascular exercise. Progress in the course will be self-paced. 1 credit
STUDY ABROAD

Study abroad provides students with a hands-on, international experience that enhances their academic career at Carlow. Studying abroad enriches a student's global perspective and makes for a well-rounded, highly competitive college graduate. Furthermore, study abroad allows for individual growth, independence, and expanded views and ways of thinking about our increasingly global world.

COURSE DESCRIPTIONS

SB 100R  Introduction to Philosophy
Introduction to the history and problems of philosophy. Philosophers from Plato to contemporary thinkers such as Descartes, Sartre, Marx, Kierkegaard, Augustine Aquinas, and others will be covered. The course is designed to grant a general overview of the development of the philosophic tradition of the West. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

SB 101R  Religion and Human Experience
A study of the dynamics of human experience and the religious understanding of God as mystery. The course also explores the human experience of grace, love, prayer, sin, and salvation. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

SB 102R  Political Philosophy
Overview of key figures in political philosophy such as Plato, Aristotle, Locke, Hobbes, Marx, and Machiavelli. The goal will be to relate the theories of these crucial thinkers to contemporary political issues of the day and see how their thought has shaped the understanding of political concerns. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

SB 103R  Philosophy of Human Existence
Introduction to fundamental ideas in history of philosophy leading to existentialism. Such thinkers as Nietzsche, Heidegger, Sartre, Kierkegaard, and others will be discussed and studied in order to grasp a sense of how their thought has influenced the philosophy of the present era. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

SB 105R  Introduction to Moral Reasoning
Investigation of the history of ethics and its pertinence to contemporary morality. The course will focus on the traditional ethical theories of such thinkers as Plato, Aristotle, Aquinas, Augustine, Kant, Hume, Mill, Sartre, Marx, and others. It will also examine contemporary ethical issues as they relate to the history of ethical philosophy. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

SB 110R  Emergence of the Modern West
A survey of several centuries of Western history. An introduction to major developments, figures, tendencies, and terms. 3 credits FULFILLS HISTORY LAI REQUIREMENT.

SB 114R  Philosophy of Law, Punishment, and Rights
3 credits

SB 113R  The Irish Experience
This course provides an introduction to Irish life and culture for international students at Carlow College in Ireland. Classroom presentations and discussions are integrated with guided and independent field trips to provide students with both the tools to appreciate Irish culture and opportunity to gain access to that culture during their semester in Ireland. 3 credits FULFILLS GLOBAL REQUIREMENT.

SB 112R  Lifespan Development
An examination of the patterns of growth, change, and stability in behavior that occur across the human lifespan. Starting with conception, the course explores the biological, psychosocial, and cognitive theories that help us observe and explain human behavior from life’s beginnings through the end of life. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

SB 114R  The Church as a Developing Community
A consideration of biblical, historical, and theological questions about the Church. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

SB 122R  Introduction to Sociology
A general survey of sociological concepts aimed at a basic understanding of modern society and its complexities. Culture, society, and individuals are studied within the framework of social institutions. The emphasis is on the interaction between the individual and society. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

SB 151R  Search for Human Values
An introduction to Christian moral theology, along with an examination of theories about value formation, the development of personal conscience, and the relationship of religious faith to ethical decision making. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

SB 152R  Major World Religions
A theological approach to Hinduism, Buddhism, Judaism, Christianity, and Islam with a particular emphasis on the prospects of dialogue between Christianity and the other major religions. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

SB 190R  Abnormal Psychology
An overview of psychological disorders. Diagnosis, etiology, and modern treatments are explored. A bio-psycho-social perspective is emphasized with special attention given to the Diagnostic and Statistical Manual of Mental Disorders: 4th edition. 3 credits
SB 210R   Western Culture
A study of major dynamics of the North Atlantic world. Focus on significant ideas, figures, practices, texts, institutions, or issues. Methodologies to investigate historical problems. 3 credits
FULFILLS HISTORY LAI AND SKILLS INTEGRATION REQUIREMENTS.

SB 211R   Women and Creativity
An interdisciplinary approach to how women have been valued for their creativity and how women value and express their own creativity. The course takes a broad cultural approach to creativity and innovation across the disciplines. 3 credits
FULFILLS WOMEN’S STUDIES LAI AND GLOBAL REQUIREMENTS.

SB 213R   Europe since World War II
A study of the reconstruction of European politics and society after 1945: emergence of Cold War in Europe; decolonization; economic cooperation and development; East-West relations; and the end of the Cold War. 3 credits

SB 215R   Family and Society
An overview of the family as a social institution. The emphasis is on diversity in families in our own society and across cultures. Topics include marriage, parenthood, aging and widowhood, and problems within the family such as poverty and violence. 3 credits
FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

SB 238R   Shakespeare's Sisters
This course explores the women writers of 16th, 17th, and 18th century England. Students read drama, poetry, essays, and other texts related to these fascinating women who blazed a trail for later women writers. 3 credits
FULFILLS LITERARY ARTS LAI REQUIREMENT.

SB 240R   Studies in the Novel
3 credits

SB 241R   Jesus: The Human Face of God
An examination of the historical, developmental, and contemporary theological issues concerning Jesus of Nazareth. 3 credits
FULFILLS THEOLOGY LAI REQUIREMENT.

SB 242R   Social Psychology
An exploration of the behavior of the individual in the context of multiple social influences and groups (family, school, neighborhood, and society at large). Topics include: social perception and cognition; attitude and attitude change; attraction, affiliation and love; pro-social and antisocial behavior; violence and aggression; prejudice and discrimination; and stereotyping, sex roles, and public opinion. 3 credits

SB 270R   Survey of English Literature I
This class provides an introduction to major works of English literature from Beowulf to the mid-18th century. Students analyze works in relation to their historical/cultural contexts and practice critical writing about the works. 3 credits
FULFILLS LITERARY ARTS LAI REQUIREMENT.

SB 285R   Introduction to Counseling
An introduction to the basic principles of and various approaches toward counseling. Emphasis on supervised role playing and on how to begin to become therapeutically effective. 3 credits
THIS COURSE IS A PREREQUISITE FOR ALL OTHER COUNSELING COURSES—PY 380, PY 382, PY 384, PY 430 AND PY 488

SB 308R   Philosophy and Psychology
A study of emotions and symptoms, mind and body, as well as other problems shared by philosophers, psychologists, and post-Freudian feminists. The course will also examine traditional psychological theories as espoused by Plato, Aristotle, Nietzsche, Frankl, Freud, and Sartre, as well as reference to the Christian philosophic tradition. 3 credits

SB 309R   Comparative Politics
An examination of the nature of various institutions and structures, processes, and issue areas involved in contemporary European and EU politics. The accomplishments and failures of governments and how the study of comparative politics can advance our understanding of the world today are examined. 3 credits
FULFILLS GLOBAL REQUIREMENT.

SB 310R   Special Topics: Theology
A very focused course on a particular theological topic. Designed specifically for theology majors/minors. Open to all majors with adequate background. 3 credits

SB 311R   Irish Literature
This study of drama, fiction, and poetry by Irish writers examines the cultural/historical contexts for the works. 3 credits
FULFILLS LITERARY ARTS LAI REQUIREMENT.

SB 318R   Romantic Writers
3 credits

SB 320R   Modern British Writers
This course explores novels, poetry, and drama by 20th century British writers and post-colonial writers, including Woolf, Eliot, Joyce, and Lawrence. 3 credits
FULFILLS LITERARY ARTS LAI REQUIREMENT.

SB 354R   Feminist Philosophy
A study of philosophies of women and women’s philosophies such as those of Woolf, deBeauvoir, Chodorow, Gilligan, and post-structural feminists. The course is designed to examine the development and impact of feminist thought and theory in contemporary society. 3 credits

SB 355R   Special Topics in American History
Topics vary. 1 to 4 credits

SB 380IR  Special Topics in Women's History
Topics vary. 1 to 4 credits
FULFILLS INTERDISCIPLINARY REQUIREMENT.
SB 392R/393R  Special Topics in European History  
Topics vary. 1 to 4 credits

SB 395R/396R  Special Studies in European History  
Topics vary. 1 to 4 credits

SB 104R  The Uses of Drama

SB 111R  Humans and Other Animals  
The aim of this module is to explore the relations between humans and non-human animals. It will do so through two lenses; moral and psychological. 3 credits

SB 112R  Critical Theory  
This course aims to introduce students to the key thinkers, concepts, and ideas associated with critical theory in terms of the Frankfurt School and the broader notion of the critical theory as it applies to other disciplines. 3 credits

SB 212R  Gerontology  
The purpose of this course is to help students develop skills, knowledge, and information in relation to aging in society; to promote understanding of the influence of health and social policies on the lives of older people; to provide professional knowledge in respect of planning and provision of services for older people in a range of areas; to understand the biological, psychological and social components of gerontology; and to develop a critical perspective on growing older. 3 credits

SB 250E  Youth and Community  
This module will introduce the student to youth and community work and to the definitions, history, development, approaches, policies, methods, styles, and skills associated with those disciplines. 3 credits

SB 251R  Advanced Child Care  
The goals of this course are to provide a comprehensive theoretical framework for understanding and analyzing the development needs of children and young people; to develop cultural competence, taking account of social, ethnic, and cultural differences; to foster a child-centered approach to professional social care practice where the child’s perspective remains central and the child’s experience valued; to encourage a practice perspective which recognizes and builds on strengths as well as identifying difficulties; and to promote understanding of the personal resources required from the practitioner to provide warm, sensitive, and nourishing child care to children with emotional and behavioral problems. 3 credits

SB 252R  Management and Leadership—Theory and Practice  
This course will promote students’ understanding of key theoretical perspectives and conceptual frameworks of management and leadership; equip them with core skills of effective management and leadership; and develop their capacity to perform management and leadership tasks in professional social care agencies. 3 credits

SB 253R  Disability Studies  
This module aims to engage students with the concept of disability in contemporary society. Following an outline of the sociological history of disability, students are introduced to a wide range of issues such as eating disorders, deliberate self-harm, mental health in Irish prisons, and personality disorders. Students retain a solid focus on conditions such as intellectual disability, physical disability, autism, anxiety disorders, and depression. 3 credits

SB 254R  Communication and Counseling Skills  
This course prepares students for professional practice in social care settings, provides them with a competency and fluency across a broad spectrum of counseling and psychotherapy theories, and helps them toward a heightened sense of self-awareness so as to be able to work in an ethical, client-centered, and empowering manner. 3 credits

SB 255R  Legal Studies II  
This class will deal with legal issues that students will encounter on a day-to-day basis in a work environment. It will enable students to understand the legal system and law relating to child care and family law and inform them of the most recent legislation and how it affects current practices in social care. 3 credits

SB 256R  Communication and People Skills  
This module aims to introduce students to the effective communication skills required within professional social care practice. 3 credits

SB 257R  Principles and Practice 1  
This module aims to introduce students to the professional social care role. Through engagement in dialogue with professionals, personal reflection, and group work, students are encouraged to gain a sense of their “professional self.” A key aim is that students gain an understanding of the professional context in which they will work in future. 3 credits

SB 259R  Philosophy of Science  
The aim of this module is to provide students with an overview of the history of feminist political thought, and a survey of contemporary feminist positions in political philosophy. 3 credits
DIVISION OF HUMANITIES

MAJORS

ART
ART THERAPY PREPARATION
ART WITH ART EDUCATION CERTIFICATION
ART WITH A CONCENTRATION IN:
- ART HISTORY
- CERAMICS
- GRAPHIC DESIGN
- WEB DESIGN AND INTERACTIVE MEDIA
- MEDIA ARTS AND ANIMATION
- PAINTING AND DRAWING
- PHOTOGRAPHY
CREATIVE WRITING
ENGLISH
HISTORY
LIBERAL STUDIES
PHILOSOPHY
THEOLOGY

MINORS

ART
ART HISTORY
ART THERAPY PREPARATION
CERAMICS
CREATIVE WRITING
ENGLISH
HISTORY
PAINTING
PHILOSOPHY
PROFESSIONAL WRITING
THEATRE
THEOLOGY
WOMEN’S STUDIES

CERTIFICATION PROGRAMS IN EDUCATION

ART EDUCATION (K–12)
ENGLISH/SECONDARY EDUCATION (7–12)
SOCIAL STUDIES/SECONDARY EDUCATION (7–12)
DIVISION OF HUMANITIES

HUMANITIES OVERVIEW

The philosopher, Gabriel Marcel, made a distinction between problem and mystery. Problems are solved; they have definitive answers, even if we don't know immediately what those answers are. Mystery, on the other hand, is experienced, participated in. The disciplines in the humanities give primacy to the mystery dimension of the human person. What does it mean to be human? What are the heights, depths, and breadths of human condition? How is our humanity expressed in literature, language, art, music, poetry? How do we write, sculpt, question the human experience of the divine, of evil, of life, death, suffering, and grace? How, in history, has the human condition changed and manifested itself intellectually, culturally, linguistically, and spatially? Where and how do we read the signatures of grace in our collective humanity? In the humanities, we take most seriously the mystery of the human person as writer, artist, speaker, reader, thinker, as gendered, graced, wounded, and hope-filled. Quite simply, our disciplines attempt to embrace the fully human.

ART MAJOR

The art major provides a strong foundation in art history and in studio art: design, drawing, painting, printmaking, ceramics, computer art, and sculpture. Electives and directed study in a variety of media include fiber arts, ceramics, drawing, painting, and mixed media.

Senior Project, an individual project and study course, is required for all majors, while a senior exhibition required of art, painting and drawing, and ceramics concentrations is open to all seniors. Other specialized advanced and tutorial courses are also offered. Combining an art major with minors in business or communication offers viable career opportunities in advertising, communication, and arts administration.

Major Requirements: 46 credits

ART MINOR

The art minor requires a minimum of 18 credits. At least nine credits must be taken at Carlow.

Required Courses:
AR 101 or AR 102, AR 111 or AR 115, plus four AR electives.

ART THERAPY PREPARATION MAJOR (SEE PAGE 81)

Art therapy preparation is an interdisciplinary major sponsored by the art and psychology departments. This program prepares the student for further study in art therapy on a graduate level. The program integrates a strong fine arts background with an in-depth study of psychology and art therapy. Because of Carlow’s urban location in the heart of a major medical and therapeutic complex, students have convenient access to observation and practicum experiences.

Major Requirements:

ART THERAPY PREPARATION MINOR

Minor Requirements:
AR 111 or AR 115, AR 331, PY 203, PY 285, AT 205, AT 339. At least nine credits must be taken at Carlow.
ART WITH ART EDUCATION CERTIFICATION

Art with art education certification is a professional program offered in conjunction with the School of Education. It requires a minimum of 44 credits in art and a series of required courses in education and art education. Upon successful completion of the program, the student may receive certification from the Pennsylvania Department of Education as a teacher of art, grades K through 12.

**Major Requirements: 42 credits**
See School of Education on page 98.

ART HISTORY CONCENTRATION

The art history concentration is in many ways unique in that it is a studio-based program which gives the student experience in the role of creator. Ideal as an introduction to a career in art in both theory and practice, the major is worked out with the help of the student’s advisor. Career options include graduate work (master’s and doctoral levels) in art history, museum work, conservation and preservation, and arts administration.

**Major Requirements: 51 credits**
AR 101, AR 102, AR 111, AR 114, AR 115, AR 221, AR 227, AR 240, AR 311, AR 315, AR 331SL, AR 355 or AR 321, AR 421, PH 206, WS 209, plus five additional art history courses.

ART HISTORY MINOR

**Minor Requirements:**
AR 101, AR 102, plus four additional art history courses. At least nine credits must be taken at Carlow.

CERAMICS CONCENTRATION

The ceramics concentration gives the student who has a strong interest in the ceramic arts a solid foundation in two dimensional art, sculpture, and ceramics. The student goes on to spend six semesters in Advanced Ceramics Studio exploring various ceramic materials, kilns, and techniques as determined through a dialogue between student and professor.

**Major Requirements: 48 credits**

CERAMICS MINOR

**Minor Requirements:**
AR 115, AR 315, AR 331, plus three semesters of Advanced Ceramics Studio. At least nine credits must be taken at Carlow.

PAINTING AND DRAWING CONCENTRATION

The painting and drawing concentration offers the student a solid foundation in two- and three-dimensional art. The student goes on to spend six semesters in a more in-depth study of painting. During this time more advanced issues concerning two-dimensional art and concept development are explored.

**Major Requirements: 51 credits**
PAINTING MINOR

Minor Requirements:
AR 111, AR 114, AR 227, plus three semesters of Advanced Painting Studio.

GRAPHIC DESIGN CONCENTRATION
WEB DESIGN AND INTERACTIVE MEDIA CONCENTRATION
MEDIA ARTS AND ANIMATION CONCENTRATION
PHOTOGRAPHY CONCENTRATION

In today’s ever-changing world, technical proficiency alone is rarely enough for success. Concentrations in graphic design, media arts and animation, interactive media design, and photography are offered in collaboration with the Art Institute of Pittsburgh (AIP). They combine the strength of a diverse liberal arts education and a strong art foundation gained at Carlow with a concentration at the state-of-the-art computer studios of a leading technical arts school. Students in these programs go beyond mere technical proficiency to a well-rounded education.

Major Requirements: 25 credits + 30 Carlow credit equivalents at AIP
AR 101, AR 102, AR 111, AR 221, AR 227, AR 240, AR 311, AR 330, AR 421, WS 209, plus 30 Carlow credit equivalents at the Art Institute of Pittsburgh, as specified by the program undertaken.

CREATIVE WRITING MAJOR

The creative writing curriculum explores the work of many great writers, past and present, and encourages students to respond thoughtfully and critically to those works. By exploring all genres of literature and workshopping creative pieces with peers and professional authors, students expand their abilities to consider important concepts including context, image, voice, and audience. Students may concentrate on poetry, fiction, or creative nonfiction.

Students may develop additional experience in editing, writing, graphic design, and planning literary events through internships with The Critical Point (the University’s journal of visual and literary arts), Dionne’s Story (an anthology of original writing connected to Dionne’s Project), the Hungry Sphinx Reading Series (an interactive series between the community and the university), and Voices From the Attic (the annual anthology of the Madwomen in the Attic).

Major Requirements: 38 credits
EN 200, one special topics course (choose from EN 216, EN 217, or EN 218); EN 405; EN 445 (11 credits).
Three English electives (9 credits),
World Literature/Language cluster: (foreign language, EN 219, EN/WS 233I, EN 340, EN 400 on an international writer, or study abroad for academic or service-learning credit) (6 credits).
12 credits in one of the following areas of concentration:
Poetry Concentration: EN 208, EN 239, EN 241, EN 343, EN 358, EN 435
Fiction Concentration: EN 205, EN 242, EN 334, EN 344, EN 406, EN 420
Creative Nonfiction: EN 203, EN 223, EN 229, EN 370, EN 410, EN 412

CREATIVE WRITING MINOR

Students who minor in creative writing must take a minimum of 18 credits in creative writing. The student and faculty advisor will design the program that best suits the student’s needs.
ENGLISH MAJOR

The English major provides a strong foundation in British and American literature, world literature, major writers, and linguistics. Students who major in English have the flexibility to focus on additional areas of interest by taking a variety of electives, combining their degree with a secondary education certification, or pursuing a double major or minor in creative writing or professional writing. Many major courses highlight women writers’ contributions to the history of literature.

English majors develop the ability to read critically, to communicate clearly and confidently, and to conduct research with an open and analytical mind. The major prepares students for many professions that require strong analytical thinking and exceptional communication skills, including fields such as teaching, publishing, public relations, and law. English majors may develop additional skills and professional experience through membership in Sigma Tau Delta (the English Honors Society) and editorial internships for The Critical Point and Dionne’s Story anthologies.

Major Requirements: 41 credits
EN 207, EN 220, EN 301, and EN 444 [11 credits]
Two American literature courses (EN 225, EN 305, EN 306, EN 321, EN 322, or EN 323) [6 credits]
Two British literature courses (EN 270, EN 271, EN 318, EN 319, or EN 320) [6 credits].
Three world literature/language courses (EN 219, EN/WS 233I, EN 265, EN 310, EN 340, foreign language or study abroad for academic credit) [9 credits]
Three English electives (9 credits) which may include internship experience.

The requirements are the same for English majors seeking certification in secondary education or preparing for graduate study in English, but students intending to pursue a graduate degree in English should take at least two semesters of foreign language to meet the world literature/language requirement. Students who have an undergraduate degree and are applying for secondary certification must have Chaucer (EN 207), Linguistics (EN 220), Shakespeare (EN 301), American literature, and world literature. In general, such students must take a minimum of two upper division English courses at Carlow.

Students who combine an English major with a major in another discipline must fulfill a minimum of 26 to 27 credits in English.

ENGLISH MINOR

Students who minor in English must take a minimum of 18 credits in English. The student and faculty advisor will design the program that best suits the student’s needs. English minors have opportunities to explore literature that intrigues them, through topics as diverse as crime fiction, Irish literature, and environmental justice literature.

HISTORY MAJOR

The study of history and the skills developed in writing history provide a sound basis for positioning students in the increasingly competitive job markets of today and tomorrow, for their formal and informal education later in their lives, as well as during their college years. A major in history is one of the best foundations for success in career and academic plans. Knowledge of history is essential for success in a rapidly changing world. Understanding humanity’s recorded experience gives students the information and perspective they need in order to be able to think in an orderly way about the world: its economics, politics, cultures, legal systems, and religions. History also provides students with a context for better understanding and enjoying literature, music, and the arts, all of which are in part reflections of the times in which they were produced. Equally important are the skills in research and writing developed in the course of historical study. These skills are readily transferable to everyday life, future scholarship, and a career. The quality performance of history majors in law, business, education, government, journalism, television and radio, and the arts has long been recognized. A major in history is a good preparation for graduate study in history or other humanities.

The history major program can be combined with virtually any minor program at Carlow. History is also an ideal second major augmenting the advantages of almost any field of study.

Graduates from Carlow with a degree in history should:
• Exhibit in-depth knowledge in a specialty area coupled with a broad familiarity with other histories, Western and/or non-Western, and a solid foundation in methodology;
• Produce scholarship sensitized to the issues of class, race, gender, and sexual orientation, manifestly utilizing cross-cultural and transnational perspectives, leadership issues, and peace and justice considerations;
• Demonstrate familiarity with current concerns and debates within historiography; the social and cultural significance of these debates;
• Show knowledge and versatility adequate for entrance to and successful completion of an MA and/or PhD program in history or another superior degree in other related graduate programs, or to pursue a career in journalism, the media, or the arts upon graduation.

Major Requirements: 33 credits

Area I: Required Courses
HS 110, HS 151, HS 170, HS 171

Area II: Area of Concentration
Four courses in an area determine a concentration. The area of concentration may be defined either:

• On the basis of geographical cultural areas, e.g. United States, Europe, non-Western, or
• On the basis of a unifying theme, method, subject, or time period, e.g., multiculturalism, popular culture, women’s history, social history, postcolonial studies, etc.

Area III: Courses outside Concentration
Two courses outside the field of concentration selected in consultation with faculty.

Area IV: Senior Thesis (HS 456)
History majors are required to write a 25 to 30 page senior thesis on a topic approved at the end of the second semester of their junior year.

SECONDARY EDUCATION CERTIFICATION IN SOCIAL STUDIES
Candidates seeking certification must complete a history major that includes content in geography, sociology, anthropology, political science, economics, and psychology. Students seeking state certification to teach on the secondary level must successfully complete courses in each of those areas to comply with state standards for social studies certification. Students should contact the chair of the history department and the director of secondary education for specific requirements.

HISTORY MINOR
Students who minor in history must take a minimum of 15 credits in history. The student and faculty member will design the program that best suits the student’s needs.

LIBERAL STUDIES MAJOR
A Bachelor of Arts degree in liberal studies provides an ideal major for the creative, independent student who is interested in an interdisciplinary focus. This major allows the student to gain significant depth in two or more areas of study and, at the same time, to acquire the breadth that is characteristic of a liberal arts education.

While a degree in liberal studies is a very practical degree in itself, this major is an ideal preparation for students who are planning to pursue studies beyond the bachelor degree level. It is an individually-designed program of study involving the humanities, the natural sciences and mathematics, and the social sciences. The program culminates in a required senior thesis drawing from the student’s areas of concentration. Students will work closely with their liberal studies advisors to design and meet the specific program requirements.

Program Requirements:
In addition to the core requirements of the University, students majoring in liberal studies are required to take a minimum of 33 credits in liberal arts courses. Liberal arts courses are considered to be those found in the humanities, the natural sciences and mathematics, and the
Areas of Concentration:
Students majoring in liberal studies are required to choose a minimum of two areas of concentration from the liberal arts and to take 12–15 credits in each of those areas. Students may take no more than two 100-level courses in their areas of concentration. The remainder of the courses in a particular concentration must be 200-level or higher.

PHILOSOPHY MAJOR

The philosophy major is designed to be a comprehensive introduction to the history of philosophy and its many themes that will introduce the student to the exciting realm of the ongoing journey of philosophic discourse and ideas. The philosophy curriculum is also designed as a pre-law, pre-professional major in the humanities. The curriculum not only provides majors with a rigorous overview of the great ideas in the history of philosophy, but also with the reasoning and writing skills necessary for entry into law and public policy. By studying the arguments of great thinkers from the past and present, philosophy majors gain a strong sense of their intellectual heritage and the ongoing debates—from gender to jurisprudence—that are a part of that heritage. With its flexible requirements, philosophy is also an ideal second major. As a second major, philosophy provides a strong humanities background for students whose primary major—perhaps biology or business management—may not provide this opportunity. Additionally, philosophy is a superb complement to majors such as psychology or education. With its emphasis on language skills, critical thinking, and abstract reasoning, philosophy is a major with numerous practical applications. Philosophy majors consistently do well on law school entrance exams, graduate school entrance exams, and business graduate school entrance exams. The philosophy major excels in the following three areas:

PURPOSE

The philosophy major has the joy of examining and asking the largest and most important of the human questions concerning life and the nature of the universe in which we find ourselves. With its emphasis on a critical study of past and present systems of philosophic thought, many of the goals and purposes of the Carlow philosophy major can be clearly found in the mission statement of the University. “Carlow University, a Catholic, women centered, liberal arts institution embodying the heritage and values of the Sisters of Mercy, engages its diverse community in a process of life-long learning, scholarship, and research. This engagement empowers individuals to think clearly and creatively; to actively pursue intellectual endeavors; to discover, challenge, or affirm cultural and aesthetic values; to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.”

CONTENT

The philosophy major investigates the formative ideas and arguments of great female and male thinkers of the past and present. By doing so, the student gains a strong sense of our collective intellectual heritage with its strengths and flaws. Finally, the student is trained to think, write, and speak critically.

METHOD

Students read and respond in writing to original and secondary texts in the history of philosophy, and thereby develop the intellectual skills necessary to apply abstract ideas to the political and moral decisions required of practical life.

Major Requirements: 30–33 credits plus the senior thesis (PH 499, credits vary)

The philosophy major requires 10 courses in philosophy. Three courses (9 credits) are required:

- PH 100 Intro to Philosophy
- PH 105 Intro to Moral Reasoning
- PH 204 Intro to Logic

Seven courses (21 credits) will be electives:
An elective, however, may be fulfilled in disciplines other than philosophy if the courses are accepted by the philosophy advisor. For example, as electives, courses in ethics, gender theory, law, or social theory not offered by the philosophy program are acceptable alternatives to PH designated courses.

**Senior Thesis**

PH 499 Senior Thesis (3 credits) is required for students taking philosophy as their primary or sole major, but not required of students taking philosophy as a second major. PH 499 is included as one of the required 10 courses for a philosophy major.

All philosophy majors must work and meet regularly with a member of the Philosophy department about the appropriate courses for their degree in light of their professional expectations upon graduation. Flexibility is the hallmark of the philosophy major but only with the approval of a member of the department.

**PHILOSOPHY MINOR**

A philosophy minor can be obtained by completing at least 15 credits (five courses) in the field of philosophy. Philosophy minors should meet with the members of the Philosophy department about which courses would be most appropriate for their degree.

**PROFESSIONAL WRITING MINOR**

Students who minor in professional writing must take a minimum of 18 credits in writing selected from the following courses: EN/CM 180, EN 200, EN 218, CM 242, EN 244, EN/CM 260, EN/CM 330, EN 346, EN 347, EN 348, EN 349, CM 360 or EN 405. The student and faculty advisor will design the program that best suits the student’s needs. Professional writing minors develop the ability to write clear, organized prose suitable for the organizational or publishing workplace environment.

**THEATRE MINOR**

The theatre minor requires a minimum of 18 credits including TR 103 and TR 205. The student and advisor will plan the program in accordance with the student’s interests.

**THEOLOGY MAJOR**

Theology is a scholarly study of the mystery of human existence and the interdependence of women and men as they relate to God. Theology examines the human experiences that have given rise to questions of religion such as the meaning of life and death, the existence of a personal God, the search for human values, issues of peace and justice, contemporary spirituality, and ministry of the laity. These questions have no answers. Rather they invite inquiry into reality in a unique way by engaging one in reflection that yearns for Sabbath, i.e. sacred time set aside to ponder the depth of the richness and wisdom of God in human beings, in human history, and in all of creation. Following upon this, it seems that the theology major comes to this discipline already with a prerequisite: the desire to rest in the depths of holy mystery. The Department of Theology provides the discipline necessary for this unique way of inquiry through a sequence of courses in scriptural, historical, systematic, and moral theology, and pastoral ministry.

Many theology majors have traditionally elected to teach religion after graduation; however, Carlow offers programs that open a wide spectrum of career possibilities in the pastoral, liturgical, and health care ministries. In addition, students have pursued graduate studies in theology. A theology major prepares students for graduate studies in literature, law, and other academic and professional areas. However, perhaps the most unique feature of a theology major is that it prepares the student for a lifetime of mystery.

Often students majoring in theology also choose a second major. There are exciting connections to be made between theology and other disciplines that can prepare a student to approach critical human issues in a more comprehensive way. Increasingly, both religious and secular scholars are recognizing the value of interdisciplinary thinking.

Graduates with a theology degree will exhibit the following:
• A good understanding of Catholicism, as well as other Christian faith traditions, its development over the centuries, and its contemporary interpretation, in dialogue with other religions, cultures, feminism, peace and justice; and other ethical concerns;
• Competency in theological method, developed theological language, and familiarity with the academic tools of the discipline; and
• Skills and insights that, together with the study of theology, offer a variety of career choices such as pastoral ministry, teaching, counseling, and communications.

**Major Requirements: 31 to 40 credits, including TH 101 and the following**

**Area I:** Methodology (4 credits) TH 1001, TH 1002, TH 1003, TH 1004
**Area II:** Scripture (6 credits) One Old Testament course and one New Testament course
**Area III:** Systematic Theology (9 credits) One course in Christology, and one course in ecclesiology
**Area IV:** Moral Theology (3 credits)
**Area V:** Historical Theology (3 credits)

**Electives: 3 to 12 credits**

**Recommended Support Courses:**
Theology majors are encouraged to acquire at least an elementary knowledge of a foreign language, classical or modern.

---

**THEOLOGY MINOR**

Students who minor in theology must take 18 to 24 credits in the department including TH 101. The student and advisor plan the program in accordance with the student’s interests.

---

**WOMEN’S STUDIES PROGRAM**

Women’s studies courses look at contemporary and historical research about and creative productions by women; raise new questions which are relevant to women in global cultures; question sex role relationships and basic social assumptions regarding women’s roles; and encourage students and faculty to do research and creative productions about women and issues that affect women. Women’s studies incorporates interdisciplinary concepts and methods and questions masculine biases across the disciplines. Courses explore the historical condition of women, the interpretation of women in the various disciplines, and the present and future position of women in society. The program fosters new scholarship and creative production for women in order to understand the cultural history of women’s experiences as well as to debate women’s situations today.

---

**WOMEN’S STUDIES MINOR**

**Requirements:**
The women’s studies program offers an introductory course, a course in feminist theory, and a course in global perspectives. Students who would like to minor in women’s studies should first enroll in level one courses, in the order in which they appear below, before moving on to level two courses, which are cross-listed in various departments and programs. The women’s studies program requests that the two cross-listed courses not be from the same discipline/department and that the student also complete one women’s studies elective. Under this structure, the total credits needed for the minor in women’s studies is 18.

**Level 1: Required Core Women’s Studies Courses:**
- WS 101: Introduction to Women’s Studies 3 credits
- WS/EN 233I: Visions of Social Change: Global Women’s Writing (CC 100, CC 101, and CC 102 are prerequisites for the course) 3 credits
- WS 320: Feminist Theories 3 credits

**Level 2: Required Cross-listed Women’s Studies Courses:**
Two cross-listed courses from different disciplines/fields total 6 credits

**Level 2: Required Women’s Studies Elective:**
One women’s studies elective; this course can be a cross-listed course 3 credits
ART

AR 101 Introduction to Art/Visual Culture I
An introduction to the history of art from the prehistoric period to the year 1300. This course provides a chronology of the major works in the Western tradition and provides the basic terminology and methodologies necessary to analyze these works in a social, historical, religious, and/or material context. 3 credits FULFILLS FINE ARTS LAI AND GLOBAL REQUIREMENTS.

AR 102 Introduction to Art/Visual Culture II
An introduction to art in the West from Renaissance to early 20th century. Students learn basic vocabulary and methodologies necessary to analyze key works and critically engage with issues raised. Special attention given to representation of social relations, gender, religion, and politics; the context of production, use, and display. 3 credits

AR 111 Basic Art I/Drawing I
An introduction to two-dimensional drawing media, techniques, and concepts. The course will cover line, value, perspective, and other basic drawing issues. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

AR 114 Basic Art/Drawing II
A second level drawing course following AR 111 Basic Art I/Drawing I. Continued development of basic drawing techniques along with more in-depth exploration of various 2-D media and conceptual approaches. 3 credits

AR 115 Basic Art and Design
An introduction to two-dimensional design concepts. Course will include composition elements, as well as a component on color theory. These issues will be explored through a variety of media. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

AR 203 Modern and Contemporary Art
Every two years Pittsburgh hosts one of the most important exhibitions of global contemporary art, The Carnegie International (CI). This course highlights the artists and artwork of the current CI and places these works in an historical context. The first half of the course will be devoted to issues in modern and avant-garde art in Europe and North America and sets the foundation for an in-depth exploration of the CI. The second half of this course will explore the ways in which the modernist tradition has been challenged and re-evaluated by contemporary postmodern and feminist artists from around the world, highlighting the work of artists represented in the CI. 3 credits FULFILLS GLOBAL REQUIREMENT.

AR 206 (PH 206) Aesthetics
Investigation of the history of aesthetics and its pertinence to art. The role of art as a vehicle of philosophic expression will be examined along with the aesthetic theories of such thinkers as Plato, Aristotle, Kant, Nietzsche, Schopenhauer, and Marx. Film and music will also be used in the class, as well as an examination of poetry and its philosophic and aesthetic significance. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

AR 209 (WS 209) Women and Art
An investigation of the history of art through the lens of feminist critical theory. Explores the production and status of women artists and patrons as well as the representation of women in art from the Renaissance to the present. Students critically engage with course materials through class dialogue, written assignments, and collaborative projects. 3 credits FULFILLS FINE ARTS OR WOMEN’S STUDIES LAI AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITE: AR 102.

AR 214SL Public Art in the United States
Studies the history of public art in the United States from the late 19th century until the present. Emphasis on the critical issues raised by public art over time as they relate to race, class, gender, and key historical events in American history. Highlights how public art is used to create and shape identity and space. 3 credits FULFILLS FINE ARTS LAI AND SERVICE-LEARNING REQUIREMENTS.

AR 221 Life Drawing and Media
A second-year level experience in drawing of the human figure. Included in the course are concepts such as gesture, anatomy, proportion, and composition. Students will work with anatomical and live models. Various media will be explored. 3 credits PREREQUISITES: AR 111, AR 114, OR PERMISSION FROM THE DEPARTMENT CHAIR.

AR 222 Concepts and Media
A course designed to familiarize students with contemporary conceptual art skills, thinking through the process of artistic idea generation, personal approaches to subject matter and content, and developing individual art practices. Themes can include: the self, processes and systems, time and space, etc. Course can be repeated for credit and has no prerequisites. 3 credits

AR 224 Introduction to Fiber Arts
An introduction to creative expression using traditional and contemporary approaches to fiber and mixed media materials. Emphasis on combining content and form and application of craft techniques such as quilting, crocheting, basketry, sewing, etc. to production of expressive artworks. 3 credits
AR 225   Art and Science
This course will explore how scientific discoveries, ideas, and concepts inspired and influenced artists and their works. Focusing on art created from the Renaissance through the present, this class will examine the links between art and science in various media. 3 credits FULFILLS FINE ARTS LAI AND SKILLS INTEGRATION REQUIREMENTS.

AR 227   Painting I
An introduction to basic concepts and techniques in oil painting. There will be a concentration on color mixtures, creating form, space, and light. A variety of subjects will be explored. 3 credits PREREQUISITES: AR 111 OR AR 114.

AR 229 Drawing and Painting II
An exploration of advanced drawing and painting issues. Experimentation with media and technique. 3 credits PREREQUISITES: AR 111 OR AR 114, OR PERMISSION FROM THE DEPARTMENT CHAIR.

AR 240 Sophomore Review
An opportunity for the student to learn how to create and present a professional presentation of artwork and progress to date. The student and the studio arts faculty assess the work and its presentation, helping guide the student’s course of study. 1 credit ART MAJORS ONLY. FULFILLS SKILLS INTEGRATION REQUIREMENT.

AR 245 Heritage of American Art
An introduction to the major themes in the art and culture of the United States from the colonial period to the 20th century. Special attention is given to the issues of race, class, and gender as they relate to art production, art reception, and the articulation of “national identity” in the visual culture of the United States. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

AR 249 American Art of Our Century
A survey of the dynamic development of painting and sculpture in the United States during the 20th century, particularly the interaction of traditional American and innovative European styles. 3 credits

AR 254 World Architecture
A survey of Western architecture from the prehistoric period to the present which focuses on particular monuments, both public and private. Architectural types, stylistic influences, urban design, and cross-cultural currents are studied in order to provide students with a vocabulary of terms for discussing and analyzing how architecture both shapes the environment and communicates meaning. 3 credits

AR 266 Special Topics in Modern Art
A special topics course in the area of the history of modern art. Students engage in an in-depth exploration of a particular topic, issue, theme, or artist of the modern period through advanced readings, class discussion, research, and written exercises. 3 credits PREREQUISITE: AR 102.

AR 268 Contemporary Art Issues
An introduction to the art theories and practices of artists working with social and political issues in the 20th century. Surveys major international modernist art movements such as Futurism, Constructivism, Expressionism, Dada, and Surrealism. Concentrates on the social engagement and art activism of artists from the 1960s to 1990s in the context of social and political movements. 3 credits

AR 305I (TH 305I) Memory
An exploration of the topic of memory through the two lenses of theology and art, the student will assimilate aspects of the material presented by each professor into an understanding that places the two viewpoints into a more holistic framework. 3 credits FULFILLS SKILLS INTEGRATION AND INTERDISCIPLINARY REQUIREMENTS. PREREQUISITE: CC 101.

AR 307 (CM 307) Media Criticism
An introduction to the aesthetic and social analysis of mass media, film, and television through critical writing and discussion. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT AND MAY FULFILL LINKED REQUIREMENT WITH HS 304L WHEN OFFERED AS AR 307L.

AR 311 Issues of Scale and Quantitative Project Development in the Studio Arts
The course is intended to develop the student’s quantitative understanding of scale in artwork as well as in exploring methods for quantitatively approaching studio project development. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITES: CC 101, CC 102, AR 111, AND AR 115

AR 315 Sculpture
A concentration on formal and technical problems of three-dimensional media (volume, space, structure) and investigation of the techniques of modeling, casting, carving, and construction using a variety of materials. 3 credits PREREQUISITES: AR 111, AR 115, OR PERMISSION FROM THE DEPARTMENT CHAIR.

AR 317 Painting II
A focus on more advanced painting issues. Discussions of painting styles, personal voice, and other issues of expression. Refinements in basic skills while reviewing and exploring contemporary visual directions. 3 credits FULFILLS FINE ARTS LAI AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITES: AR 111 OR AR 114 OR PERMISSION FROM THE DEPARTMENT CHAIR.

AR 321 Printmaking
An introduction to basic printmaking methods. Course will include lino block, monoprint, collagraph prints, and drypoint etching. Emphasizes understanding various techniques, development of concepts, and precision of print execution. 3 credits PREREQUISITES: AR 111 OR AR 115 OR PERMISSION FROM THE DEPARTMENT CHAIR.
AR 322 (HS 322, WS 322) Representations of Women: High Art/Popular Culture
A study and critique of concepts of gender and sexuality in representative texts (film, painting, music, and television). Critical and source materials are drawn from art history, cultural studies, feminist theory, and history. 3 credits

AR 330 Advanced Projects
Advanced project work in any visual media for students beyond the sophomore level. Students work on projects of their own design. The emphasis of the course is on conceptualizing, researching, and executing substantive art projects, as well as advancing students’ familiarity with techniques and media. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: PERMISSION FROM THE DEPARTMENT CHAIR.

AR 331SL Ceramics
An introduction to ceramic design and techniques, including the hand-built methods of pinch, coil, drape, and slab as well as wheel throwing with stoneware clay. Emphasis on creativity, concepts, terminology, and process. 3 credits FULFILLS LAI REQUIREMENT AND SERVICE-LEARNING REQUIREMENT.

AR 355 Introduction to Computer Art
An introductory course in basic computer art skills including Adobe Photoshop, basic Web page design, and art production using advanced MS PowerPoint. 3 credits FULFILLS FINE ARTS LAI AND SKILLS INTEGRATION REQUIREMENTS.

AR 400 Independent Study
A student-designed course in an area of art not covered by current courses. Requires the approval and sponsorship of a faculty member prior to registration. Credits vary.

AR 421 Senior Project
An opportunity for the student to create and present a professional presentation of art work and progress to date. The student and the studio arts faculty assess the work and its presentation. Can be expanded to include a project approved and advised by a faculty member. 2 to 8 credits REQUIRED OF ALL ART MAJORS. ART MAJORS ONLY. FULFILLS SKILLS INTEGRATION REQUIREMENT.

AR 450 Internship
Opportunity for professional student experience in various organizations. 1 to 8 credits

ART THERAPY

AT 205 Foundations of Art Therapy
An introduction to art therapy through participation in a class in which students learn and create several art therapy assessments with a large variety of media and analyze their application within various populations and settings. The student will develop a basic understanding of the field of art therapy and how its roots developed from the field of psychology. 3 credits ART THERAPY MAJORS ONLY. PREREQUISITE: PERMISSION FROM THE DEPARTMENT CHAIR.

AT 339 Expressive Visual Techniques
An introduction to various media as they apply to art therapy and to specific expressive art therapy techniques. The students will achieve understanding and working knowledge through participation, individually and in groups, in expressive art/art therapy activities and through discussion concerning the values, purposes, and goals of the art experience. Understanding of the experiential will be appreciated through discussion of the student’s own artwork and through slides, films, photographs, and artwork of clients in treatment. 4 credits

AT 406 Art Therapy Practicum
An in-depth sequence of therapeutic clinical art experiences under the supervision of a registered art therapist. Exposes the student to the practice of art therapy on a pre-professional level. The student will write a case study and present work. 3 credits PREREQUISITE: AT 205.

ENGLISH

EN 101 Introduction to Literature
Students read and analyze cross-cultural prose, poetry, and drama. Writing that focuses on literary analysis is an integral part of the course. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 180 (CM 180) Journalism Practicum
Students practice newswriting, editing, and crafting other journalistic pieces for the student newspaper. This course provides hands-on experience in all aspects of production of a student newspaper, including design, layout, and editorial practices. 1 credit; may be repeated.

EN 200 Introduction to Creative Writing
Students read and practice writing a wide range of poetry, creative nonfiction, and fiction, and learn to critique work in a workshop setting. 3 credits FULFILLS LITERARY ARTS LAI AND SKILLS INTEGRATION REQUIREMENTS.
EN 203 Creative Nonfiction: Description, Narration, and Dialogue
In this introductory creative nonfiction course, students examine and practice description, narration, and dialogue, as they explore how writers show and tell life stories, making scenes, situations, and events come alive on the page. Students will also critique established authors’ work and respond to in-class writing prompts, as well as sharing their own writing and giving feedback to peers. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 205 Fiction I: Character, Setting, and Plot
In this introductory course in the reading and writing of fiction, students read a range of authors, from Nathaniel Hawthorne to Zadie Smith, and write critical papers, as well as their own creative works that they share through peer review. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 207 Chaucer
Students explore the art and language of Chaucer through a critical reading of his short poems, romances, and The Canterbury Tales. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 208 Poetry I: Finding Your Voice
In this introductory course in the reading and writing of poetry, students experiment with writing their own poetry as a way to begin to find their own voice. Students read individual collections of poetry, write critical papers, and critique each other’s work in a workshop setting. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 216 Special Topics: Poetry
This course provides a focused examination of a particular topic, such as African American women writers, the Modernists, or LGBT writers. Students engage in critical reading and writing, and may do some original creative writing. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 217 Special Topics: Fiction
This class is an in-depth exploration of a particular topic related to fiction, such as fiction shorts or imagination and fiction. The course includes critical reading and writing, as well as students’ original creative works based in reality. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 218 Special Topics: Creative Nonfiction
This course is a creative examination of a particular topic related to creative nonfiction, such as flash creative nonfiction or journeys. The class includes critical reading and writing as well as original creative writing of true life experiences. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT

EN 219 Literature in Translation
This class explores poetry, fiction, drama, and/or essays in translation. Students research, present, and write about international authors whose writing has been translated into English. Students may write creatively in response. This course meets the major requirement for the International Language/International Study cluster. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 220 Introduction to Linguistics
This course provides an introduction to the study of language from structural, historical, social, and psychological perspectives. Language acquisition, its systematic nature (phonology, morphology, and syntax), and its social and geographic variations are elements of the course. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 223 Creative Nonfiction I
In this introductory course that explores the parameters of creative nonfiction, students read and critique a range of authors, from Faith Adiele to Joan Didion. Students write their own creative nonfiction pieces and respond to in-class writing prompts as well as share and give feedback to their peers. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 229 Creative Nonfiction II
This advanced creative nonfiction course delves deeper into the genre’s parameters: telling true stories, creatively. Students will read and critique authors’ work from an established list and write creative nonfiction personal essays and memoirs. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 233I (WS 233I) Visions of Social Change: Global Women’s Writing
This interdisciplinary course draws on the pedagogy and disciplines of women’s studies and English to explore global women’s writing about social justice. The interdisciplinary approach of the literary materials and women’s studies perspectives is integrated into students’ readings, research, and collaborative in-class projects. This course meets the major requirement for the International Language/International Study cluster. 3 credits FULFILLS WOMEN’S STUDIES LAI, GLOBAL, INTERDISCIPLINARY, AND SKILLS INTEGRATION REQUIREMENTS.

EN 238 Shakespeare’s Sisters
This course explores the women writers of 16th, 17th, and 18th century England. Students read drama, poetry, essays, and other texts related to these fascinating women who blazed a trail for later women writers. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 239 Poetry Studies: Workshop
This beginning course in the reading and writing of poetry, focuses on the workshop format and encourages students to share their work and experiment with reading their work aloud. Students will read individual collections of poetry and anthologized works, write critical papers on craft, and critique each other’s work in a workshop setting. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 241 Poetry II: Sound, Rhythm, and Line
This intermediate course in the reading and writing of poetry has a focus on the development of craft. Students experiment with sound, rhythm, and the line as they write their own poetry. Students read
individual collections of poetry and anthologized works, write critical papers on craft, and critique each other’s work in a workshop setting. 3 credits

EN 242  Fiction II: Workshopping and World Building
An intermediate course in the reading and writing of reality-based fiction, this class focuses on the workshop format where students practice giving and receiving critique, with emphasis on integrating others’ feedback. Students also will read a range of authors to identify what works and why. 3 credits

EN 244  Organizational Writing
This class gives students practice in writing documents used for internal and external communication in organizations. Assignments offer experience writing for non-profit and for-profit settings, often with a social justice advocacy focus and a real-world audience or client. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 252  Literature and Film
This course examines the connections between a literary work and its film adaptation, with a focus on cinematic style and literary motif or theme. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 260 (CM 260)  Writing for Media
An examination of the principles and practice of writing for media. Students gain experience in writing tightly organized, concise, “hard news” stories. Students will learn interviewing and basic investigative skills, and they will practice writing for print and online media sources. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 265  Classical Backgrounds to English Literature
An examination of Greek and Roman literature in translation, this class focuses on the influence of classical literature on contemporary fiction, drama, film, and poetry. Students analyze influence on works such as the Harry Potter series, the film O Brother Where Art Thou, and the poems of Louise Glück. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 270  Survey of English Literature I
This class provides an introduction to major works of English literature from Beowulf to the mid-18th century. Students analyze works in relation to their historical/cultural contexts and practice critical writing about the works. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 271  Survey of English Literature II
This class provides an introduction to major works of English literature from the late 18th century to the present. Students analyze works in relation to their historical/cultural contexts and practice critical writing about the works. 3 credits

EN 286I (PY 286I)  The Psychology of Literature
This course explores the connection between psychological concepts and literary texts. Students will examine myths, fairy tales, contemporary fiction, drama, and poetry from literary and psychological perspectives, analyzing parallels between psychoanalytic theory and authors’ characters and, at times, authors’ lives. This interdisciplinary approach encourages students to discover and articulate how psychology and literature reflect the core concepts that define humanity. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 300I (WS 3001)  Environmental Justice
This interdisciplinary examination of environmental justice issues explores works by various authors and contemporary films. The interdisciplinary approach of the literary materials and women’s studies perspectives is integrated into students’ readings, research, and collaborative in-class projects. 3 credits FULFILLS LITERARY ARTS AND WOMEN’S STUDIES LAI AND INTERDISCIPLINARY REQUIREMENTS.

EN 301  Shakespeare
This course focuses on William Shakespeare’s comedies, tragedies, histories, and romances, read within cultural and generic contexts. Students analyze the plays’ complex depictions of gender norms, race, politics, family dysfunction, and other controversial topics, as they were understood during the Renaissance and are relevant for today. The course includes viewing of film adaptations and (when possible) live performances. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 305  Survey of American Literature I
This course provides an introduction to major works of American literature from the 17th century through the Civil War. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 306  Survey of American Literature II
This course provides an introduction to major works of American literature from the Civil War until the present. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 308  Arthurian Legend
This course provides an introduction to works in the development of Arthurian tradition. 3 credits FULFILLS LITERARY ARTS LAI AND SKILLS INTEGRATION REQUIREMENTS.

EN 309  Crime Fiction
This exploration of crime literature traces the genre from its roots in the works of Poe and Doyle to its present incarnations in novels like The Girl with the Dragon Tattoo. Students read, write, and present analysis of the established traditions of the mystery genre and contemporary transformations of those traditions in fiction, television, and film. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 310  Irish Literature
This study of drama, fiction, and poetry by Irish writers examines the cultural/historical contexts for the works. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.
EN 319  Victorian Writers
This course examines novels by 19th century British writers and the cultural/historical contexts for the works. 3 credits
FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 320  Modern British Writers
This course explores novels, poetry, and drama by 20th century British writers and post-colonial writers, including Woolf, Eliot, Joyce, and Lawrence. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.

EN 330 (CM 330)  Feature Writing
This course examines the principles and practices of feature writing. Students gain experience in interviews, personality profiles, narratives, sidebars, and other forms of "soft news" pieces for publication in print or online. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 334  Advanced Fiction: The Art of Storytelling
This intermediate course in the reading and writing of fiction provides opportunities for students to experiment with craft to create full-bodied stories that can enrich and enthrall an audience. Students respond to in-class writing prompts and participate in workshopping. 3 credits

EN 340  World Literature
This class provides a solid foundation in global perspective through an introduction to some of the greatest non-American and non-British works of literature. 3 credits FULFILLS LITERARY ARTS LAI, GLOBAL, AND SKILLS INTEGRATION REQUIREMENTS.

EN 343  Poetry Seminar: Image and Form
This advanced course in the reading and writing of poetry has a focus on the further development of craft. Students experiment with form, image, and movement as a way to find the heart and soul of the poem. The course includes intensive reading and critical response to the work of major poets, critique of each other’s work in a workshop setting, and critiques and conferences with instructor. 3 credits

EN 344  Advanced Fiction: Developing Your Craft
In this creative writing class, students weave together the elements of character, plot, and setting to create more nuanced and exciting fiction that is based in reality but takes the reader into unfamiliar territory. Students analyze authors' works and integrate identified techniques to enhance their own writing. The course includes in-class writing prompts and workshopping. 3 credits

EN 346  Technical Writing
In this professional writing course, students develop skills in analysis of processes and in writing concise professional pieces, such as technical descriptions, specifications, requests for proposals (RFPs), product development plans, policies, processes, procedures, instructions, short reports, and related correspondence. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 347  Foundation Proposals
In this professional writing course, students develop substantial proposals and engage in grant writing processes appropriate for corporate or non-profit foundations. Proposals often have a social justice focus and a real-world audience or client. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 348  Strategic Plans
In this professional writing class, students practice and apply the processes of writing strategically, often developing a strategic plan for a real-world client. After analyzing information from a variety of sources, students use qualitative and quantitative reasoning to write a creative and imaginative, yet practical, strategic plan. 3 credits

EN 349  Government Grants
In this professional writing class, students develop major proposals and engage in grant writing processes appropriate for state or federal grants. Assignments include lengthy proposals or proposal sections that seek funding for a specific program or project, often with a social justice emphasis, for real-world projects and clients whenever possible. 3 credits

EN 351I (SW 351I)  Literature and Public Policy
This interdisciplinary course examines the relationship between authors whose works inspired or reflected social justice activism and public policy changes in the 19th and 20th centuries. The interdisciplinary approach of the literary materials and social work perspectives is integrated into students’ readings, research, and collaborative in-class projects. Students read and analyze fiction, such as Maggie: Girl of the Streets; drama, such as A Raisin in the Sun; and music, such as “Strange Fruit.” 3 credits FULFILLS LITERARY ARTS AND SOCIAL/BEHAVIORAL SCIENCE LAI, INTERDISCIPLINARY, AND SKILLS INTEGRATION REQUIREMENTS.

EN 358  Poetry: Writing a Manuscript
This advanced course in the reading and writing of poetry has a focus on the development of a manuscript of poems. As students put a manuscript together, they learn about order, shaping, and formatting a manuscript of poetry. Assignments include intensive reading and critical response to the work of major writers, plus critique of each other’s work in a workshop setting. Students also engage in critique and conferences with the instructor. 3 credits

EN 370  Creative Nonfiction: Place
This advanced course in the reading and writing of creative nonfiction focuses on place. Students read and critique a variety of authors who use place as a “character.” The course also explores travel as part of the writer’s journey. Students write creative essays and stories, critical papers, and respond to in-class writing prompts and workshopping. 3 credits FULFILLS LITERARY ARTS LAI REQUIREMENT.
EN 400   Independent Study
This class is a specialized study in which the student engages independently, with the guidance of a faculty member, on a literary topic of interest. 1-3 credits OPEN TO ALL STUDENTS WITH DEPARTMENT CHAIR PERMISSION.

EN 405   Internship
For internship credit, students engage in practical work experience through placement negotiated with a faculty member prior to registration. Open to sophomores, juniors, and seniors. Pass/Fail only. 1-3 credits

EN 406   Fiction: Writing a Manuscript
This advanced course in the reading and writing of fiction has a focus on the development of a manuscript of short stories or a novel. With faculty, students develop a reading list of significant authors for critical analysis, engage in intensive reading and critical response to the works, and critique other students’ work in a workshop setting. Assignments also include critique and conferences with instructor. 3 credits PREVIOUS CREATIVE WRITING EXPERIENCE RECOMMENDED OR PERMISSION FROM THE DEPARTMENT CHAIR.

EN 410   Madwomen in the Attic: Creative Nonfiction
This writing-intensive study with women creative nonfiction writers explores varying themes. Students engage in critical reading and response to the work of major writers and critique each other’s work in a workshop setting. Pass/Fail. 3 credits; may be repeated PREREQUISITE: PERMISSION OF THE DIRECTOR OF THE CREATIVE WRITING PROGRAM.

EN 412   Writing One’s Life: Creative Nonfiction
This advanced course in the reading and writing of creative nonfiction focuses on the form of autobiography that is a slice of life written by everyday people. Students read a variety of authors, write true life stories, write a critical review of a book, respond to in-class writing prompts, and engage in workshop. 3 credits FULFILLS LITERARY ARTS LAI AND SKILLS INTEGRATION REQUIREMENTS.

EN 420   Madwomen in the Attic: Fiction
This writing-intensive study with women fiction writers explores varying themes. Students engage in critical reading and response to the work of major writers and critique each other’s work in a workshop setting. Pass/Fail. 3 credits; may be repeated PREREQUISITE: PERMISSION OF THE DIRECTOR OF THE CREATIVE WRITING PROGRAM.

EN 435   Madwomen in the Attic: Poetry
This writing-intensive study with women poets explores varying themes. Students engage in critical reading and response to the work of major writers and critique each other’s work in a workshop setting. Pass/Fail. 3 credits; may be repeated. PREREQUISITE: PERMISSION OF THE DIRECTOR OF THE CREATIVE WRITING PROGRAM.

EN 444   Senior English Project
During this capstone experience for senior English majors, students work with a faculty mentor to complete a substantial literary analysis that may revise and develop an essay written for another literature class. Students meet regularly with their faculty mentor to select a topic, conduct research, draft, and write their thesis over two semesters, receiving an “IP” grade at the end of the first semester. Students present a section of their completed thesis to the English faculty and other students. If the project extends past the two semester deadline, students will be required to register for IS 400. Pass/Fail. 2 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

EN 445   Senior Creative Writing Portfolio
During this capstone experience for senior creative writing majors, students work with a faculty mentor to revise and complete a manuscript of original poetry, fiction, or creative nonfiction. Students meet regularly with their faculty mentor over one or two semesters, with students receiving an “IP” grade at the end of the first semester. Students present a selection from their completed manuscript to the English faculty and other students. If the project extends past the two semester deadline, students will be required to register for IS 400. Pass/Fail. 2 credits

The following elective courses are offered periodically:

EN 210   Special Topics in Literature
EN 225   Peace/Justice Themes in American Literature
EN 318   Romantic Writers
EN 321   American Novel
EN 322   American Drama
EN 323   American Poetry
EN 360   Development of English Drama

HISTORY

HS 110   Emergence of the Modern West
A survey of several centuries of Western history. An introduction to major developments, figures, tendencies, and terms. 3 credits FULFILLS HISTORY LAI REQUIREMENT.

HS 151   World Cultures, Their History and Development
Introduction to world cultures as a contemporary problem and possibility. Beginning with the assumption that the world is a social, economic, political, and cultural entity produced through contestation and cooperation of peoples around the globe—the course looks at major practices through which the world culture has been and continues to be made, including capitalism, colonialism, and war. Methodologies to historical problems. 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 170</td>
<td>History of the United States to 1865</td>
<td>A general survey emphasizing the political, economic, and cultural development of the United States from the colonial era to the end of the Civil War.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 171</td>
<td>History of the United States since 1865</td>
<td>Continuation of HS 170; both may be taken independently. General study of modern America from 1865 to the present.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 198</td>
<td>Introduction to United States Labor History</td>
<td>An examination of the history of the American labor movement and working class culture in the United States from 1800 until the present. The course will focus on the leaders and rank and file of labor as well as the economic, social, cultural, and political context for the development of the workers’ movement.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 201</td>
<td>Introduction to Modern Asia</td>
<td>An introductory overview of modern Asia from the decline of the early modern empires to the impact of European and American imperialism, cultural renaissance, nationalist movements, creation of independent nation states, postcolonial developments, and U.S.-Asian relations.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 202</td>
<td>Modern China</td>
<td>A brief overview of China’s history before 1949; the foundation of the People’s Republic of China, Taiwan; the career of Mao Zedong; the Great Leap; Cultural Revolution, 1966–1976; Deng Xiaoping; and the present period.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 203</td>
<td>Modern Japan</td>
<td>An introduction to the development of an industrial society, parliamentary government, mass culture, and imperialism from the Meiji reforms of the late 19th century through World War II to the present.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 205 (WS 205)</td>
<td>History of American Women</td>
<td>A study of the history of women in America from the colonial era to the present focusing on struggles for equal rights, family, sexuality, feminism, leadership, and the impact of race, class, and ethnicity.</td>
<td>3</td>
<td>Fulfills Women’s Studies LAI Requirement</td>
</tr>
<tr>
<td>HS 207</td>
<td>History of the American City</td>
<td>An examination of the changes in the history of the American city from colonial origins to its industrial–urban expression in the early 1900s, to the postindustrial–global city of today. Changing definitions of public space, community, municipal politics and economics, [global and local], cultural diversity and immigration, city culture, urban architecture, suburbanization, and domestic life will provide the focus of our inquiry.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 210</td>
<td>Western Culture</td>
<td>A study of major dynamics of the North Atlantic world. Focus on significant ideas, figures, practices, texts, institutions, or issues. Methodologies to investigate historical problems.</td>
<td>3</td>
<td>Fulfills History LAI and Skills Integration Requirements</td>
</tr>
<tr>
<td>HS 213</td>
<td>Europe Since World War II</td>
<td>A study of the reconstruction of European politics and society after 1945: emergence of Cold War in Europe; decolonization; economic cooperation and development; East-West relations; and the end of the Cold War.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HS 217</td>
<td>History of the British Isles</td>
<td>A study of metropolis and empire. Traces the development of Ireland, Scotland, Wales, and England and examines from postcolonial perspectives the history and culture of the multi-ethnic, multinational British Empire that stretched over five continents until its dissolution.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HS 218</td>
<td>Irish-American History</td>
<td>Why did some seven million people leave Ireland for North America from the 17th through the 20th centuries? What did this migration mean for the country they left and more especially, the country that received them? How did the United States transform the immigrant Irish and their children, and how did the Irish transform the United States? This course will seek to understand the dynamic, ongoing impact of this mass migration on the economic, political, and cultural development of the United States, where 45 million people today claim some ancestral connection to Ireland.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 226</td>
<td>Caribbean History</td>
<td>Study of key themes and major events in the Caribbean from initial European contact to emergence of independent states. Cross-cultural approach that recognizes shared history not only within the Caribbean, but also with Africa and the American South.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 230</td>
<td>African-American History</td>
<td>An examination of the Black experience in the U.S., including slavery, emancipation, reconstruction, segregation, the Great Migration, Civil Rights, and industrialization.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
<tr>
<td>HS 233</td>
<td>American Constitutional History</td>
<td>An overview of the U.S. Constitution from its origins in the Revolutionary War, with an interest in the Articles of the Confederation and the Declaration of Independence. Standpoints of both the Federalists and the Anti-Federalists will be discussed. In addition to an examination of landmark cases in the legal heritage of the United States, the course will investigate the political, economic, and social conditions behind those cases, and the Constitution in general. The class will look at a wide range of topics, including origins of the Constitution, its development in the formative era of the republic, the War of 1812, the presidential elections of the 1830s and 1840s, and continuing through the outbreak of the Civil War. A short section on contemporary issues will conclude the course.</td>
<td>3</td>
<td>Fulfills History LAI Requirement</td>
</tr>
</tbody>
</table>
HS 246 History of Utopias: Utopia/Dystopia/Science Fiction
An examination of classical and modern utopian visions and movements in the context of U.S., European, and non-Western history. Utopia can be defined as an imaginative construction of a whole society. Can utopia be theorized as a vision of the future, or a record of the past? Are all utopias politically progressive? The course makes use of historical texts, films, and literature. 3 credits FULFILLS HISTORY LAI REQUIREMENT.

HS 250 Multiculturalism in U.S. History
A study of the development of American society focusing on the role of African Americans, Native Americans, Hispanic Americans, and Asian Americans. Concepts of multicultural diversity, racism, and intergroup relations will be explored within a comparative historical framework. 3 credits FULFILLS HISTORY LAI REQUIREMENT.

HS 261I (MU 261I) Electronic Culture, Experimental Music
A team-taught course structured around the proposition that music does not just reflect society, but foreshadows new social formations and economic and technological change in a prophetic and annunciatory way. Students will be expected to treat music as a historically determined and socially constructed practice. The course will address new musical ideas and the parallel developments in electronic culture. It will be about music that exists because of the use of electronics rather than music that simply uses electronics. The musical and social space is one in which aural reality is re-contextualized by new sounds, new rules for playing sounds, and new demands for listening. The class is profoundly interdisciplinary, fusing cultural history and music theory. 3 credits FULFILLS GLOBAL, SKILLS INTEGRATION, AND INTERDISCIPLINARY REQUIREMENTS.

HS 304 Popular Culture
An exploration of critical approaches to popular culture. The course examines popular music, film, literature, and television, as well as investigates subcultures and other forms of cultural mediation in U.S., European, and non-Western history. This course locates popular culture in its social, cultural, and intellectual context. 3 credits FULFILLS HISTORY LAI REQUIREMENT. FULFILLS LINKED REQUIREMENT WHEN OFFERED AS HS 304L.

HS 322 (AR 322, WS 322) Representations of Women: High Art/Popular Culture
A study and critique of concepts of gender and sexuality in representative cultural texts (film, painting, music, and television). Critical and source materials are drawn from art history, cultural studies, feminist theory, and history. 3 credits

HS 325I (WS 325I) Girl Cultures
The course draws on the methods and materials of history, women's studies, and cultural critique to introduce students to the fields of girl studies and third wave feminist theory. Using a framework that emphasizes the intersections of gender, race, class, sexuality, and nationality in cultures, theories, and activism that girls and women create and navigate, students gain a deeper understanding of the formation of girl cultures from a theoretical and empirical perspective. Girlhood does not simply reflect society: it foreshadows new social and cultural practices, temporary as they may be, in a prophetic and annunciatory way. Students will be expected to treat girlhood as constituted through experience, a careful analysis of which should lead to the historicization of that process. 3 credits FULFILLS WOMEN'S STUDIES AND HISTORY LAI, GLOBAL, AND INTERDISCIPLINARY REQUIREMENTS.

HS 351 (WS 351) Women and American Labor History
Contributions of women to the American labor movement; past and current issues in female participation in workers' movements in the United States. 3 credits FULFILLS HISTORY OR WOMEN'S STUDIES LAI REQUIREMENT.

HS 353/354 Special Topics in American History
HS 355/356 Special Topics in American History
Topics vary. 1 to 4 credits

HS 380I (WS 380I) Special Topics in Women's History
Topics vary. 1 to 4 credits FULFILLS INTERDISCIPLINARY REQUIREMENT.

HS 392/393 Special Topics in European History
HS 394/395 Special Topics in European History
Topics vary. 1 to 4 credits

HS 400 Independent Study
Specialized study in which the student engages independently, with the guidance of a faculty member, in researching a historical topic of interest. Open to all students with permission. Credits vary

HS 405 Internship
Career and professional opportunities in history including mass media, politics, historical preservation, curating, and teaching. PERMISSION REQUIRED PRIOR TO REGISTRATION. Credits vary

HS 410 Special Topics in Non-Western History: Japanese Animation and Comics
A study and critique of anime (animation) and manga (comic books) in Japan. Anime and manga constitute the perfect medium to visually and narratively capture what is perhaps the overriding issue in present-day Japan: the shifting nature of identity in a rapidly changing society. The course will investigate the ways in which anime and manga present complex issues in an in-depth and sophisticated manner, uncovering identity conflicts, fears over rapid technological advancement and environmental pollution, and other key themes present in contemporary Japanese imaginary. Aesthetics, production, and reception of anime and manga will be explored against the backdrop of Japan's political, social, and cultural history. Students can choose between a creative project such as a digital video pilot for an anime or a manga storyboard, and a major research paper about the historical contexts of these genres. 3 credits
HS 411/412 Special Topics in Non-Western History
Topics vary. 1 to 4 credits

HS 413/414 Special Topics in Non-Western History

HS 456 Senior Thesis
An opportunity to pursue challenging independent scholarship that demonstrates depth and breadth of knowledge. The student may be asked to present her or his thesis to the history faculty and other students. 3 credits

-----------------------------

MUSIC

-----------------------------

MU 102 The Musical Experience
Introduction to the elements of melody, rhythm, harmony, texture, orchestration, and form. Acquaints the student with the various styles of music from baroque to jazz. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

MU 217 Music and Culture
Introduction to the music of non-western cultures, including Bali, India, China, and Thailand. Emphasizes music’s ability to mirror the culture that produces it. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

MU 218 Understanding Jazz
Introduction to the complex and fascinating history and development of jazz, America’s major contribution to world music. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

MU 223 Introduction to Crisis in Creation
Engages the student in “classical” music by examining case studies of composers working or being in conflict with some outside force. Studying this issue can involve historical, sociological, religious, philosophical, and political issues and ideas as well as musical ones. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

MU 261I (HS 261I) Electronic Culture, Experimental Music
A team-taught course structured around the proposition that music does not just reflect society, but foreshadows new social formations and economic and technological change in a prophetic and annunciatory way. Students will be expected to treat music as a historically determined and socially constructed practice. The course will address new musical ideas and the parallel developments in electronic culture. It will be about music that exists because of the use of electronics rather than music that simply uses electronics. The musical and social space is one in which aurality is re-contextualized by new sounds, new rules for playing sounds, and new demands for listening. The class is profoundly interdisciplinary, fusing cultural history and music theory. 3 credits FULFILLS GLOBAL, SKILLS INTEGRATION, AND INTERDISCIPLINARY REQUIREMENTS.

MU 400 Independent Study
Allows students to pursue vocal or instrumental lessons on a tutorial basis. 1–2 credits

MU 481 Carlow Choir
Students rehearse and perform with the Carlow Choir. May be repeated four times. 1 credit FULFILLS FINE ARTS LAI REQUIREMENT (MUST BE TAKEN THREE TIMES FOR LAI CREDIT).

-----------------------------

PHILOSOPHY

-----------------------------

PH 100 Introduction to Philosophy
Introduction to the history and problems of philosophy. Philosophers from Plato to contemporary thinkers such as Descartes, Sartre, Marx, Kierkegaard, Augustine Aquinas, and others will be covered. The course is designed to grant a general overview of the development of the philosophic tradition of the West. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

PH 102 Political Philosophy
Overview of key figures in political philosophy such as Plato, Aristotle, Locke, Hobbes, Marx, and Machiavelli. The goal will be to relate the theories of these crucial thinkers to contemporary political issues of the day and see how their thought has shaped the understanding of political concerns. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

PH 103 Philosophy of Human Existence
Introduction to fundamental ideas in history of philosophy leading to existentialism. Such thinkers as Nietzsche, Heidegger, Sartre, Kierkegaard, and others will be discussed and studied in order to grasp a sense of how their thought has influenced the philosophy of the present era. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

PH 105 Introduction to Moral Reasoning
Investigation of the history of ethics and its pertinence to contemporary morality. The course will focus on the traditional ethical theories of such thinkers as Plato, Aristotle, Aquinas, Augustine, Kant, Hume, Mill, Sartre, Marx, and others. It will also examine contemporary ethical issues as they relate to the history of ethical philosophy. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

PH 107 Philosophy of Education
The course is designed to investigate the evolution of major theories throughout the history of Western philosophy. As a consequence, this course is geared toward understanding the relationship between education and political philosophy. 3 credits FULFILLS PHILOSOPHY LAI; MAY FULFILL LINKED REQUIREMENT WITH ED 258L WHEN OFFERED AS PH 107L.
PH 204 Introduction to Logic
Introduction to practical analytic skills necessary for critical thinking and coherent argumentation. The course is an argumentative speaking and writing class with a quantitative logical component including Propositional and Categorical Logic. Students will write 10 two-three page papers. 3 credits FULFILLS PHILOSOPHY LAI AND SKILLS INTEGRATION REQUIREMENTS.

PH 205 Problems in Philosophy
(Special Topics) Usually offered at least every other semester. Such topics as philosophy and rock and roll and philosophy and poetry are examined in an attempt to creatively expand the philosophic agenda. 3 credits

PH 206 (AR 206) Aesthetics
Investigation of the history of aesthetics and its pertinence to art. The role of art as a vehicle of philosophic expression will be examined along with the aesthetic theories of such thinkers as Plato, Aristotle, Kant, Nietzsche, Schopenhauer, and Marx. Film and music will also be used in the class, as well as an examination of poetry and its philosophic and aesthetic significance. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

PH 208 Philosophy and the Holocaust
Explores aspects of the history of the European Holocaust during World War II. Will examine ideas of Nietzsche, Schopenhauer, Darwin, Frankl, St. Augustine, Leibniz and Robert J. Lifton. Theological questions will also be discussed. The course will include reading and a generous portion of film in an attempt to understand and think through this horrible and tragic event. There will be no exams in the course, but rather the writing of papers on various topics that shall be studied. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

PH 210 Biomedical Ethics
Study of the perplexing ethical problems of life science, biomedical research, and health care policy and how these topics relate to central philosophic issues within the field of ethics. The course is very interactive using film, guest speakers, lectures, and classroom discussions on central issues of biomedical ethics of our time. These issues will be related to traditional philosophic positions and problems. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

PH 280I (TR 280I) Philosophy and Theater
This interdisciplinary course compares two periods in the history of Western philosophy with two periods in the history of Western theater. Students will study major works in both philosophy and theater. 3 credits FULFILLS PHILOSOPHY LAI AND INTERDISCIPLINARY REQUIREMENTS.

PH 315I (TR 315I) Theater in Political Philosophy
Students will study the interdisciplinary relationship between theatrical productions and politics with particular emphasis on the uses of theatrical techniques to promote political philosophies in contemporary American politics. 3 credits FULFILLS PHILOSOPHY LAI AND INTERDISCIPLINARY REQUIREMENTS.

PH 323 Philosophy and Film
Examines major traditional philosophic issues and questions from the standpoint of contemporary cinema. Many films will be used in the class along with readings concerning the history of philosophy. The class is designed to be interactive with an emphasis on viewing film as a way of doing philosophy. 3 credits FULFILLS PHILOSOPHY LAI REQUIREMENT.

PH 325I (TR 325I) Philosophy, Humor, and Comedy
Interdisciplinary class designed for philosophy or theater majors and minors. The class is an overview of Western comedy and humor from the perspective of the history of Western philosophy. 3 credits FULFILLS INTERDISCIPLINARY REQUIREMENT.

PH 328I (BIO 328I) Evolution
Interdisciplinary class designed to provide the student with a sound foundation in the biology, history, and philosophy of evolutionary theory. There are no prerequisites and the course may be taken by any upper level student. It meets a major course requirement for biology or philosophy. 3 credits FULFILLS PHILOSOPHY LAI AND INTERDISCIPLINARY REQUIREMENTS.

PH 355 (WS 355) Feminist Philosophy
A study of philosophies of women and women’s philosophies such as those of Woolf, deBeauvoir, Chodorow, Gilligan, and post-structural feminists. The course is designed to examine the development and impact of feminist thought and theory in contemporary society. 3 credits

PH 400 Independent Study
A course designed for the student who would like to study an individual philosopher in depth or a particular problem in philosophy or system of thought such as Sartre, Existentialism, Rationalism, and other topics. Credits vary

PH 401 Applied Biomedical Ethics
Advanced study of ethical issues in the health sciences. Focuses on case studies and contemporary articles. 3 credits PREREQUISITE: PH 210.

PH 402 Contemporary Philosophy
Introduction to the major philosophers and philosophical movements of the contemporary era. May include analytic philosophy,
psychoanalysis, phenomenology, structuralism, semiotics, and deconstruction. 3 credits

**PH 403 Single Philosopher**
An in-depth study of a single philosopher such as Sartre, Plato, Descartes, Hegel, Freud, or Heidegger which will allow the student, under the supervision and guidance of a faculty member, to explore in detail the thought and writings of a philosopher of their choice and interest. An overview of the philosopher will be undertaken as well as particular issues and problems that the philosopher addresses. Credits vary

**PH 499 Senior Thesis**
Part of the requirement for all philosophy majors. To be done in the senior year of study. A topic or philosopher is picked by the student in the history of philosophy to be studied and written upon under the guidance of one of the faculty. Usually to be between 15 and 20 pages in length. Credits vary

**THEATRE**

**TR 103 Introduction to Theatre Arts**
An introduction to the styles and conventions of the major periods of theatre in Western culture that develops an approach to theatre as a performing art. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

**TR 105 Theatre in Production**
An introduction to the experience of live theatre that makes use of the wide variety of theatrical productions in the Pittsburgh area to help the student develop analytic and critical skills. 3 credits

**TR 203 Oral Interpretation of Literature**
Experience in using the voice expressively through interpretation of prose, poetry, and drama under various performance conditions. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

**TR 205 Acting**
An introduction to the conventions and methods of the actor’s art which provides a basis for both the beginning actor and students who wish to increase their appreciation of stage performance. 3 credits

**TR 206 Directing**
An introduction to the fundamentals of interpreting and realizing a production from script to public performance. 3 credits

**TR 210 Special Topics**
Provides an opportunity to present specially designed courses in individual and distinctive topic areas. 3 credits

**TR 217 Shakespeare’s Theatre**
An introduction to Shakespeare's plays from a theatrical and structural point of view, emphasizing production concepts. 3 credits

**TR 218 History of Musical Theatre**
An overview of the many forms of musical theatre from ancient Greek to Brecht, from opera to the modern Broadway musical. 3 credits

**TR 219 Contemporary Theatre**
An introduction to the various styles of current theatrical performances from realism to contemporary eclectic styles. 3 credits FULFILLS FINE ARTS LAI REQUIREMENT.

**TR 270I (TH 270I) Theatre and Theology**
This course is designed to explore the creative process and connection between the performing arts and theology. If theology is faith seeking understanding, then understanding must come about through performing the experience of what it means to be human. In theatre the performers come to a deeper understanding of what it means to be human by taking on the character whose crisis, suffering, emotions, and decisions are all involved in resolving a human situation, as well as the possibility of no resolution, only the encounter with human frailties, limitations, hopes, and aspirations. Such too is the essence of theology that brings one to the revelation of mystery in the events and characters of human beings. The course will demonstrate how the dynamics of the revelation of the sacred and profane are essential in both theater and theology. 3 credits FULFILLS FINE ARTS AND THEOLOGY LAI AND INTERDISCIPLINARY REQUIREMENTS.

**TR 280I (PH 280I) Philosophy and Theatre**
This interdisciplinary course compares two periods in the history of Western philosophy with two periods in the history of Western theatre. Students will study major works in both philosophy and theatre. 3 credits FULFILLS PHILOSOPHY LAI AND INTERDISCIPLINARY REQUIREMENTS.

**TR 315I (PH 315I) Theatre in Political Philosophy**
Students will study the interdisciplinary relationship between theatrical productions and politics with particular emphasis on the uses of theatrical techniques to promote political philosophies in contemporary American politics. 3 credits FULFILLS PHILOSOPHY LAI AND INTERDISCIPLINARY REQUIREMENTS.

**TR 325I (PH 325I) Philosophy, Humor, and Comedy**
Interdisciplinary class designed for philosophy or theatre majors and minors. The class is an overview of Western comedy and humor from the perspective of the history of Western philosophy. 3 credits FULFILLS INTERDISCIPLINARY REQUIREMENT.

**TR 400 Independent Study**
Enables students to design a course in an area of theatre not covered by current courses. Requires the approval and sponsorship of a faculty member prior to registration. Credits vary
THEOLOGY

TH 1001 Theological Method
This course introduces the theology major to the history of the development of theological thought and method. The course will demonstrate the ongoing dialogue between revelation, tradition, history, and experience. In this course the student will learn the vocabulary unique to theological studies, will become aware of the essential concepts and doctrines that shape Christian theology, and will become familiar with the major theologians who shaped and articulated those concepts and doctrines. This course is required of all theology majors. 1 credit

TH 1002 Theological Hermeneutics
This course introduces the theology major to theories of interpretation as they apply to divine revelation. This course will survey a variety of hermeneutical theories, including oral and written, verbal and non-verbal, biblical and ecclesial, traditional, and contemporary. Students will be introduced to the key proponents, concepts, and methods of Christian hermeneutics and will develop the skills to apply their interpretive skills to the texts as well as beyond texts. This course is required of all theology majors. 1 credit

TH 1003 Moral Methods
This course is designed to introduce the theology major to the complexities of moral reasoning from a theological perspective by examining the various methods used for moral decision making. The course draws on traditional understandings of morality as well as contemporary methods and issues that continue to challenge moral reasoning. The student will be introduced to the unique terminology, the major developments, and the key theologians of moral theology. This course is required of all theology majors. 1 credit

TH 1004 Contemporary Theology
This course is designed to introduce the theology major to key contemporary themes, issues, and theologians. The development of technology, the call for globalization, the interdisciplinary quality of contemporary theology, the threat of war and ecological fragility, and the radical pluralism of post-modernity demand new theological responses. In this course students will learn how to interpret the contemporary world theologically, will articulate contemporary issues for theological reflection and discussion, and will employ the Christian tradition of theological imagination, dipping into the deep well of tradition in order to write and speak God-language for the present and future. This course is required of all theology majors. 1 credit

TH 101 Religion and Human Experience
A study of the dynamics of human experience and the religious understanding of God as mystery. The course also explores the human experience of grace, love, prayer, sin, and salvation. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 131 Introduction to the Old Testament
An introduction to the Old Testament as a religious document of ancient Israel. The major themes introduced are: revelation, inspiration, interpretation, salvation history, and the importance of contemporary scholarship for understanding the historical, linguistic, cultural, literary, and religious contexts of the various books. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 132 Introduction to the New Testament
A study of the New Testament with special emphasis on the experience of the early Christian communities that produced the epistles and the gospels. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 140 Dynamics of Faith
Examination of personal faith experiences in light of tradition and theological reflection. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 141 The God Question Today
A study of contemporary images and concepts of God, particularly those that can be related to the Jewish and Christian experience. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 143 The Church as a Developing Community
A consideration of biblical, historical, and theological questions about the Church. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 147 Myth, Symbol, and Sacrament
This course examines the dynamics of the revelation of God and the sacred through the unique language of myth and symbol and the experience of sacrament. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 151 Search for Human Values
An introduction to Christian moral theology, along with an examination of theories about value formation, the development of personal conscience, and the relationship of religious faith to ethical decision making. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 155 Mercy and Justice in the World
This course explores the body of literature known as Catholic Social Teaching—the voice of the Church raised to address social problems in the world. Often described as “the Church’s best kept secret,” Catholic Social Teaching offers insight into the profound revelation of God’s justice demanding the dignity of peace who suffer inequalities, and the challenge to address social structures that threaten the dignity of communities. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 156 Love, Marriage, and Family
Exploration of the human values in marriage, love, and family from a Christian perspective. Biblical, systematic, ethical, and pastoral approach. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.
TH 160 History of Christianity
A study of the development of Christianity from its beginning until the present. Course conceived as an ecumenical experience. 3 credits

TH 167 Christianity and American Society
An exploration of the relationship between Christianity and the American experiment. Historical, theological, cultural, political, and sociological questions will be addressed pertaining to this relationship. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 190 Major World Religions
A theological approach to Hinduism, Buddhism, Judaism, Christianity, and Islam with a particular emphasis on the prospects of dialogue between Christianity and the other major religions. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 195 The Problem of Suffering
This course explores an understanding of God as love and compassion, as well as the crucial human questions that arise in the face of radical suffering. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 215 Catholicism
An introduction to Roman Catholic Christianity. Historical perspectives will be considered. Primarily, though, emphasis will be placed on the particular hermeneutics with which Catholicism approaches scripture and sacrament. Emphasis will be placed on Catholicism in the modern world. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 221 Women and Religion
An exploration of the religious experiences of women and the expectations placed on women by churches. The course will discover women’s place as participants in the believing and ministering community. 3 credits FULFILLS THEOLOGY OR WOMEN’S STUDIES LAI REQUIREMENT.

TH 225 Writing the Sacred
An introduction to writing in the discipline of theology. Theological writing does not describe reality, but creates it. Writing in this mode is like a “breath that touches in words” (Irigaray). 3 credits FULFILLS THEOLOGY LAI AND SKILLS INTEGRATION REQUIREMENTS.

TH 228SL God, Human Politics, and Economic Structures
Through service-learning, this course challenges the student to apply the critical role of the God revealed in history to the dynamics of current historical events in human politics and economic structures. 3 credits FULFILLS THEOLOGY LAI AND SERVICE-LEARNING REQUIREMENTS.

TH 232 The Four Gospels
A study of the literary and theological characteristics of each of the four gospels as four faith portraits of the early Christian church and their experience of Jesus of Nazareth. 3 credits

TH 236 Pauline Thought
Consideration of Paul as the first great Christian theologian highlighting the principal themes in his writing. 3 credits

TH 241 Jesus the Human Face of God
An examination of the historical, developmental, and contemporary theological issues concerning Jesus of Nazareth. 3 credits FULFILLS THEOLOGY LAI REQUIREMENT.

TH 248SL Theology of Mercy
This service-learning course explores the depth and riches of the mercy of God through “small acts of service and charity” (C. McAuley). Utilizing the theological literature of the Sisters of Mercy and other theologians, the student incorporates wisdom and service in light of the mercy of God. 3 credits FULFILLS THEOLOGY LAI AND SERVICE-LEARNING REQUIREMENTS.

TH 250 Religion and Science
An introduction to the relationship between religion and science, including the history of that relationship, developments in methodologies, areas of difference and convergence, and contemporary and future possibilities. 3 credits

TH 255 Theology of Mercy
A very focused course on a particular theological topic. Designed specifically for theology majors/minors. Open to all majors with adequate background. 3 credits
TH 330 Prophets of the Old Testament
A study of the major and minor prophetical books of the Old Testament with emphasis on their theological and ethical teachings. 3 credits

TH 352 Contemporary Moral Problems
Exploration of the basic principles of Christian moral decision making. This survey of major moral problems includes Christian perspectives on human sexuality, the value of human life raised by the medical profession, and issues of social justice. 3 credits

TH 400 Independent Study
This course is intended for theology majors as preparation for a capstone experience. An independent study in theology is not limited to theology majors, but a student must have demonstrated a level of independent research in theology before enrolling in this course. Credits vary

WS 101 Introduction to Women's Studies
An introductory course exploring the historical conditions of women in modernity and their public representations. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

WS 120 (POL 120) Introduction to Leadership and Women
An exploration of theories, scholarship, and styles related to leadership behavior and skills. Students will recognize, observe, and appreciate styles of leadership, especially among women. Particular emphasis is given to the contributions and changes they make at all levels of their lives for the good of systems of various sizes. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

WS 205 (HS 205) History of American Women
A study of the history of women in America from the colonial era to the present focusing on struggles for equal rights, family, sexuality, feminism, leadership, and the impact of race, class, and ethnicity. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

WS 209 (AR 209) Women and Art
An investigation of the history of art through the lens of feminist critical theory. Explores the production and status of women artists and patrons as well as the representation of women in art from the Renaissance to the present. Students critically engage with course materials through class dialogue, written assignments, and collaborative projects. 3 credits FULFILLS WOMEN’S STUDIES OR FINE ARTS LAI AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITE: AR 102.

WS 211 Women and Creativity
An interdisciplinary approach to how women have been valued for their creativity and how women value and express their own creativity. The course takes a broad cultural approach to creativity and innovation across the disciplines. 3 credits FULFILLS WOMEN’S STUDIES LAI AND GLOBAL REQUIREMENTS.

WS 221 (TH 221) Women and Religion
Exploration of the religious experiences of women and the expectations placed on women by churches. The course will discover women’s place as participants in the believing and ministering community. 3 credits FULFILLS WOMEN’S STUDIES OR THEOLOGY LAI REQUIREMENT.

WS 228 (POL 228, SO 228) Gender Law and Public Policy
This course analyzes laws, public policies, and practices that have constructed and regulated gender in the public and private sectors, with special attention to employment and education. It examines the historical constructions of gender as a concept in American society, including how and why this concept was institutionalized publicly and privately in various arenas of the U.S. at different historical junctures. The course will conclude with a study of the progress that has been made in dismantling gendered institutions and the challenges that remain. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

An interdisciplinary examination of issues of gender in U.S. society and across other cultures. The basis of gender differences is explored, and then the course examines a number of aspects of society and culture—economics, politics, families, education, communication, and religion—in terms of gender differences. 3 credits FULFILLS WOMEN’S STUDIES LAI, GLOBAL, AND SKILLS REQUIREMENTS. PREREQUISITES: CC 100, CC 101, AND CC 102.

WS 233I (EN 233I) Visions of Social Change: Global Women’s Writing
An interdisciplinary course that draws on the pedagogy and disciplines of women’s studies and English to explore global women’s writing about social justice. The interdisciplinary approach of the literary materials and women’s studies perspectives is integrated into students’ readings, research, and collaborative in-class projects. 3 credits FULFILLS WOMEN’S STUDIES LAI, GLOBAL, AND SKILLS REQUIREMENTS.

WS 236 (CM 236) Gender Differences in Communication
An examination of gender differences in communication that are sustained by cultures. Students will explore how gender roles are created and perpetuated. They will then examine the ways our interpersonal and social interactions, including our experience with the mass media, influence our probability of success, satisfaction, and self-esteem. In assignments and discussion, students will link theory and research on gender and communication with their personal lives. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.
WS 237  Special Topics: Women’s Studies
Course to be offered in a topic area of a women’s studies core course. Course satisfies Women’s Studies Core and Women’s Studies Minor requirements. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

WS 250  Images of Women in Film
Introduction to the basic vocabulary and techniques of analysis and criticism by examining images of women in film. 3 credits

WS 251S (SO 251S)  Cross-Cultural Perspectives on Child-Rearing and Child Care
This course is a cross-cultural examination of child rearing and child care that focuses on contemporary societies ranging from developing countries to highly industrialized societies. The course also considers cross-cultural variations, practices, and a critical examination of the adequacy of child rearing and child care in American society. 3 credits FULFILLS WOMEN’S STUDIES LAI, GLOBAL, AND SKILLS INTEGRATION REQUIREMENTS.

WS 265 (PY 265)  Psychology of Women
An overview of theories and current research on the psychological nature of women, specifically related to the adult life cycle of women from adolescence through maturity. Adult female life will be examined with particular emphasis on critical periods of development as these developments affect the emotional life of the modern woman. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

WS 300I (EN 300I)  Environmental Justice
This interdisciplinary examination of environmental justice issues explores works by various authors and contemporary films. The interdisciplinary approach of the literary materials and women’s studies perspectives is integrated into students’ readings, research, and collaborative in-class projects. 3 credits FULFILLS WOMEN’S STUDIES AND LITERARY ARTS LAI AND INTERDISCIPLINARY REQUIREMENT.

WS 310 (SO 310)  Women and Work
This course examines the experiences of women in paid and unpaid work. Women comprise a significant and growing portion of the labor force. Their positions and experiences are very diverse and rooted in the specific historical and social contexts in which they live and work. The course begins with an overview of gender in society and the structure of the United States economy. It will examine the history of women’s employment and women’s current status in the workforce. A significant portion of the semester will be devoted to women in poverty and low-wage work. The course will conclude with an exploration of the strains associated with women’s professional work experiences. 3 credits FULFILLS WOMEN’S STUDIES LAI AND SKILLS INTEGRATION REQUIREMENTS.

An exploration of women’s politics and political interest using feminist theories and gender-specific positions that lead to an understanding of what motivates individuals to run for office. Gender-specific concerns and obstacles confronted by women interested in political participation and leadership will be covered. 3 credits FULFILLS ECONOMICS/POLITICAL SCIENCE AND WOMEN’S STUDIES LAI AND INTERDISCIPLINARY REQUIREMENTS.

WS 320  Feminist Theories
This course introduces students to a variety of theories that address the imbalance of power between men and women and the oppression and discrimination that result. Through a focus on feminist theories on gender as a central element of power, students become familiar with the field of feminist scholarship on women and gender. The course also introduces students to the intersections among gender, race, class, and sexuality in the lives and writings of diverse women. Upon completion of this course, students will understand a variety of feminist theories, including the theory of gender, race, class, and sexuality as interlinked, as well as the principles informing women’s activism. 3 credits FULFILLS WOMEN’S STUDIES LAI AND GLOBAL REQUIREMENTS.

WS 322 (AR 322, HS 322)  Representations of Women: High Art/Popular Culture
A study and critique of concepts of gender and sexuality in representative texts (film, painting, music, and television). Critical and source materials are drawn from art history, cultural studies, feminist theory, and history. 3 credits

WS 325I (HS 325I)  Girl Cultures
The course draws on the methods and materials of history, women’s studies, and cultural critique to introduce students to the fields of girl studies and third wave feminist theory. Using a framework that emphasizes the intersections of gender, race, class, sexuality, and nationality in cultures, theories, and activism that girls and women create and navigate, students gain a deeper understanding of the formation of girl cultures from a theoretical and empirical perspective. Girlhood does not simply reflect society; it foreshadows new social and cultural practices, temporary as they may be, in a prophetic and annunciatory way. Students will be expected to treat girlhood as constituted through experience, a careful analysis of which should lead to the historicization of that process. 3 credits FULFILLS WOMEN’S STUDIES AND HISTORY LAI, GLOBAL, AND INTERDISCIPLINARY REQUIREMENTS.

WS 328 (SO 228, POL 228)  Gender Law and Public Policy
This course analyzes laws, public policies, and practices that have constructed and regulated gender in and across public and private sectors, with special attention to employment and education. It examines the historical constructions of gender as a concept in American society, including how and why this concept was institutionalized publicly and privately in various arenas of the United States at different historical junctures. The course will conclude with
a study of the progress that has been made in dismantling gendered institutions and the challenges that remain. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

**WS 351 (HS 351)  Women and American Labor History**  
Contributions of women to the American labor movement; past and current issues in female participation in workers’ movements in the United States. 3 credits FULFILLS HISTORY OR WOMEN’S STUDIES LAI REQUIREMENT.

**WS 355 (PH 355)  Feminist Philosophy**  
A study of philosophies of women and women’s philosophies such as those of Woolf, deBeauvoir, Chodrow, Gilligan, and post-structural feminists. The course is designed to examine the development and impact of feminist thought in contemporary society. 3 credits

**WS 380I (HS 380I)  Special Topics in Women’s History**  
Topics vary. 1 to 4 credits FULFILLS INTERDISCIPLINARY REQUIREMENT.

**WS 400  Independent Study**  
3 credits

**WS 415 (SW 415)  Women, Work and Well-Being**  
This course explores the history of women and work through a series of case studies. Gender roles, race and ethnicity and socioeconomic factors will be considered in discussion. It also looks at the impact of the work environment on the well-being of women. 3 credits
DIVISION OF NATURAL SCIENCES AND MATHEMATICS

MAJORS

BIOLOGY
— WITH CERTIFICATION IN PERFUSION TECHNOLOGY
— WITH AUTOPSY SPECIALIST CONCENTRATION
— WITH SECONDARY EDUCATION CERTIFICATION IN BIOLOGY (GRADES 7–12)
— WITH SECONDARY EDUCATION CERTIFICATION IN GENERAL SCIENCE (GRADES 7–12)
— BIOLOGY/BIOTECHNOLOGY (4+1 DUAL-DEGREE PROGRAM WITH DUQUESNE UNIVERSITY)
— BIOLOGY/ENVIRONMENTAL SCIENCE AND MANAGEMENT (3+2 DUAL-DEGREE PROGRAM WITH DUQUESNE UNIVERSITY)

CHEMISTRY
— WITH SECONDARY EDUCATION AND CHEMISTRY CERTIFICATION (GRADES 7–12)

MATHEMATICS
— WITH SECONDARY EDUCATION AND MATH CERTIFICATION (GRADES 7–12)

MINORS

BIOLOGY
CHEMISTRY
MATHEMATICS

CERTIFICATION PROGRAMS

IN SECONDARY EDUCATION
BIOLOGY
CHEMISTRY
GENERAL SCIENCE
MATHEMATICS
DIVISION OF NATURAL SCIENCES AND MATHEMATICS

OVERVIEW

The Division of Natural Sciences and Mathematics empowers its graduates to succeed in professional fields within biology, chemistry, and mathematics. This is done by focusing broadly on the student’s need to master content knowledge within and outside his or her chosen discipline as well as to develop research and analytic skills, communications skills, computational skills, leadership skills, and a professional awareness of his or her career field.

DIVISIONAL ACADEMIC POLICIES

The following policies apply to students in all programs offered through the Division of Natural Sciences and Mathematics.

At all times after the completion of the student’s fourth Division of Natural Sciences and Mathematics course required within the major (i.e. biology, chemistry, computer science, mathematics, and physics courses), the student must maintain a cumulative Grade Point Average (GPA) of 2.0 in the program’s required and support courses. If, at the end of any subsequent semester, the student’s program GPA falls below 2.0, the student is placed on program probation. A student on program probation is prohibited from taking additional program courses until the student retakes the program course(s) in which the lowest grade(s) was received in order to reestablish the minimum program GPA of 2.0.

Biology and/or chemistry students are prohibited from taking any program course if a grade of D+ or lower was received for the prerequisite course(s). Students must retake the prerequisite course and attain a grade of C- or better before taking the subsequent course.

BIOLOGY MAJOR

The biology curriculum at Carlow University enables students to prepare for the variety of careers available in today’s biological sciences. It gives students a solid foundation across the entire breadth of biology, while affording students ample opportunities to delve deeply into their chosen specialties in order to prepare for successful careers in one of biology's many fields.

Requirements for Bachelor of Science Degree in Biology:
The Foundations courses (BIO 110 and BIO 120), Genetics (BIO 250), Junior Seminar (BIO 300), Senior Experience (BIO 498 and BIO 499), Field Ecology (BIO 255) and four advanced biology electives are required. At least two of the electives plus Junior Seminar and Senior Experience must be taken in residence at Carlow University.

Required Support Courses:
Four semesters of chemistry (CHM 111-113, CHM 112-114, CHM 211-213, and CHM 212-214), two semesters of physics (PCS 201-203 and PCS 202-204) and mathematics through calculus I (MAT 160) are required.

NOTE: STUDENTS ENTERING CARLOW UNIVERSITY IN FALL 2013 WITH THE BIOLOGY MAJOR AND CONCENTRATION IN HUMAN, MOLECULAR/CELL, OR ORGANISMAL/ECOLOGY WILL FOLLOW THE CATALOG REQUIREMENTS FOR THE BIOLOGY MAJOR. ACADEMIC ADVISORS IN THE BIOLOGY DEPARTMENT WILL WORK WITH STUDENTS TO SELECT COURSES THAT FOLLOW THE PROGRAM OF STUDY FOR STUDENTS IN ONE OF THE AFOREMENTIONED CONCENTRATIONS.

CERTIFICATION IN PERFUSION TECHNOLOGY

In cooperation with UPMC Shadyside Hospital, Carlow offers a four-year program leading to a Bachelor of Science degree in biology with certification in perfusion technology. Perfusionists, who are also known as extracorporeal circulation specialists, are technicians whose primary function is the operation of the cardiopulmonary bypass machine during open heart surgery. The perfusion technology program requires three academic years at Carlow as a biology major with a 2.80 minimum GPA (3.0 in the sciences), and a three week summer clinical program at UPMC Shadyside that precedes the 17 months of clinical training which replaces the traditional senior year.
NOTE: CARLOW UNIVERSITY DOES NOT GUARANTEE ADMISSION TO THE PERFUSION TECHNOLOGY PROGRAM. ADMISSION IS ON A COMPETITIVE BASIS.

Requirements for Bachelor of Science in Biology with Certification in Perfusion Technology:
Candidates must satisfy all requirements for the Bachelor of Science degree in biology, with the following modifications: Anatomy and Physiology I and II, Microbiology, and Pharmacology are specifically required, with Biomedical Ethics being suggested. One biology course is waived, as is Senior Experience (BIO 498 and BIO 499). The fourth year of courses is determined by the School of Cardiovascular Perfusion of UPMC Shadyside Hospital.

BIOLOGY/AUTOPSY SPECIALIST

This program combines a Bachelor of Science degree in biology with a concentration in autopsy specialist training. All requirements for the BS degree are completed within the traditional four academic years, but students in this program will also complete courses designed to prepare them for careers as autopsy specialists and forensic investigators. A minimum GPA of 3.0 at the end of the student’s sophomore year is required in order to enter into the practicum courses of the junior year.

Requirements for Bachelor of Science in Biology with Autopsy Specialist training:
Candidates must satisfy all requirements for the Bachelor of Science degree in biology with the following modifications: Introduction to Forensic Death Investigation and Anatomy and Physiology I and II are required. Pharmacology and Microbiology are recommended courses, but are not required. The autopsy specialist courses will qualify as upper level elective biology courses, and the senior externships will satisfy the Senior Experience (BIO 498 and BIO 499) requirement.

CERTIFICATION IN SECONDARY EDUCATION IN BIOLOGY

Requirements for Bachelor of Science in Biology with Certification in Secondary Education:
Candidates must satisfy all requirements of the Bachelor of Science degree in biology. The biology electives will be chosen in consultation with a faculty advisor to represent all three concentration areas. We recommend taking two additional courses in the earth and space sciences for students interested in general science certification. Students are also required to serve as laboratory assistants for one semester to receive training in laboratory design, development, and evaluation. Students must also meet the requirements for secondary education certification as outlined by the School of Education.

BIOLOGY/BIOTECHNOLOGY PROGRAM

Carlow University students majoring in biology may combine a Bachelor of Science degree with a Master of Science degree in collaboration with Duquesne University Bayer School of Natural and Environmental Sciences. Students complete required molecular/cellular biology courses at Carlow University and qualified students apply for admission to the Master of Science program.

After the first four years of study, students will have earned a Bachelor of Science in biology from Carlow University. After completion of the fifth year at Duquesne University, students will have earned a Master of Science in biotechnology. Examples of courses taken in the Master of Science degree program include Elements of Biotechnology, Biotechnology Leadership, Ethics in Biotechnology, and Bioanalytical Chemistry. Students completing this program will have the added expertise and training for careers in industry, government, and academia.

BIOLOGY/ENVIRONMENTAL SCIENCE AND MANAGEMENT PROGRAM

In collaboration with Duquesne University’s Bayer School of Natural and Environmental Sciences, Carlow students interested in applied ecology may complete a five-year Bachelor of Science/Master of Science program. Students complete required biology/organismal biology and ecological courses in residence at Carlow. During the third academic year, qualified students apply for admission to the Master of Science program. Those admitted complete their fourth and fifth years in residence at Duquesne University.

At the conclusion of the fourth year, students will have earned a Bachelor of Science in biology from Carlow. Upon completion of the fifth year, students will have earned a Master of Science degree in environmental science and management from Duquesne University. Examples of
courses taken in the master’s degree component include environmental microbiology, environmental toxicology, air quality, business ethics, environmental management, and environmental law. The students graduating in this collaborative program are broadly trained scientists. They have the same credentials as other biology students and can pursue those relevant careers. Additionally, with the master’s degree training, students have the skills required for careers in industry, regulatory agencies, academia, and the public policy arena.

**BIOLOGY MINOR**

A minor in biology prepares graduates in such fields as professional writing, business management, communications, psychology, and social work for positions within organizations in the medical, pharmaceutical, and biotechnology industries.

**Requirements for Biology Minor:**

BIO 110 and BIO 120, or their transferred equivalents, plus three advanced biology electives are required for the biology minor. At least two of these courses must be taken in residence at Carlow University. A minimum of 18 total credits are required to complete the minor.

**CHEMISTRY MAJOR**

The course of study in chemistry at Carlow University is designed to provide the theory and research skills needed by every chemist. Chemists find jobs in a wide variety of areas across industry, academia, and government. A chemistry degree also prepares the student for graduate or professional school. The program provides instruction in each of the four major subdisciplines of chemistry: organic chemistry, analytical chemistry, physical chemistry, and inorganic chemistry. Laboratory skills are emphasized throughout. Students are also required to further develop their skills by completing a senior experience that may consist of an independent research project. Each student must also complete required support courses in mathematics and physics. Students who are seeking employment in some of the nontraditional areas can choose a program with an emphasis in biology, marketing and management, technical communications, or math and computer science. Students interested in teaching at the high school level can choose an emphasis in secondary education that leads to a degree in chemistry with teaching certification.

**Requirements for Bachelor of Science in Chemistry:**

Chemistry majors are required to complete the following chemistry core courses: General Chemistry [CHM 111/113 and CHM 112/114], Organic Chemistry [CHM 211/213 and CHM 212/214], Physical Chemistry [CHM 411 and CHM 412], Quantitative Analysis [CHM 312], Inorganic Chemistry [CHM 311], and Advanced Experimental Techniques [CHM 423]. Each student must also complete Junior Seminar [CHM 398 and CHM 399] and Senior Experience [CHM 498 and 499], as well as two electives, depending on program emphasis. (At least three of the required chemistry core courses plus Junior Seminar and Senior Experience must be taken in residence at Carlow University.)

**Required Support Courses:**

Each student must complete Mathematics through Calculus III (MAT 160, MAT 260, MAT 360), Physics with Calculus [PCS 221/223 and PCS 222/224], Foundations of Molecular and Cell Biology [BIO 120], and Computer Applications for Science and Mathematics [CHM 151].

**CERTIFICATION IN SECONDARY EDUCATION IN CHEMISTRY**

Secondary education candidates must complete the chemistry major and meet the requirements in secondary education certification as outlined by the School of Education. Students are also required to serve as laboratory assistants for one semester to receive training in laboratory design, development, and evaluation.

**CHEMISTRY MINOR**

**Requirements for Chemistry Minor:**

General Chemistry [CHM 111/113 and CHM 112/114] and Organic Chemistry [CHM 211/213 and CHM 212/214] and Calculus [MAT 160].

**Electives:**

Five credits in 200 level or higher chemistry courses.
MATHEMATICS MAJOR

The curriculum in mathematics provides the knowledge and experience needed to be a professional mathematician or pursue advanced study in a related area. The courses provide a balance between applied and theoretical problem solving, while the Junior Seminar and Senior Experience allow an in-depth exploration of an area beyond the formal course work. The design of the major provides ample opportunity to pursue a minor in another academic discipline, to expand potential career opportunities, or to prepare for law school. Students completing the major in mathematics will have satisfied content area requirements for Pennsylvania secondary certification in mathematics.

Requirements for Bachelor of Science in Mathematics:
Mathematics majors are required to complete: MAT 160, MAT 260, and MAT 360 (Calculus I, II, and III: 12 credits), MAT 302 (Linear Algebra: 3 credits), plus at least four additional upper level mathematics courses (at least 12 credits) and CSC 110 (Introduction to Computer Programming: 2-4 credits), or MAT 151I (Computer Applications for Science and Mathematics: 3 credits). Each student must also complete a Junior Seminar (MAT 398/399: 2 credits) and Senior Experience (MAT 498/499: 4 credits) in mathematics.

CERTIFICATION IN SECONDARY EDUCATION IN MATHEMATICS

Students desiring secondary education certification must complete the mathematics major and meet the requirements outlined by the School of Education.

MATHEMATICS MINOR

Requirements for Mathematics Minor:
Students must complete MAT 160 and MAT 260 (Calculus I and II: 8 credits), MAT 302 (Linear Algebra: 3 credits) plus at least two additional upper level mathematics courses (at least 6 credits). In addition, MAT 151I (Computer Applications for Science and Mathematics: 3 credits) or CSC 110 (Introduction to Computer Programming: 2-4 credits) must be completed.
BIO 110  Foundations of Organismal Biology  
A first course in the biology curriculum that introduces students to the unity of life in both animals and plants. Students will learn that although the life forms of our planet may vary in evolutionary history, they share the same basic principles of form and function. The course will cover the anatomical structures and physiological systems that maintain animal and plant life. Three hours of lecture and three hours of lab per week. 4 credits FOR BIOLOGY MAJORS. FULFILLS NATURAL SCIENCES LAI REQUIREMENT.

BIO 120  Foundations of Molecular and Cell Biology  
A second course in the biology curriculum that introduces students to molecular and cellular theory, including the structure and function of cells at the microscopic and sub-cellular levels. Students will also examine the concepts of energy metabolism, biochemistry and biosynthesis of macromolecules, and the genetic level of organization. Three hours of lecture and three hours of lab per week. 4 credits FOR BIOLOGY AND CHEMISTRY MAJORS. FULFILLS SKILLS INTEGRATION REQUIREMENT.

BIO 151I (CHM 151I, MAT 151I)  
Computer Applications for Science and Mathematics  
An introduction to the practical application of computer hardware and software to problems in the sciences and mathematics. Topics include basics such as using a graphical user interface and common office applications. More advanced topics include computer interfacing to instruments, mathematical modeling, curve fitting, molecular modeling, and others. No computer background is assumed. Three hours lecture/workshop/demonstration weekly. 3 credits FULFILLS SKILLS INTEGRATION AND INTERDISCIPLINARY REQUIREMENTS. PREREQUISITES: BIO 110 OR PCS 221; MAT 152 OR MAT 160; CC 100, CC 101, AND CC 102.

BIO 157  Contemporary Biology  
An overview of the principles and applications of biological knowledge as they relate to health, medical, agricultural, and ecological issues in contemporary society. The process and methods of scientific inquiry, its resulting technologies, our understanding of the natural world, and the impact of our knowledge and the technologies on our society and environment are examined. An underlying theme is humankind, human form and function, and humankind’s relationship to the natural world. Three hours of lecture and one two-hour lab per week. Open to all non-biology majors. 4 credits FULFILLS NATURAL SCIENCES LAI REQUIREMENT.

BIO 157L  Contemporary Biology  
Designed for the non-biology major who is interested in developing a strong foundation in human anatomy. The course begins with a focus on the investigative process by which knowledge in science is accumulated. Major emphasis is then placed on the two systems of the human body which provide structural support: the skeletal and muscular systems. Three hours of lecture and two hours of laboratory each week. Open to all non-biology majors. 4 credits FULFILLS NATURAL SCIENCES LAI AND THE LINKED REQUIREMENTS WHEN TAKEN WITH AR 221 AND OFFERED AS BIO 157L.

BIO 201  Anatomy and Physiology I  
BIO 202  Anatomy and Physiology II  
A sequence of two courses. In the first semester, students examine the anatomy and physiology of the support and control systems of the human body: skeletal, muscular, nervous, and endocrine. In the second semester, students examine systems concerned with maintenance: cardiovascular, respiratory, digestive, urinary, and reproductive. The relationship between structure and function and the concept of homeostasis are emphasized. Attention is given to clinical correlation and application of basic anatomical and physiological facts. Three hours of lecture and two hours of lab weekly. Successful completion of BIO 201 (D or better) is a prerequisite for BIO 202. These courses do not satisfy an elective requirement for biology majors. 4 credits each

BIO 203  Pathophysiology  
A course examining the underlying processes and effects of disease at the level of cells, tissues, organs, and systems. Cellular mechanisms lay the foundation for examining pathophysiological changes in organs and systems. Three hours of lecture weekly. 3 credits PREREQUISITES: BIO 201 AND BIO 202 OR BIO 205 AND BIO 206.

BIO 205  Anatomy and Physiology I  
BIO 206  Anatomy and Physiology II  
A set of two courses designed for the biology major preparing for careers in perfusion technology, the health professions, or forensic science. These comprehensive courses cover the anatomical structure of all major systems of the body and the physiological and homeostatic mechanisms that are associated with their functions. Three hours of lecture and two hours of lab per week. 4 credits each PREREQUISITES: BIO 110 AND BIO 120.

BIO 225  Comparative Anatomy  
A course designed to provide the biology major with a comprehensive understanding of the anatomy of the members of the Phylum Chordata. Through lectures and laboratory dissection, students examine the diverse nature of chordate structure and appreciate the mechanisms of evolution that have produced these features. Three
BIO 227    Microbiology
A course designed to provide students with an introduction to the biology of micro-organisms, particularly bacteria, fungi, protozoa, helminths, and viruses that are agents of human disease. Emphasis is on the biological bases for clinical activities in disinfecting and sanitation, infection control and prevention, and antimicrobial chemotherapies. Host defenses, the immune response, and immunotherapies are also examined. Includes practical experience in bacteriological and immunological lab techniques. Three hours of lecture and one two-hour lab per week. 4 credits PREREQUISITES: BIO 110 AND BIO 120.

BIO 230 (PY 230)    Biological Basis of Behavior
Biological Basis presents an in-depth focus on neuroanatomy, the nervous system, and other biological processes relevant to human thought and behavior. Students will learn the structure and function of the nervous and endocrine systems, with a specific focus on how biological systems influence psychological functions and vice versa. Students will become familiar with the terminology and research methods of both biology and psychology, and will be introduced to exciting interdisciplinary neuroscience fields. 3 credits FULFILLS NATURAL SCIENCES AND SOCIAL/BEHAVIORAL LAI AND INTERDISCIPLINARY REQUIREMENTS.

BIO 231    Basic Human Anatomy and Neurobiology Laboratory
A hands-on laboratory course that covers all human body systems (i.e. skeletal, muscular, cardiovascular, respiratory, digestive, renal, and reproductive) with special emphasis placed on the structure and function of the nervous and endocrine systems. This laboratory course, along with the lecture topics covered in BIO 231I provides a basic understanding of the structure and function of the human body. 1 credit FULFILLS NATURAL SCIENCES LAI REQUIREMENT WHEN TAKEN WITH BIO 230I.

BIO 250    Genetics
An investigation into the maintenance, inheritance, transfer, and expression of genetic information at the molecular, cellular, organonal, and population levels. Includes Mendelian genetics, bacterial genetics, the structure and function of chromosomes and genes, recombination and mutation, the control of gene expression, and population genetics. Provides a brief introduction to genetic engineering and biotechnology. Three hours of lecture and one three-hour lab per week. 4 credits PREREQUISITES: BIO 110 AND BIO 120.

BIO 255    Field Ecology
A broad survey of the study of interactions of organisms with each other and their physical environment. This course addresses the dynamics of energy flow and nutrient cycling through ecosystems, as well as ecological processes operating at the individual, population, and community levels of organization. Emphasis is placed on the methods ecologists use to conduct their research. Three hours of lecture and three hours of laboratory per week. 4 credits PREREQUISITES: BIO 110 AND BIO 120.

BIO 261    Zoology
A course designed to provide the biology major with an understanding of the diversity, taxonomy, ecology, and behavior of many phyla of animals, especially emphasizing the invertebrates. Allows the student to survey the diversity of animal forms in the environment and the contributions, both positive and negative, that they make in our everyday lives. Three hours of lecture and two hours of laboratory per week. 4 credits PREREQUISITES: BIO 110 AND BIO 120.

BIO 275    Introduction to Forensic Death Investigation
A course that is the first in a sequence of courses designed to prepare students for careers in forensic death investigation. The course introduces students to the history, legalities, equipment, and procedures associated with post-mortem examinations. Students will also be required to observe practical autopsy procedures. Four hours of classroom theory/laboratory training per week, with observational times TBA. 4 credits PREREQUISITES: BIO 110, BIO 120 AND BIO 205. COREQUISITE: BIO 206.

BIO 301    Middle School Science-I The Physical and Earth Sciences
A set of two courses designed to help prospective middle school teachers acquire the skills, knowledge, and attitude that will enable them to teach “good science” in their classrooms. The course will take advantage of the fact that students have inquiring minds and will encourage them to look for the cause and effect of things that are happening in the world around them. The course will increase teaching skills and content knowledge related to science instruction for the middle school grades and is designed to address the five guidelines established for courses in the Division of Natural Sciences. Through hands-on investigation in the physical and earth sciences, prospective middle school teachers will acquire knowledge in science, increase their skills in using science processes, and develop positive attitudes toward science. The course will emphasize the development of science teaching skills that teachers can apply in their classrooms and will also stress how to design, execute, and evaluate science lessons that are appropriate for expanding and refining the middle school student’s understanding of themselves and their world. 4 credits each OPEN ONLY TO EDUCATION MAJORS. TOGETHER THESE COURSES FULFILL THE NATURAL SCIENCES LAI AND SKILLS INTEGRATION REQUIREMENTS.

BIO 303    Middle School Science-I Taxonomy, Classification, and the Hierarchy of Life
BIO 304    Middle School Science-II Biotechnology and Ecology
A set of two courses designed to promote science teaching competency by exposing prospective middle school teachers to a wide variety of topics and biological systems. Students will acquire the skills, knowledge, and attitude that will enable them to teach “good science” in their classrooms. The course will take advantage of the fact that students have inquiring minds and encourage them to
look for the cause and effect of events happening in the world around them by examining, exploring, and questioning the cause and effect relationship of structure and function in the living world. The course will increase teaching skills and knowledge related to science instruction for the middle school grades. Through lecture and investigation of the life sciences, education majors will acquire knowledge in science, increase their skills in using science as a process, and develop a positive attitude toward science. The course will also stress how to design, execute, and evaluate science lessons that are appropriate for expanding and refining the middle school student’s understanding of themselves and their world. This course directly addresses the five guidelines established for courses in the Division of Natural Sciences. 4 credits each OPEN ONLY TO EDUCATION MAJORS. TOGETHER THESE COURSES FULFILL THE NATURAL SCIENCES LAI AND SKILLS INTEGRATION REQUIREMENTS.

BIO 305  Middle School Science-I The Human Body, Health and Fitness
BIO 305 is designed to promote science teaching competency by exposing prospective middle school teachers to a wide variety of topics and biological systems relating to the human body and health and fitness. The course will cover each body system in detail, followed by specific aspects of health skills, mental and emotional health issues, nutrition, personal habits promoting a healthy body, and communicable and chronic diseases. Students will acquire the skills, knowledge, and attitude that will enable them to teach “good science” in their classrooms. The course will take advantage of the fact that students have inquiring minds and encourage them to look for the cause and effect of events happening in the world around them by examining, exploring, and questioning the cause and effect relationship of structure and function in the living world. The course will increase teaching skills and knowledge related to science instruction for the middle school grades. Through lecture and investigation of the life sciences, education majors will acquire knowledge in science, increase their skills in using science as a process, and develop a positive attitude toward science. The course will also stress how to design, execute, and evaluate science lessons that are appropriate for expanding and refining the middle school student’s understanding of themselves and their world. This course directly addresses the five guidelines established for courses in the Division of Natural Sciences. 4 credits OPEN ONLY TO EDUCATION MAJORS. FULFILLS THE NATURAL SCIENCES LAI AND SKILLS INTEGRATION REQUIREMENTS.

BIO 310  Cellular Biology
A study of the basic cellular and molecular mechanisms by which cells function: membrane transport, metabolism and ATP production, DNA replication, protein synthesis, cell movement, and division. Laboratories introduce students to cell culture, microscopy, centrifugation, electrophoresis, spectrophotometry, and other techniques used to study cells. Three hours of lecture; one three-hour lab per week. 4 credits PREREQUISITES: BIO 110 AND BIO 120.

BIO 335  Microbiology and Immunology
A comprehensive examination of the biology of microorganisms, including bacteria, fungi, protozoa, helminthes, and viruses. Emphasis is placed on the bases of microbial diseases, their control, prevention, and treatment, as well as immune responses and immunotherapies. Includes practical experience in bacteriological lab techniques. Three hours of lecture and one three-hour lab per week. 4 credits PREREQUISITES: BIO 110 AND BIO 120.

BIO 339  Pharmacology
A one-semester course designed to provide the biology major with an in-depth understanding of the pharmacologic principles regarding particular medical issues. Receptor mechanisms are applied as they relate to the therapeutic application of drugs and the major side effects and adverse reactions of commonly used drugs. Descriptions of drugs classified as autonomic, central nervous system, cardiovascular, endocrine, and chemotherapeutic agents are studied. 3 credits PREREQUISITES: BIO 110, BIO 120, CHM 111-113, AND CHM 112-114. COREQUISITES: CHM 211-213 AND CHM 212-214. BIO 205 AND 206 HIGHLY RECOMMENDED.

BIO 357  Gross Anatomy
A course designed to provide the biology major with the unique opportunity to explore the details of human anatomy through cadaver dissection. This is a two-semester course, but the student can elect to take the credit for the course in either the Fall or Spring semesters. A minimum of two hours of dissection time per week is required. 4 credits PREREQUISITES: BIO 110, BIO 120, BIO 205 AND BIO 206.

BIO 375  Autopsy Practicum I
A course that is the first in a two course sequence (BIO 375 and BIO 376) designed to provide biology majors in the autopsy specialist program with hands-on practical experience in autopsy techniques. Students in BIO 375 will initially gain experience through observations and gradually progress to assisting in the autopsy procedure. Beginning in the later stages of BIO 375 and continuing into BIO 376, student teams will perform complete autopsies in rotating fashion. Teams of three will begin with each member of the team performing one component of the autopsy (i.e. cranial, thoracic, and abdominal), and rotating in successive autopsies until all members of the team have performed a complete autopsy. Four hours of laboratory per week. 4 credits PREREQUISITES: BIO 205, BIO 206, AND BIO 275.

BIO 376  Autopsy Practicum II
A second course in the autopsy practicum sequence is designed to provide the student with practical autopsy experiences. After completing BIO 375 (Autopsy Practicum I) the students will have had hands-on experiences performing routine autopsy procedures. This second course will enhance their training by allowing the students to work with forensic pathologists, detectives, recovery and investigation personnel, and attorneys. This will also allow students to experience some of the legal issues associated with autopsy procedures, whether it be for criminal, civil, family, or insurance reasons. Four hours of laboratory/on-call time per week. 4 credits PREREQUISITE: BIO 375.
BIO 390  Histology
An examination of cell and tissue structure primarily at the light microscopic level, although some electron microscopy of cell structure will be considered. The focus is on major tissue groups that make up the vertebrate body, and examines the contribution of each to the structure and function of the organism as a whole. Emphasis will be placed on the technology and histological methods used in preparing tissues for microscopic examination and study. **4 credits**
PREREQUISITES: BIO 110 AND BIO 120. FULFILLS SKILLS INTEGRATION REQUIREMENT.

BIO 300  Junior Seminar
An opportunity for junior biology majors to research current trends and topics in their discipline and present a seminar devoted to the topic of their choice. Junior presentations may be on any topic approved in advance by the seminar director. **2 credits**

BIO 400  Independent Study
A student-designed course of study in an area of biology not covered by current courses, under the guidance of a faculty member. Requires the approval and sponsorship of a faculty member prior to registration. FOR BIOLOGY MAJORS ONLY. **Credits vary.**

BIO 406  Animal Physiology
A comparative approach to the adaptive nature of animal function. This course addresses the diversity of solutions that have evolved in animals in response to environmental conditions presented in their natural habitats. Three hours of lecture and three hours of laboratory per week. **4 credits**
PREREQUISITES: BIO 110, BIO 120, CHM 111-113, AND CHM 112-114.

BIO 420  Molecular Biology and Biotechnology
Provides the research-oriented student with an in-depth exposure to the tools and techniques of molecular biology and biotechnology. Includes molecular cloning, genetic engineering, DNA sequencing, protein expression and purification, immunological techniques, electrophoresis, and blotting. Three hours of lecture and three hours of lab per week. **4 credits**
PREREQUISITES: BIO 110, BIO 120, CHM 211-213, AND CHM 212-214. FULFILLS SKILLS INTEGRATION REQUIREMENT.

BIO 475  Autopsy Specialist Externship I
BIO 476  Autopsy Specialist Externship II
These externships are designed to give the senior student practical experience in the various venues where forensic evidence is gathered, analyzed, and ultimately utilized in legal settings. Two externship sites will be selected from the following general categories: coroners’ offices, The Pennsylvania State Police, forensic laboratories, and law practices. The sites that are not utilized as components of BIO 475 will be included in BIO 476 Autopsy Specialist Externship II. **4 credits each**
PREREQUISITE: BIO 376.

BIO 498/499  Senior Experience
A general survey of the field of biology through student presentation and discussion of major principles, problems, discoveries, and theories. Students pursue this experience under the direction of a department member. One hour seminar and additional time in laboratory research or professional experience weekly. **2 credits each**
REQUIRED OF ALL SENIOR BIOLOGY MAJORS. FULFILLS SKILLS INTEGRATION REQUIREMENT.

**CHEMISTRY**

CHM 100  Chemistry and Society
An opportunity for the non-science major to learn chemical principles and methods in order to engage in decision-making activities related to real world societal issues that have important chemistry components. A few case studies, which may include global warming, ozone depletion, acid rain, energy conservation, and drug discoveries, are used to introduce the chemistry on a need-to-know basis. In every instance, the chemistry is set in its political, social, ethical, economic, and international context. Students are encouraged to use their analytical and critical thinking skills to evaluate information and assess the risks and benefits related to the issues studied. Three hours of lecture and three hours of lab per week. **4 credits**
FULFILLS NATURAL SCIENCES LAI REQUIREMENT.

CHM 103  Chemistry in Everyday Life
Chemistry in Everyday Life involves an examination of the basic definitions and theories of chemistry with emphasis on introductory aspects of inorganic, analytical, physical, organic, nuclear, and biochemistry. In addition to developing basic knowledge of chemical principles and introductory laboratory techniques, the course is designed to enhance the development of analytical thought. There is some emphasis on numerical problem solving and thought processes by which the problems can be solved. Three hours of lecture and one hour of lab weekly. **4 credits**
FULFILLS NATURAL SCIENCES LAI REQUIREMENT.

CHM 105  Principles of Chemistry
A one-semester introduction to general chemistry, organic chemistry, and biochemistry. Fundamental chemical theories within each of these areas are integrated to build an understanding of the chemistry of living systems at the molecular level and to provide a foundation for further study in the allied health professions. General chemistry emphasizes theories of inorganic, analytical, physical, and nuclear chemistry that support key concepts in organic and biochemistry. Major topics include: atomic structure, radioactive isotopes, ionic and covalent bonding, electronegativity and polarity, chemical equations and stoichiometry, intermolecular interactions, aqueous solutions and solubility, acid-base theory, kinetics, and thermodynamics. Organic chemistry is the study of the structures, properties, and reactivity of carbon-containing molecules, with emphasis on the functional groups and reactions of biomolecules. Biochemistry, the chemistry of life, expands general and organic chemical theories and applies them to the major classes of biomolecules: proteins, carbohydrates, lipids, and nucleic acids. The relationships between molecular structure, chemical and physical properties, and functions of biomolecules are explored.
The course consists of three hours of lecture, one hour of recitation, and two hours of laboratory per week. There are no prerequisites for this course, but high school chemistry and algebra are highly recommended. 4 credits FULFILLS NATURAL SCIENCES LAI REQUIREMENT.

CHM 111 General Chemistry I Lecture
CHM 112 General Chemistry II Lecture
An examination of the basic definitions and theories of chemistry. First semester topics include stoichiometry, atomic structure, thermochemistry, molecular bonding, states of matter, solutions, and kinetics. Second semester topics include equilibrium, thermodynamics, nuclear and electro-chemistry, coordination compounds, and a brief introduction to organic chemistry and biochemistry. Inorganic descriptive chemistry is included throughout both courses. Three hours of lecture. 3 credits each FULFILLS NATURAL SCIENCES LAI REQUIREMENT ONLY WHEN TAKEN JOINTLY WITH CORRESPONDING LABORATORY COURSE (SEE BELOW). RECOMMENDED COREQUISITES: CC 102 AND MAT 152 OR MAT 160. CHM 113 IS A COREQUISITE FOR CHM 111 AND CHM 114 IS A COREQUISITE FOR CHM 112. CHM 111 IS A PREREQUISITE FOR CHM 112. THIS COURSE SEQUENCE IS OFFERED EACH ACADEMIC YEAR.

CHM 113 General Chemistry I Laboratory
CHM 114 General Chemistry II Laboratory
An introduction to the hands-on application of chemical principles and concepts as well as an introduction to basic laboratory instrumentation and equipment. First semester topics include practice in making good scientific measurements, density measurement, and several gravimetric and volumetric analyses of known chemical systems. Second semester topics include the study of chemical equilibrium, acid-base chemistry, redox chemistry, inorganic salt synthesis and characterization, and a basic organic synthesis and characterization. Three hours of laboratory weekly. 1 credit each FULFILLS NATURAL SCIENCES LAI REQUIREMENT ONLY WHEN TAKEN JOINTLY WITH CORRESPONDING LECTURE COURSE (SEE ABOVE). CHM 111 IS A COREQUISITE FOR CHM 113 AND CHM 112 IS A COREQUISITE FOR CHM 114. CHM 113 IS A PREREQUISITE FOR CHM 114. THIS COURSE SEQUENCE IS OFFERED EACH ACADEMIC YEAR.

CHM 151I [BIO 151I, MAT 151I] Computer Applications for Science and Mathematics
An introduction to the practical application of computer hardware and software to problems in the sciences and mathematics. Topics include basics like using a graphical user interface and common office applications. More advanced topics include computer interfacing to instruments, mathematical modeling, curve fitting, molecular modeling, and others. No computer background is assumed. Three hours lecture/workshop/demonstration weekly. 3 credits FULFILLS SKILLS INTEGRATION AND INTERDISCIPLINARY REQUIREMENTS. PREREQUISITE: CHM 111, BIO 110, OR PCS 221; MAT 152 OR MAT 160; CC 100, CC 101, AND CC 102.

CHM 185 [ISO 185] Introduction to Forensic Science
An introduction to the use of science and the scientific method in law and criminal justice. Designed primarily for criminal justice or science majors. Includes techniques from chemistry, biology, physics, and geology that are useful for evaluating crime-scene evidence. Topics include chemical analysis, microscopic analysis, fiber analysis, drug analysis, DNA analysis, blood analysis, and others. Three hours of integrated lecture and lab each week. Basic mathematics is used. 3 credits

CHM 211 Organic Chemistry I Lecture
CHM 212 Organic Chemistry II Lecture
A two-semester sequence of courses which study the structure, properties, composition, reactions, and preparation (by synthesis or other means) of chemical compounds consisting primarily of carbon. Because of the unique properties of the element carbon, organic compounds exhibit an extremely wide variety, and the range of applications of organic compounds is enormous. They form the basis of, or are important constituents of, many products (paints, plastics, food additives, cosmetics, explosives, drugs, petrochemicals, pesticides, and many others) and, in addition, organic compounds form the basis of all life processes (biomolecules such as enzymes, proteins, amino acids). Specific attention is focused on the structure-reactivity relationships in different classes of organic molecules, and the mechanistic aspects of reactions. Methods of spectroscopic analysis fundamental to the study of organic molecules are also examined. Three hours of lecture and one hour recitation weekly. This course sequence is offered each academic year. 3 credits each CHM 112 IS A PREREQUISITE FOR CHM 211. CHM 213 IS A COREQUISITE FOR CHM 211 AND CHM 214 IS A COREQUISITE FOR CHM 212. CHM 211 IS A PREREQUISITE FOR CHM 212.

CHM 213 Organic Chemistry I Laboratory
CHM 214 Organic Chemistry II Laboratory
An experimental laboratory course to accompany the corresponding Organic Chemistry lecture course [CHM 211 or CHM 212]. Students will gain firsthand knowledge of the properties and general reactivity of organic compounds through hands-on experimentation. In the first half of CHM 213, standard "wet-chemical" bench organic chemistry laboratory skills, such as distillation, crystallization, extraction, and chromatographic methods of analysis (among others) are learned. In the second half, these skills are reinforced with experiments designed to illustrate and reinforce lecture theory, including some multistep synthesis reactions. Hands-on training in the acquisition and interpretation using those methods of instrumental analysis most pertinent to the study of organic chemistry, such as Fourier Transform Infrared Spectroscopy (FTIR) and Gas Chromatography (GC) is also provided. In addition, proper methods for documenting and reporting scientific experimentation are reinforced. In CHM 214 students will expand on and reinforce their knowledge of the properties and reactivity of organic compounds by performing a variety of experiments, including several multi-part synthesis reactions. Additional instrumental/spectroscopic methods of analysis pertinent to the study of organic chemistry are also introduced, including Nuclear Magnetic Resonance (NMR). Three hours of laboratory weekly. 1 credit each CHM 114 IS A PREREQUISITE FOR CHM 213. CHM 211 IS A COREQUISITE FOR CHM 213 AND CHM 212 IS A COREQUISITE FOR CHM 214. CHM 213 IS A PREREQUISITE FOR CHM 214.
CHM 255SL  Environmental Chemistry  
An introduction to the chemistry and chemical composition of the Earth's atmosphere, soil, and waterways. This highly interdisciplinary course will focus on the chemical processes influencing the composition and chemical speciation of natural systems (air, water, and soils); the chemical fate and mobility of contaminants in the environment; chemical processes and reactions that affect the toxicity and bioavailability of contaminants and chemicals; and aspects of contaminant remediation and pollution prevention (green chemistry). Current methods of energy production will be studied in terms of their efficiency and cleanliness. Questions of corporate and social responsibility regarding environmental stewardship and public health will be presented to and debated by the class. Four hours of class weekly (includes lab time). 3 credits PREREQUISITE: CHM 212 OR PERMISSION OF THE DEPARTMENT CHAIR.

CHM 285  Special Topics  
This is a one-credit mini course that is designed to introduce students to selected specialized fields in the area of chemistry. Some examples of topics include separation techniques, advanced organic synthesis, photochemistry, and nuclear chemistry. The topics will vary each semester. 1 credit PREREQUISITE: CHM 212 OR PERMISSION FROM THE DEPARTMENT CHAIR.

CHM 306I  Biochemistry (Interdisciplinary)  
The science of biochemistry covers the arena where chemistry and molecular and cellular biology interrelate. This course is an interdisciplinary one-semester introduction to selected areas of biochemistry and will examine the chemistry of life from both the chemical and biological perspectives. The course will allow an in-depth examination of the structure and function of biological molecules such as carbohydrates, lipids, proteins, and nucleic acids. Also covered are the metabolic processes of organisms and bioenergetics. Three lecture hours weekly. 3 credits FULFILLS GLOBAL AND INTERDISCIPLINARY REQUIREMENTS. PREREQUISITES: BIO 120 AND CHM 212 OR PERMISSION FROM DEPARTMENT CHAIR.

CHM 311  Inorganic Chemistry  
An examination of the chemistry of the elements other than carbon. The course covers the physical and electronic structures of the compounds of these elements. Emphasis is placed on the chemistry of the transition metals, particularly as it relates to their biological occurrence and function. Three hours of lecture weekly. 3 credits PREREQUISITE: CHM 212 OR PERMISSION FROM THE DEPARTMENT CHAIR.

CHM 312  Quantitative Analysis  
An introduction to analytical chemistry. Deals with the basic theory of and experimentation in gravimetric and volumetric analysis, with emphasis on principles of chemical equilbrium. The course also includes selected topics in instrumental analysis and chromatography with an emphasis on quantitative applications. Two hours of lecture and four hours of laboratory weekly. 4 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: CHM 212.

CHM 385  Nuclear Chemistry  
This mini course is served to introduce students to the field of nuclear chemistry, as well as to show students the broad scope of nuclear science and how it pertains to our lives and is present throughout the universe. Topics covered will include the makeup of nuclei and subatomic particles, stability of nuclei and intranuclear forces, types of nuclear decay and their associated radiations, nuclear reactions and their energetics, nuclear reactions associated with stellar bodies and astronomical events, and applications of nuclear chemistry to modern day medicine. The class will meet for one hour, once a week for the entire semester. 1 credit PREREQUISITES: CHM 212, PCS 222, MAT 200 OR MAT 260, MAT 201 OR MAT 360.

CHM 398/399  Junior Seminar  
An opportunity for junior chemistry majors to research current trends and topics of interest in an area of chemistry and present a seminar and paper devoted to this topic. Students work in conjunction with a faculty mentor. The course covers such skills as using the chemical literature, online searching, browsing the World Wide Web, and preparing a computer presentation. One hour weekly seminar. 1 credit each FULFILLS SKILLS INTEGRATION REQUIREMENT.

CHM 400  Independent Study  
A student-designed course of study in an area of chemistry not covered by current courses, under the guidance of a faculty member. Requires the approval of the departmental chairperson and sponsorship of a chemistry department faculty prior to registration. Credits vary

CHM 411  Physical Chemistry I  
CHM 412  Physical Chemistry II  
A study of the most fundamental aspects of chemistry. The first semester focuses on quantum mechanics and spectroscopy. Topics include the Schrödinger equation, atomic and molecular structure, chemical bonding, and magnetic resonance spectroscopy. The second semester focuses on thermodynamics and kinetics. Topics include the properties of gases, partition functions, the laws of thermodynamics, the Maxwell relations, equilibria, and molecular dynamics. Three hours of lecture and one hour of recitation weekly. 3 credits each PREREQUISITES: CHM 212, PCS 222, AND MAT 200 OR MAT 260. PRE- OR COREQUISITE: MAT 201 OR MAT 360. RECOMMENDED PRE- OR COREQUISITE: MAT 331. CHM 411 IS A PREREQUISITE FOR CHM 412.

CHM 422  Instrumental Methods in Chemistry  
An introduction to instrumental methods of chemical analysis. Methods covered include electronic absorption spectroscopy, IR spectroscopy, magnetic resonance spectroscopy, fluorescence spectroscopy, gas and liquid chromatography, electrochemical techniques, calorimetry, and others. Students are expected to demonstrate proficiency in each technique. An additional emphasis is placed on formal laboratory report writing and communication of scientific results. One hour of lecture and three hours of laboratory weekly. Offered each spring semester. 2 credits PREREQUISITE: CHM 312 OR PERMISSION FROM THE DEPARTMENT CHAIR.
CHM 423 Advanced Experimental Techniques in Chemistry
A capstone course for chemistry majors consisting of an examination of advanced laboratory techniques including instrumental analysis. Instrumental methods covered include electronic absorption spectroscopy, IR spectroscopy, magnetic resonance spectroscopy, fluorescence spectroscopy, gas and liquid chromatography, electrochemical techniques, and others. Other experimental techniques introduced include calorimetric analysis, kinetic analysis, computer modeling, quantum mechanical calculations, and more. Students are expected to demonstrate proficiency in each technique. An additional emphasis is placed on formal laboratory report writing and communication of scientific results. One hour of lecture and six hours of laboratory weekly. Offered each spring semester. 3 credits PREREQUISITE: CHM 312 OR PERMISSION FROM THE DEPARTMENT CHAIR. PRE- OR COREQUISITE: CHM 412.

CHM 498/499 Senior Experience
An independent, professional experience within the field of chemistry (or another science) that may involve laboratory research, an internship, student teaching, or other independent project. The experience is designed in consultation with a faculty mentor. One-hour seminar weekly, plus additional time needed to complete the experience. This course sequence is offered each academic year. 2 credits each FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: CHM 399.

COMPUTER SCIENCE

CSC 110 Introduction to Computer Programming
The student is introduced to the fundamental concepts of computer programming in an object-oriented language. The object-oriented approach is introduced using the Alice programming environment. The student then transitions to the JAVA programming language. Three hours of lecture and one two-hour laboratory weekly. 4 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

MATHEMATICS

MAT 100 Basic Algebra Fundamentals
Online review of the core skills and concepts of basic algebra using adaptive computer software. Students will have individualized opportunities to develop fluency with real number operations and computation. Students will use proportional reasoning and solve linear equations in context using multiple representations to deepen understanding. Students will flexibly use the mathematics process skills of problem solving, communication, and making connections to prior learning throughout. 1 credit NOTE: PERMISSION TO ENROLL IN THIS COURSE IS CONTINGENT ON THE EVALUATIONS OF PLACEMENT RESULTS.

MAT 106 Introduction to Statistics
An introduction to the concepts of frequency distributions, averages, variability, normal curves, correlation, hypothesis testing, and other topics with applications to business and social sciences. 3 credits NOTE: THIS COURSE DOES NOT SATISFY ANY UNIVERSITY CORE REQUIREMENTS.

MAT 110 College Algebra
A review and summary of properties of algebraic functions. An exploration of the solution process of equations and inequalities. Study of the algebra, behavior, and graphs of functions in a liberal arts context. This course is not a preparation for the study of calculus. See MAT 150. 3 credits FULFILLS MATHEMATICS LAI REQUIREMENT. PREREQUISITE: DEMONSTRATED READINESS FOR LAI MATHEMATICS BY PLACEMENT OR COMPLETION OF MAT 100.

MAT 112 Mathematics in Society
This course explores the connections between contemporary mathematics and modern society. Students will study the mathematical principles required to use mathematics to better understand the world around them. The course will emphasize strong conceptual understanding and appreciation of mathematics for application to daily life experiences. 3 credits FULFILLS MATHEMATICS LAI AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITES: CC 102 AND DEMONSTRATED READINESS FOR LAI MATHEMATICS BY PLACEMENT OR COMPLETION OF MAT 100.

MAT 115 Basic Applied Statistics
A study of the ideas and tools of practical statistics using data in context. Methods and strategies for exploring data graphically and quantitatively. Statistical reasoning and the tools of inference that go beyond the data to draw conclusions about a wider population with attention paid to the uncertainty of these conclusions. Students will conduct standard one and two sample statistical analyses. 3 credits FULFILLS MATHEMATICS LAI AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITE: CC 102 AND DEMONSTRATED READINESS FOR LAI MATHEMATICS BY PLACEMENT OR COMPLETION OF MAT 100.

MAT 120 Introduction to Mathematical Modeling
A study of the use of mathematics to examine a series of genuine elementary applications. Students will consider a contextual situation, develop a mathematical model that describes the situation, use systematic exploration to identify solutions, and examine the behavior of the solutions in the context of the situation at hand. Models considered include: arithmetic, quadratic, geometric, and logistic, as well as combinations of these. 3 credits FULFILLS MATHEMATICS LAI AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITES: CC 102 AND DEMONSTRATED READINESS FOR LAI MATHEMATICS BY PLACEMENT OR COMPLETION OF MAT 100.
MAT 130 Transcendental Functions
A study of algebraic, exponential, logarithmic, and trigonometric functions in preparation for the study of calculus. Topics include: properties of algebraic expressions, solution of algebraic equations and inequalities, graphs and properties of algebraic and transcendental functions, solution of transcendental equations. 3 credits

MAT 150 Precalculus
A study of algebraic, exponential, logarithmic, and trigonometric functions in preparation for the study of calculus. Topics include: properties of algebraic expressions, solution of algebraic equations and inequalities, graphs and properties of algebraic and transcendental functions, and solution of transcendental equations. 3 credits FULFILLS MATHEMATICS LAI REQUIREMENT. PREREQUISITE: DEMONSTRATED READINESS FOR LAI MATHEMATICS BY PLACEMENT OR COMPLETION OF MAT 100.

MAT 151I (CHM 151I, BIO 151I) Computer Applications for Science and Mathematics
An introduction to the practical application of computer hardware and software to problems in the sciences and mathematics. Topics include basics like using a graphical user interface and common office applications. More advanced topics include computer interfacing to instruments, mathematical modeling, curve fitting, molecular modeling, and others. No computer background is assumed. Three hours lecture/workshop/demonstration weekly. 3 credits FULFILLS SKILLS INTEGRATION AND INTERDISCIPLINARY REQUIREMENTS. PREREQUISITES: CHM 111, BIO 110 OR PCS 221, MAT 152 OR MAT 160, CC 100, CC 101, AND CC 102.

MAT 160 Calculus I
An introduction to Calculus and its applications. Topic include: limits, continuity, the rules of differentiation, implicit differentiation, first and second derivative tests, curve sketching, anti-derivatives, the relationship between differential and integral calculus, definite integrals and the area under a curve. 4 credits FULFILLS MATHEMATICS LAI REQUIREMENT. PREREQUISITE: DEMONSTRATED READINESS FOR CALCULUS BY PLACEMENT OR COMPLETION OF MAT 150.

MAT 260 Calculus II
A continuation of Single-Variable Calculus and its applications. Topics include definite integrals and the area under a curve, volumes and other applications of the integral, integration techniques [such as trigonometric substitution, integration by parts, and partial fractions], and sequences and series. 4 credits PREREQUISITE: MAT 152 OR MAT 160.

MAT 300 Modern Algebra
A formal introduction to the construction of proof via the classical theory of finite groups. Properties of group morphisms are used to prove the Cayley, Cauchy, and Sylow Theorems. The concept of a ring is introduced as an abstraction of the integers. The rational numbers are constructed as a quotient field of the integers. 3 credits PREREQUISITE: MAT 152 OR MAT 160.

MAT 301 Probability and Statistics
An introduction to elementary probability theory, combinatorial analysis, random variable distribution functions, and discussion of the Law of Large Numbers and Central Limit Theorem. 3 credits PREREQUISITE: MAT 201 OR MAT 360.

MAT 302 Linear Algebra
An examination of properties of vectors and matrices. Solution of systems of linear equations, Gaussian elimination, and iterative techniques. Algorithms for determining inverses, determinants, eigenvalues, and eigenvectors. 3 credits PREREQUISITE: MAT 152 OR MAT 160.

MAT 303 Linear Programming
An introduction to linear programming techniques that solve real applied problems. The focus is on using linear programming techniques, applications, models, algorithms, and a computer software package to solve optimization, product-mix, transportation, scheduling, assignment, and hiring-firing problems. Methods learned include the revised simplex method, duality, sensitivity analysis, integer programming, and sparse matrix techniques. 3 credits PREREQUISITE: MAT 152 OR MAT 160.

MAT 308 Numerical Methods
An introduction to numerical techniques implemented on microcomputers to find roots of equations, solutions to linear and nonlinear systems, and definite integrals. 3 credits PREREQUISITES: MAT 302 AND CSC 110.

MAT 321 Applied Discrete Mathematics
A selection of topics from set theory, combinatorics, graph theory, algebra, Boolean algebra, formal logic, and computer science that are both useful and basic to students in applied mathematics, computer science, and engineering. Formal mathematical proofs via induction, combinatorial arguments, truth tables and propositions, Russell's Paradox, principle of inclusion and exclusion, the pigeonhole principle and analysis of algorithms, countably and uncountably infinite sets, generating functions, recurrence relations, and lattices. 3 credits PREREQUISITE: MAT 152 OR MAT 160.

MAT 325 Geometry
An examination of independence and completeness of axiomatic systems. Euclidean and non-Euclidean geometries, including finite and projective geometries. Construction of proofs in Euclidean geometry in two and three dimensions. 3 credits PREREQUISITE: MAT 152 OR MAT 160.

MAT 331 Differential Equations
An introduction to solvability techniques for separable, linear, and exact first order equations; methods of undetermined coefficients and variation of parameters; Laplace transform methods for systems with constant coefficients and qualitative arguments and iterative methods. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: MAT 200 OR MAT 260.
MAT 340  Number Theory
An account of classical number theory as well as some of the
historical background in which number theory evolved. Especially
intended for prospective secondary teachers to provide familiarity
with the number theory and basic concepts of mathematical proofs
and reasoning: the division algorithm, the Euclidean algorithm,
primes and their distribution, the theory of congruence, Mobius
inversion, perfect numbers, the Fermat Conjecture, and Fibonacci
numbers. 3 credits PREREQUISITE: MAT 152 OR MAT 160.

MAT 360  Calculus III
An introduction to Multi-Variable Calculus and its applications.
Topics include: Polar coordinates, vector analysis, parametric curves,
differential calculus of several variables, multiple integration, Green’s
theorem and Stokes’ theorem. 4 credits
PREREQUISITE: MAT 200 OR MAT 260.

MAT 398/399  Junior Seminar
An opportunity for junior mathematics majors to research
current trends and topics of interest in an area of mathematics or
engineering and present a seminar and paper devoted to this topic.
Students work in conjunction with a faculty mentor. The course
covers topics in scientific research and presentation. One hour of
seminar per week. 1 credit each FULFILLS SKILLS INTEGRATION
REQUIREMENT.

MAT 400  Independent Study
An intensive, independent study of topics such as graph theory or the
study of mathematics using computer algebra systems. 1–6 credits
PERMISSION FROM THE DEPARTMENT CHAIR REQUIRED.
PREREQUISITE: MAT 302.

MAT 498/499  Senior Experience
An independent, professional experience for senior mathematics
majors within their field, designed in consultation with a faculty
mentor. May involve research, an internship, or an independent
project. One hour of seminar per week, plus additional time as
needed. 2 credits each FULFILLS SKILLS INTEGRATION
REQUIREMENT.

PHYSICS

PCS 201  General Physics I Lecture
PCS 202  General Physics II Lecture
An introduction to physics. First semester topics include classical
mechanics, heat, and thermodynamics. Second semester topics
include sound, electrostatics, magnetism, electrodynamics, and light.
Three hours of lecture and one hour of recitation weekly.
3 credits each FULFILLS NATURAL SCIENCES LAI AND SKILLS
INTEGRATION REQUIREMENTS WHEN TAKEN IN CONJUNCTION WITH
THE ACCOMPANYING LABORATORY COURSE. PREREQUISITE: MAT 150.
PCS 203 IS A COREQUISITE FOR PCS 201 AND PCS 204 IS A COREQUISITE
FOR PCS 202. PCS 201 IS A PREREQUISITE FOR PCS 202.

PCS 203  General Physics I Laboratory
PCS 204  General Physics II Laboratory
A workshop where students will get firsthand knowledge of physical
principles and experimental methods through the use of apparatus
designed to demonstrate the meaning and applications of these
principles. The topics that are explored in physics laboratory are
complimentary to the material covered in the lectures. First semester
topics include classical mechanics, heat, and thermodynamics,
while second semester topics include wave motion, sound,
electrodynamics, light, and quantum theory. 1 credit each
FULFILLS NATURAL SCIENCES LAI AND SKILLS INTEGRATION
REQUIREMENTS WHEN TAKEN IN CONJUNCTION WITH THE
ACCOMPANYING LECTURE COURSES. PREREQUISITE: MAT 150. PCS 201
IS A COREQUISITE FOR PCS 203 AND PCS 202 IS A COREQUISITE FOR
PCS 204. PSC 203 IS A PREREQUISITE FOR PCS 204.

PCS 221  Physics with Calculus I Lecture
PCS 222  Physics with Calculus II Lecture
An introduction to physics using calculus. First semester topics
include classical mechanics, heat, and thermodynamics. Second
semester topics include wave motion, sound, electrodynamics, light,
and quantum theory. Three-hour lecture and one-hour recitation
weekly. 3 credits FULFILLS NATURAL SCIENCES LAI AND SKILLS
INTEGRATION REQUIREMENTS WHEN TAKEN IN CONJUNCTION WITH
THE ACCOMPANYING LABORATORY COURSES. PRE- OR COREQUISITE:
MAT 152 OR MAT 160. PCS 223 IS A COREQUISITE FOR PCS 221 AND PCS
224 IS A COREQUISITE FOR PCS 222. PCS 221 IS A PREREQUISITE FOR
PCS 222.

PCS 223  Physics with Calculus I Laboratory
PCS 224  Physics with Calculus II Laboratory
A workshop where students will get firsthand knowledge of physical
principles and experimental methods through the use of apparatus
designed to demonstrate the meaning and applications of these
principles. The topics that are explored in physics laboratory are
complimentary to the material covered in lecture, and the
experiments are illustrative of the concepts discussed in the lectures.
First semester topics include classical mechanics, heat, and
thermodynamics, while second semester topics include wave motion,
sound, electrodynamics, light, and quantum theory. 1 credit each
FULFILLS NATURAL SCIENCES LAI AND SKILLS INTEGRATION
REQUIREMENTS WHEN TAKEN IN CONJUNCTION WITH THE
ACCOMPANYING LECTURE COURSES. PRE- OR COREQUISITE: MAT 152
OR MAT 160. PCS 221 IS A COREQUISITE FOR PCS 223 AND PCS 222 IS A
COREQUISITE FOR PCS 224. PCS 223 IS A PREREQUISITE FOR PCS 224.
PERFUSION TECHNOLOGY

NOTE: CARLOW UNIVERSITY DOES NOT GUARANTEE ADMISSION TO THE PERFUSION TECHNOLOGY PROGRAM. ADMISSION IS ON A COMPETITIVE BASIS.

PRT 350   Introduction to Clinical Perfusion
This three-week summer course is offered each May and consists of both theory and practice to orient the student to the perfusionist’s environment prior to beginning the 16-month clinical program in June. 3 credits PREREQUISITES: BIO 205 AND BIO 206.

PRT 471   Perfusion Systems (Clinical 1)
Introduction to the essential diagnostic and monitoring devices utilized by perfusionists. Designed to enable the student to calibrate, operate, and maintain equipment. 2 credits

PRT 475   Hematology
A review of general hematology and immunological principles with emphasis on coagulation and disorders of hemostasis, the preservation and clinical use of blood components, and the pathological effect of cardiopulmonary bypass on the biochemistry of the blood. 3 credits

PRT 478   Renal Physiology
A review of renal physiology with particular emphasis on the approach to cardiovascular patients with renal disease and the effects of cardiopulmonary bypass on renal function. 2 credits

PRT 479   Cardiovascular Anatomy and Physiology
A study of functional anatomy and physiology of the cardiovascular system with emphasis on the hemodynamics of cardiopulmonary bypass. 3 credits

PRT 480   Orientation to Surgical Environment
Introduction to general considerations in the care of the surgical patients with emphasis on specific responsibilities of perfusion personnel. Designed to expose the student to surgical suite organization, surgical sepsis, sterilization, electrical safety, and the principles and practice of surgical asepsis. 1 credit

PRT 481   Pulmonary Physiology
A review of respiratory physiology with emphasis on gas exchange and transport, acid-base balance, the effects of cardiopulmonary bypass on pulmonary function, and the clinical treatment of respiratory failure. 2 credits

PRT 483   Electrophysiology
A study of the fundamentals of electrocardiography and the electrocardiographic basis of arrhythmias. 2 credits

PRT 485   Perfusion Procedures (Clinical II)
A course designed to demonstrate the preparation of the cardiopulmonary bypass and auxiliary equipment used during surgery. The principles and practices of clinical perfusion management are introduced along with an emphasis on the types of systems and procedural applications associated with bypass surgery. 3 credits

PRT 487   Medical Physics
An introduction to the properties of liquids and gases and the medical application of pressures in fluids and the cardiovascular system. 2 credits

PRT 489   Pathology (Acquired)
An introduction to the disorders of the cardiovascular system and diseases of the heart and blood vessels. 2 credits

PRT 493   Pathology (Congenital)
An introduction to the pathology, abnormal physiology, and surgical treatment of congenital heart disease. 2 credits

PRT 495   Perfusion Conduct (Clinical III)
Practicum in the conduct of cardiopulmonary perfusion. 6 credits

PRT 497   Pharmacology
Comprehensive study of cardiovascular pharmacology. 3 credits
MAJORS

COMMUNICATION AND MEDIA
CORPORATE COMMUNICATION
MASS MEDIA
POLITICAL SCIENCE
PSYCHOLOGY
  — WITH CONCENTRATION IN COUNSELING
  — WITH CONCENTRATION IN CRISIS AND TRAUMA
  — WITH CONCENTRATION IN HUMAN DEVELOPMENT
SOCIAL WORK
  — WITH CONCENTRATION IN BEHAVIORAL HEALTH SERVICE COORDINATION
  — WITH CONCENTRATION IN CRISIS AND TRAUMA
SOCIOLOGY
  — WITH CONCENTRATION IN CRIMINAL JUSTICE

MINORS

BEHAVIORAL HEALTH SERVICE COORDINATION
COMMUNICATION
COUNSELING
CRIMINAL JUSTICE
HUMAN DEVELOPMENT
POLITICAL SCIENCE
PRE-LAW
PSYCHOLOGY
PUBLIC POLICY AND LEADERSHIP
SOCIOLOGY
SCHOOL FOR SOCIAL CHANGE

OVERVIEW

The School for Social Change (SSC) draws from the academic disciplines of Communication, Political Science, Psychology, Social Work and Sociology that employ a social scientific approach to the study of human behavior. The SSC’s curriculum provides an array of academic and co-curricular experiences that are embedded and designed to increase students’ civic engagement and enhance their psychosocial development, with the goal of moving students into positions as change agents in service to organizations and communities from local to global.

The undergraduate program in the SSC is grounded within Carlow University’s liberal arts tradition, and infused in the disciplines. The pillars of the program are: academics, advocacy, civic engagement, and experiential learning. The classroom experience is augmented by internships and programming, which allows students to participate in applied social science opportunities. The SSC program is responsive to the Mercy mission of social justice and includes the study of empowerment: empowering students to empower others. Students are encouraged to view themselves as scholars, citizens, and leaders. As students move from introductory courses in the disciplines, to becoming members of communities of practice, they see themselves both as part of the process and as agents of change.

The SSC curriculum builds students’ aptitudes in the disciplines and across the liberal arts. The program is designed to allow students to move from competency in the introductory level courses; to proficiency in the upper level courses in the disciplines; to mastery as the students develop and present their own scholarship; and finally to entry into communities of practice.

In the first year of study, SSC students complete four (4) seminars, in addition to discipline-specific courses, designed to introduce them to the theories and tools involved in the study of the social sciences:

- SSC 100: Seminar on the Self
- SSC 110-I: Social Sciences Theories & Applications
- SSC 120: Interpersonal/Relational Seminar
- SSC 130: Self in Communities: Local to Global

In the second through fourth years of study, SSC students progress as a cohort through the following seminars:

- The Research Process Series
- An SSC Capstone and/or a discipline capstone

The SSC first-year courses are suspended for adults and transfer students except in those cases where academic programs have substituted an SSC course for a departmental/program requirement.

COURSE DESCRIPTIONS

SSC 100: Seminar on the Self
This course assists students in knowing themselves. Students participate in various learning experiences to evoke self-exploration & awareness from a variety of perspectives. This self-awareness will lead the student on a journey of self-discovery concurrently with an appreciation for how the social and behavioral sciences understand and contextualize the individual.

SSC 110-I: Social Sciences Theories & Applications
This course helps students to understand themselves within the context of the SSC. Students consider ways knowledge is developed and challenged within and across social change disciplines. The course illustrates the paths students can take from the individual disciplines through to communities of practice beyond graduation.

SSC 120: Interpersonal/Relational Seminar
The course examines how persons use interpersonal communication to create and maintain relationships and/or cause them to deteriorate. Some issues include: the creation and negotiation of meaning; role of communication in the development and maintenance of self-identity; nature and impact of verbal and nonverbal messages; and interpersonal perception processes and errors. It considers social diversity and the impact of cultural differences on communication and relationships.

SSC 130: Self in Communities: Local to Global
This course provides opportunities for students to develop an understanding of self within social, political, and economic systems. The course considers the self as formed through ethnicity, racial identity, social class, gender, and family factors. Students will examine the neighborhoods and communities in which they grew up and will reflect on ways in which these immediate environments contribute to an identity and to the development of values and goals.
COMMUNICATION AND MEDIA MAJOR

The major in Communication & Media prepares students for 21st Century careers in all areas of Communication practice, providing a rich grounding in theory and application and leading to a Bachelor of Arts degree. The major offers a diverse curriculum that prepares students to create, critique, and utilize various media to advocate for organizations, clients, and causes. The Communication & Media major provides students with the knowledge and skills that every employer values – excellent written, oral, and digital communication skills, sound research and interviewing skills, and a strong foundation in Communication theories, strategies, and ethics.

This major is designed for students who seek to use their communication knowledge and skills in a variety of potential careers and organizations. Graduates find positions in media outlets, government, business, and non-profit organizations. The curriculum also prepares students for study in a variety of graduate programs.

**Required Courses:**
SSC 100, SSC 110I, SSC 120 (or CM 120), SSC 130, and two course research sequence CM 104, CM 200*, CM 210, CM 232, CM 242, CM/EN 260, CM 300, CM 360, CM 405*, CM 450, CM 457

[*Adult students may substitute three-credit communication course for internship; exempt from CM 200.*]

**Elective Courses:**
Nine credits taken from any Communication elective courses

All credits taken in major courses must be completed with a minimum grade of C

CORPORATE COMMUNICATION MAJOR

The interdisciplinary corporate communication major combines courses from the Departments of Communication and Business Management, leading to a Bachelor of Arts degree. Students develop a thorough understanding of behavioral theories and concepts that explain and predict human interaction in the workplace. In addition, particular emphasis is focused on the development of writing, speaking, marketing, interpersonal, team, and leadership skills that are necessary for careers in various communication fields in corporate settings such as corporate communication, public relations, integrated marketing communication, human resources, and advertising. Students also receive excellent preparation for graduate study in communication, law, business administration, and more.

**Required Courses:**
SSC 100, SSC 110I, SSC 120 (or CM 120), SSC 130, and two course research sequence

**Required Communication Courses:**
CM 104, SSC or CM 120, CM 200*, CM 210, CM 232, CM 290, CM 405*, CM 450, CM 457

[*Adult students may substitute three-credit communication course for internship; exempt from CM 200.*]

**Elective Communication Courses:** six credits taken from any Communication Elective course

**Required Business Management Courses:** 18 credits
BSM 103, BSM 202, BSM 203, BSM 301, BSM 401, BSM 404.

**Elective Business Management Courses:** 6 credits from the following
BSM 226, BSM 231, BSM 328, BSM 329, BSM 333, BSM 408, BSM 410, BSM 413, BSM 419.

All credits in major courses must be completed with a minimum grade of C.
MASS MEDIA MAJOR (OFFERED IN ADC ONLY BEGINNING FALL 2013)

This major examines the functions, processes, and effects of the mass media and leads to a Bachelor of Arts degree. Through a broad spectrum of courses in theory and practice, students become more educated consumers and producers of media in various contexts. In addition to developing writing, message design, analysis (critical, social, ethical), and research skills, students gain a deeper appreciation of the cultural role and social responsibility of the media.

This is a highly flexible major that may be tailored to diverse interests. Students are encouraged to work closely with a departmental advisor to customize their program of study in preparation for a variety of media careers including journalism, public relations, and advertising.

**Required Courses:**
CM 104, CM 120, CM 405*, CM 210, CM/SO/SW 421, CM 450, CM 457. [*Adult students may substitute three-credit communication course for internship.]*

**Elective Courses:** Select 18 credits in consultation with advisor from any Communication Elective course
All credits in major courses must be completed with a minimum grade of C.

**COMMUNICATION MINOR**

Students from a wide variety of disciplines throughout the University choose to minor in communication. This highly flexible minor is easily tailored to suit the particular needs and interests of students and often complements their primary area of study.

**Requirements:**
15 credits beyond CC 101 selected with a communication advisor. All 15 credits must be completed with a minimum grade of C in each; nine credits must be completed in residence at Carlow.

**POLITICAL SCIENCE MAJOR**

Political science is the academic discipline that studies power and policy: how power is acquired; the challenges to retaining power; the impact of power on the relations between and among institutions and individuals in society; and the policies that result. Courses cover American politics, comparative politics, and international relations, and are designed to engage students in discourse regarding the concepts, organizations, and models that are at the core of the study of power and politics in the United States and internationally. Students will examine issues of control, freedom, gender, and influence as they study and assess the manner in which power and authority has impacted the development and organization of societies, relations between and among nations, and the management of conflict and peace.

The program is designed to provide students with a comprehensive background in the discipline; develop students’ capacities to think critically and mindfully; train students to become informed, engaged and reflective citizens; and facilitate the acquisition of tools for analytical reasoning, primary and secondary research, and oral and written communication.

All majors are required to complete 51 credits (17 courses in SSC and POL) situate the learner in social sciences and that provide an introduction to American government, global politics, political theory, research methods and a capstone experience. The BA in political science prepares students for a wide array of careers (including law) and active citizenship, both domestically and globally. Political science majors are strongly encouraged to take advantage of experiential learning opportunities including internships, independent research under faculty supervision, study abroad, or service-learning.

**Required School for Social Change courses (See page 75 for a description of the SSC curriculum): 12 credits**
SSC 100 Seminar on the Self
SSC 110I Social Sciences Theories & Applications
SSC 120 Interpersonal/Relational Seminar
SSC 130 Self in Communities: Local to Global
Major requirements include:

SSC 100, SSC 110I, SSC 120, SSC 130, POL 101, POL, 180, POL 210 or POL 209, POL 230, POL 287, POL 450, a two-course research methods sequence and the SSC capstone course.

Students are also required to complete two courses from the political science electives and two from the required cognates.

**Major Electives (Choose two, at least one of which is at the 300 level)**


**Required Cognates—related courses (Choose two)**

CM 104, CM 225, EO 103, PH 208, SO 151, SO 152, SO 260.

Majors must earn a C or better in any course used to fulfill a major requirement.

**POLITICAL SCIENCE MINOR**

The political science minor may appeal to students who are interested in government relations, advocacy, journalism, intelligence, international relations, and lobbying. The minor requires POL 101 and five political science electives; 12 credits must be completed in residence at Carlow.

Students must earn a C or better in any course used to fulfill a minor requirement.

**PUBLIC POLICY MINOR**

POL 101, POL 287, plus an additional 12 credits in public policy selected with the program advisor. All major and support courses must be completed with a minimum grade of C; 12 credits must be completed while in residence at Carlow.

**THE PRE-LAW MINOR**

The pre-law minor is open to students in any major and is designed to provide a structured program of studies in preparation for graduate or professional education or employment in law and law-related fields. The pre-law minor extends the liberal arts foundations, begun in the Core Curriculum, by developing and enhancing the analytical reasoning, critical reading, and effective communication skills that are required for success in graduate and professional study of law and in legal careers. The selection of required and elective courses is based on recommendations established by the Association of American Law Schools.

The pre-law minor requires the completion of 18 credits, including three required courses: PH 204 (Logic); POL 265 (Constitutional Law I: U.S. Government Powers under the Constitution); CM 410 (Persuasion) OR EN 244 OR EN 348 (Corporate Writing or Strategic Plans); and three electives from among the following: ACC 105 (Accounting); POL/SO/WS 228 (Gender, Law, and Public Policy); POL/SO 325 (Race, Law, and Public Policy); POL 335 Mock Trial POL 365 (Constitutional Law II: Civil Rights and Civil Liberties); CM 320 (Conflict Management); CM 225 (Political Communication); BSM 329 (Fair Employment Practices); BSM 401 Legal Aspects of Business; BSM 408 (Labor Relations); and HS 233 (American Constitutional History).

**3/3 JD LAW**

In exceptional circumstances, qualified students from any major may elect an expedited path to law school by applying for acceptance into the 3/3 program between Carlow University and Duquesne University School of Law. The 3/3 is an accelerated curriculum that provides students with the opportunity to earn both a bachelor’s degree and a Juris Doctor (law) degree in six years.

To qualify for consideration as a 3/3 applicant, students must complete 90 credit hours of undergraduate work during their first three years at Carlow (including all Core Curriculum and major requirements); meet the University’s requirements for graduation; maintain a cumulative GPA of 3.5 or higher; and score in the 60th percentile on the LSAT. Students meeting these requirements will have their applications reviewed by Carlow’s director of pre-law advising for recommendation to the 3/3 program. Recommendations are based upon attainment of the above criteria and other indices of academic achievement and preparedness for law school. Students receiving a favorable recommendation will be...
referred to Duquesne Law’s Director of Admissions for an interview. Final determinations on admissions are made by Duquesne University School of Law.

Students who successfully fulfill all requirements and gain admission to Duquesne Law School can begin law school during their fourth year of study at Carlow. Students who complete the first year of law school successfully at Duquesne (or first three semesters) receive their bachelor’s degree from Carlow. Upon completing all requirements of the law school, students may be awarded their JD from Duquesne University. Students may withdraw from the 3/3 program at any time and complete a traditional four-year course of study for the baccalaureate degree.

**PSYCHOLOGY MAJOR**

The psychology program aims to develop a scientific approach to the study of human behavior and experience. To this end, students are introduced to research methodology and critical analysis of current findings in a variety of fields of psychology, such as clinical, counseling, developmental, cognitive, social, and experimental. Field placement at local facilities and research opportunities help students to learn about their field experientially.

The Bachelor of Arts degree in psychology provides a foundation for students aspiring to graduate study in psychology and counseling. The degree also prepares students to enter training in social service and mental health programs in such areas as therapeutic activities, rehabilitation, casework, child care work, and service coordination.

**Required: 29-30 credits in psychology**

- PY 101 Introduction to Psychology
- PY 122 Lifespan Development
- PY 203 Personality Theory
- PY 230I Biological Bases of Behavior and BIO 231
- PY 280 Cognitive Psychology or PY 340 Social Psychology
- PY 290 Elementary Statistics
- PY 306 or the SSC Research Methods course
- PY 320 Qualitative Research Methods or PY 325 Experimental Research Methods
- PY 350 Senior Seminar

**Psychology Electives:** Choose at least two psychology electives. A minimum of 34 credits is needed for the psychology major.

**Required Support Courses:** 3 credits

One English course beyond EN 101.

**Required School for Social Change courses (See page 75 for a description of the SSC curriculum): 12 credits**

- SSC 100 Seminar on the Self
- SSC 110I Social Sciences Theories & Applications
- SSC 120 Interpersonal/Relational Seminar
- SSC 130 Self in Communities: Local to Global

**PSYCHOLOGY MINOR**

Requirements: 18 credits in Psychology including PY 101.

Transfer students must take at least 12 credits at Carlow University.
COUNSELING

Counselors assist people with personal, family, educational, mental health, substance abuse, and career issues so that they can lead healthier and more productive lives. Psychology majors interested in the helping professions may consider a concentration in counseling. Those not majoring in psychology can earn a minor in counseling.

Counseling Concentration for Psychology Majors
The department understands that many of our graduates with their BA in psychology obtain pre-professional jobs within the helping professions. The concentration in counseling is designed to acquaint the student who is interested in a career in the helping professions with pre-professional-level counselor training.*

The concentration requires the following:
Students are required to satisfy the regular requirements for the major. In addition, they are required to complete at least 12 credits in counseling from the following list of courses: PY 285, PY 380, PY 382, PY 384, PY 430, and PY 488.

Transfer students may substitute a transfer course for one of the above, but only with the approval of the director of the undergraduate psychology program. A minimum of nine counseling credits must be taken at Carlow University.

*The student is cautioned that graduate-level training is required before one can appropriately represent oneself as a professional counselor.

COUNSELING MINOR FOR NON-PSYCHOLOGY MAJORS
The minor in counseling is offered by the Department of Psychology and Counseling for students who are not majoring in psychology (those who major in psychology may take a concentration in counseling). The department recognizes that many students who do not major in psychology choose careers in the helping professions (social work, nursing, education, sociology, human resources, etc.). The purpose of this minor is to provide pre-professional level knowledge and skills that will assist the student interested in the helping professions.

The minor requires a total of 18 credits including nine credits in psychology from the following list of courses: PY 101, PY 203, PY 205, PY 206, PY 209, PY 265, PY 230I, PY/SW 270, PY 280, PY 308, PY 340, PY 404I, SW 216 (for social work majors only).

At least nine credits are required in counseling, including PY 285 and an additional six credits from the following list of courses: PY 380, PY 382, PY 384, PY 430, and PY 488.

Transfer students who wish to transfer course work from other institutions for this minor must obtain approval for the transfer credit from the director of the undergraduate psychology program. Transfer students must take a minimum of 12 credits at Carlow, six of which are in counseling.

HUMAN DEVELOPMENT

Studies in human development investigate the biological, behavioral, emotional, cognitive, and social factors that shape how humans grow and change. Such a focus is relevant to the helping professions, health sciences, and education, as well as general studies in psychology and other social sciences. Psychology majors who would like to better understand the concerns and complexities of specific age groups, from early childhood through late adulthood, may consider a concentration in human development. Those not earning a major in psychology may minor in human development.

HUMAN DEVELOPMENT CONCENTRATION FOR PSYCHOLOGY MAJORS
The Concentration in Human Development provides students with a solid foundation in theory and research pertaining to human development across the lifespan.

The concentration requires the following:
Students are required to satisfy the regular requirements for the major, including PY 122 Lifespan Development. In addition, they are required to complete at least nine credits in developmental psychology from the following list of courses: PY 205, PY 206, PY 207, PY 216, PY 308, PY 404I, and PY 440.
Transfer students may substitute a transfer course for one of the above, but only with the approval of the director of the undergraduate psychology program. A minimum of nine developmental credits must be taken at Carlow University.

HUMAN DEVELOPMENT MINOR FOR NON-PSYCHOLOGY MAJORS

The minor in human development is offered by the Department of Psychology and Counseling for students who are not majoring in psychology (those who major in psychology may take a concentration in human development). The department recognizes that many students who do not major in psychology choose careers and/or graduate training for which an understanding of the psychophysiological changes across the lifespan are essential or beneficial (for instance, the helping professions, health sciences, education, and social sciences).

The minor requires a total of 18 credits, including nine credits in psychology from the following list of courses: PY 101, PY 209, PY 218, PY 230I, PY 265, PY 280, PY 285, PY 290, PY 306, PY 320, PY 325, PY 340, PY 360, PY 380, PY 384, PY 430, and PY 488.

At least nine credits in developmental psychology are required, including PY 122 Lifespan Development and six additional credits from the following list of courses: PY 205, PY 206, PY 207, PY 216, PY 308, PY 404I, and PY 440.

Transfer students who wish to transfer course work from other institutions for this minor must obtain approval for the transfer credit from the director of the undergraduate psychology program. Transfer students must take a minimum of 12 credits at Carlow, six of which are in human development.

CRISIS & TRAUMA CONCENTRATION FOR PSYCHOLOGY AND SOCIAL WORK MAJORS

Studies in the area of Crisis and Trauma provide a foundational focus ranging from immediate crisis assessment, intervention, and management through more specific issues such as child abuse prevention and treatment and partner violence as well as investigating the impact of trauma for individuals and families. The concentration in Crisis and Trauma provides students with a solid foundation in theory and research pertaining to crisis, abuse and trauma.

Students are required to satisfy the requirements for the major. In addition, they are required to complete the following courses in crisis and trauma: PY 430, PY 440, SW 279 (Special topics: Impact of trauma), and PY 488. Prior to taking these courses, students need to complete the following pre-requisites: PY 101 Introduction to Psychology or SW 104SL Introduction to Social Work.

Transfer students may substitute a transfer course for one of the above, but only with the approval of the chair of the Social Work Department of the director of the undergraduate psychology program. A minimum of nine credits in crisis and trauma must be taken at Carlow University.

ART THERAPY PREPARATION MAJOR (SEE PAGE 34)

Art therapy preparation is an interdisciplinary major sponsored by the art and psychology departments. This program prepares the student for further study in art therapy on a graduate level. The program integrates a strong fine arts background with an in-depth study of psychology and art therapy. Because of Carlow’s urban location in the heart of a major medical and therapeutic complex, students have convenient access to observation and practicum experiences.

Major Requirements:

ART THERAPY PREPARATION MINOR

Minor Requirements:
AR 111 or AR 115, AR 331, PY 203, PY 285, AT 205, AT 339.
SOCIOMETRY MAJOR

Students who major in sociology may pursue a general sociology major that covers a broad range of sociological topics or they may select a concentration in criminal justice. A minor in sociology and a minor in criminal justice are also offered through the sociology program. Sociology focuses on links between individuals and society by studying social institutions such as the family, religion, education, criminal justice systems, and gender roles. Issues related to diversity based on social class, gender, and race are emphasized throughout the curriculum. The sociology curriculum includes courses emphasizing United States society as well as courses with cross-cultural emphasis. Students majoring in sociology gain an understanding of the theoretical traditions of sociology and also acquire extensive social research skills. Sociology majors complete an internship that provides hands-on experience in a setting related to the student’s particular interests.

The sociology curriculum takes advantage of Carlow’s urban location with an emphasis on urban issues such as community development, crime, poverty, and racism. The sociology major or minor will be beneficial to students who plan to live or work in an urban area. Students with an undergraduate degree in sociology are prepared for entry level jobs in social service agencies, criminal justice agencies, research organizations, and other positions in the public and private sectors. Students in the criminal justice concentration will be prepared for entry level jobs in corrections, juvenile programs, and law enforcement. The sociology major also prepares students for graduate sociology programs and professional programs such as law school, social work, or international studies.

Major Requirements:

Required School for Social Change courses (See p. xxxx for a description of the SSC curriculum): 12 credits

SSC 100 Seminar on the Self
SSC 110I Social Sciences Theories & Applications
SSC 120 Interpersonal/Relational Seminar
SSC 130 Self in Communities: Local to Global

General Sociology Major
SO 152, SO 405, SO 421, SO 422, SO 455, plus 18 credits from within the major.

CRIMINAL JUSTICE CONCENTRATION:

Students majoring in sociology may also select an area of concentration in criminal justice. In addition to the five required courses for the sociology major (SO 152, SO 405, SO 421, SO 422, SO 455), students take the following required courses: SO 180, SO 190, SO 315.

Criminal justice students also take three courses from the following approved list of electives:

(Note: This list is subject to modification. Check with the sociology advisor for additional courses.)

Support Courses required for both the general major and the criminal justice concentration: MAT 106 or MAT 115 or PY 290 (Statistics)

SOCIOLOGY MINOR

The sociology minor may be of particular interest to students in related fields such as social work, psychology, or education who plan to work in an urban area or whose work requires an understanding of diverse segments of our society. The minor requires SO 152 plus five sociology electives.

CRIMINAL JUSTICE MINOR

A minor in criminal justice is offered through the sociology program. Students in other majors may minor in criminal justice by completing the following program:
Required Courses:
SO 152, SO 180, SO 190, SO 315.

Also select at least three of the following:
SO 185, SO/SW 215, SO/SW 218, SO 325, SO 255, SO 260, SO 285, SO 287, SO 289, SO 312, SO 316I, SO 328, SO 385SL, SO 455 (internship), PY 209, PY 352, and PY 488. (Note: this list is subject to modification. Check with the sociology advisor for additional courses.)

SOCIAL WORK MAJOR

The Bachelor of Social Work (BSW) degree provides a liberal arts foundation with a concentration in social work theory and practice. The BSW program is based on an understanding of generalist practice that prepares students to engage in the person-in-environment concept and to utilize problem solving to intervene with diverse systems of various sizes, including individuals, families, groups, organizations, and communities. Upon completion of selected courses, social work majors must proceed with an application process into the upper level social work requirements. This process must be completed prior to registering for field placement. Every social work major is required to participate in a 500-hour agency-based field placement, as well as a corresponding classroom seminar. The social work program is accredited by the Council on Social Work Education. Social work credit is not given for life or previous work experience.

Major Requirements: 49 credits
SW 104SL Introduction to Social Work
SW 201 Introduction to Social Welfare
SW 204 Theories and Methods of Practice
SW 214 Human Behavior and the Social Environment
SW 216 Communities and Organizations in Praxis
SW 270 Cultural Awareness
SW 301 Social Work Writing Lab
SW 302 Social Work Practice with Individuals
SW 303 Social Welfare Policy
SW 304 Families
SW 305 Group Work
SW 421 Research I
SW 422 Research II
SW 402 Field Placement I
SW 405 Field Seminar I
SW 406 Field Placement II
SW 407 Field Seminar II

Required School for Social Change courses (See p. xxxx for a description of the SSC curriculum): 12 credits
SSC 100 Seminar on the Self
SSC 110I Social Sciences Theories & Applications
SSC 120 Interpersonal/Relational Seminar
SSC 130 Self in Communities: Local to Global

Required Support Courses: [For transfer students: PY 101 and SO 152]. All students are required to take Biological Basis of Behavior 230I and 231(Lab) or an approved biology course, and an approved statistics course.

Major Electives: SW 105SL, SW 218, SW 226SL, SW 279 [Special Topics], SW/CM 350I, SW/CM 351I, SW/PY 382, SW 404I, and SW 415, SW 430, SW 440, SW 488. Other electives may be taken in consultation with advisor.

NOTE: IT IS IMPORTANT FOR STUDENTS WHO ARE CONSIDERING THE PROFESSION OF SOCIAL WORK TO BE AWARE OF THE RULES AND REGULATIONS FOR LICENSING. YOU MAY REVIEW THESE ON THE WEBSITE FOR THE PENNSYLVANIA STATE BOARD OF SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS, AND PROFESSIONAL COUNSELORS. STUDENTS SHOULD CONTACT THE BOARD DIRECTLY FOR MORE INFORMATION. IN ADDITION, STUDENTS MAY BE ASKED TO OBTAIN CHILD ABUSE AND CRIMINAL BACKGROUND CLEARANCES AS PREREQUISITES TO A VOLUNTEER OR FIELD PLACEMENT EXPERIENCE.
MINOR IN BEHAVIORAL HEALTH SERVICE COORDINATION

Prepares human service majors to be competent in addressing needs, service planning, accessing services, monitoring service delivery, resolving problems, and network building and linking. The goal of the minor and concentration is to provide competency-based, recovery-focused education in social work and related fields to enable students to work effectively with consumers and the mental health community by fostering trust and support for recovery. Social work majors can earn a concentration in Behavioral Health Service Coordination instead of a minor.

Requirements:
SW 201 or SW 226SL, SW 216, SW 302, SW 304, SW/PY 404I or SW/PY 382, SW/PY 430, PY 450, and PY 451.

BEHAVIORAL HEALTH SERVICE COORDINATION CONCENTRATION

This Concentration is for Social Work majors only. Take social work requirements plus concentration courses: SW 226SL, SW/PY 382 or SW/PY 404I, SW/PY 430.

CRISIS & TRAUMA CONCENTRATION FOR PSYCHOLOGY AND SOCIAL WORK MAJORS

Studies in the area of Crisis and Trauma provide a foundational focus ranging from immediate crisis assessment, intervention, and management through more specific issues such as child abuse prevention and treatment and partner violence as well as investigating the impact of trauma for individuals and families. The concentration in Crisis and Trauma provides students with a solid foundation in theory and research pertaining to crisis, abuse and trauma.

The concentration requires the following:
Students are required to satisfy the requirements for the major. In addition, they are required to complete the following courses in crisis and trauma: SW 279 The Impact of Trauma (special topics), PY/SW 430 Crisis Intervention, PY/SW 440 Child Abuse and Neglect, and PY/SW 488 Domestic Violence Seminar.

Transfer students may substitute a transfer course for one of the above, but only with the approval of the chair of the Social Work Department or the director of the undergraduate psychology program. A minimum of nine credits in crisis and trauma must be taken at Carlow University.
COMMUNICATION

CM 104   Mass Media and Society
An introduction to the study of the mass communication process and the various industries that constitute the mass media in our society. This course examines the development of each of the major mass media; the social and economic status of each medium today; the function of news, advertising, and public relations; and some basic concepts in communication law and ethics. 3 credits FULFILLS ECONOMICS/POLITICAL SCIENCE LAI REQUIREMENT.

CM 120   Interpersonal Communication
An examination of communication theory and research as it applies to the creation, maintenance, or deterioration of interpersonal relationships. Topics include the creation and negotiation of meaning, identity development, social diversity and cultural influences, verbal/nonverbal messages, perception, conflict, power, self-disclosure, and interaction patterns in friendships, families, and work relationships. The course combines theory application and experiential skill development. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

CM 180 [EN 180]  Journalism Practicum
Students practice newswriting, editing, and crafting other journalistic pieces for the student newspaper. This course provides hands-on experience in all aspects of production of a student newspaper, including design, layout, and editorial practices. 1 credit; may be repeated.

CM 200   Communication Seminar
An introduction to the history and current issues in the study of communication and an exploration of careers in this field. Required of all communication majors. Should be taken at beginning of sophomore year (or upon entry to the major). 1 credit

CM 210   Persuasion
An examination of a variety of persuasive theories that are used by individuals, organizations, advertisers, media, governments, and other institutions to influence thinking and behavior. Students investigate elements of persuasion, and look at how it functions within a variety of private and public contexts. 3 credits

CM 225   Political Communication
An examination of various theories and practices of political communication and the range of contexts within which it occurs. Students explore communication employed by government and political leaders, mass media, lobbyists and interest groups, and individual citizens and citizen publics. The course allows students to analyze numerous examples of political communication such as blogs, speeches, debates, campaign advertisements, political protests, and other communication vehicles. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

CM 232   Organizational Communication
An examination of theory and research as it applies to communication in various types of organizations. Topics include organizational cultures, communication styles associated with different management approaches, gendered communication styles, power and influence, conflict management, and an analysis of the effects of technology on organizational communication. Students apply these theoretical foundations to the creation and analysis of messages. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: CC 100.

CM 236 [WS 236]  Gender Differences in Communication
An examination of gender differences in communication that are sustained by cultures. Students will explore how gender roles are created and perpetuated. They will then examine the ways our interpersonal and social interactions, including our experience with the mass media, influence our probability of success, satisfaction, and self-esteem. In assignments and discussion, students will link theory and research on gender and communication with their personal lives. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

CM 240   Advertising
An introduction to the history, principles, and practice of effective advertising. Students develop strategies for successful campaigns using various media and critically evaluate the ethical, economic, and persuasive effects of advertising. 3 credits

CM 242   Public Relations
An examination of the principles and practice of effective public relations. Students learn to shape information to meet the goals of organizations in reaching diverse publics. Ethical, social, and economic issues are critically examined. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: CC 101.

CM 260 [EN 260]  Writing for Media
An examination of the principles and practice of writing for media. Students gain experience in writing tightly organized, concise, “hard news” stories. Students will learn interviewing and basic investigative skills, and they will practice writing for print and online media sources. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.
CM 290  Professional Presentations
An exploration of the knowledge and skills for effective communication in contemporary organizations at three distinct levels: public presentations, interviews, and group meetings. Students also develop professional-level skills in the creation and use of visuals for a variety of presentation types. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITES: CC 101.

CM 300  Leadership and Team Building
An examination of leadership as the process of managing meanings and influencing others. Students examine the mutually influential leader-follower relationship, competing theories and perspectives of leadership, the process of creating compelling vision, the language of leadership, charisma and communication, and strategies by which leaders motivate, influence, persuade, advocate, address crises, and create change. Also explores team building, the impact of gender/ethnic diversity on leadership, and the role of ethics in leadership. Case studies, discussions, and experiential learning are employed. 3 credits PREREQUISITE: CM 232.

CM 307 (AR 307)  Media Criticism
An introduction to the aesthetic and social analysis of mass media, film, and television through critical writing and discussion. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. MAY FULFILL LINKED REQUIREMENT WITH HS 304L WHEN OFFERED AS CM 307L. PREREQUISITES: CC 100 AND CC 101.

CM/SW 310SL  Youth Media Advocacy Project (YMAP)
The Youth Media Advocacy project intends to provide high school students with the knowledge, skills, and support to use the media to influence policy decisions that impact their lives. Carlow University students meet with high school students to facilitate their work on a media advocacy campaign related to improving their education. Students will garner earned media coverage, create and place high quality paid media such as print ads and radio spots, and distribute media via the Internet. An ultimate goal of the project is to have youth voices heard by the Pittsburgh media and community leaders in order to create change in the schools. See the project website at www.carlow.edu/ymap. 3 credits FULFILLS SERVICE-LEARNING REQUIREMENT.

CM 316I (SO 316I)  Greed and Violence in American Society
An examination of greed and violence in everyday life and across social institutions such as education, the family, business, politics, and religion. In this interdisciplinary course, team-taught by faculty from communication and sociology, theories from both disciplines are studied and applied by students as they seek to understand and explain the very visible and far-reaching incidents of violence and greed in our society. 3 credits FULFILLS INTERDISCIPLINARY REQUIREMENT.

CM 320  Conflict Management
An investigation of theories, research, principles, and practices of conflict management. Topics include: the nature and functions of conflict; types and metaphors; conflict analysis and assessment frameworks; patterns of behavior, styles, strategies, and tactics used in productive and destructive conflicts; facework; power influences; and outcomes such as violence and forgiveness. In addition, third-party interventions including mediation are introduced. The course combines theory application and experiential skill development. 3 credits

CM 330 (EN 330)  Feature Writing
This course examines the principles and practices of feature writing. Students gain experience in interviews, personality profiles, narratives, sidebars, and other forms of “soft news” pieces for publication in print or online. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

CM 350I (SW 350I)  Gender, Race, and Class: Media and Social Change
An analysis of the role the mass media play in developing, sustaining, and challenging stereotypes. Students will explore the impact that media stereotypes have on public policy decisions as they affect groups based on gender, race, and social class. This course is team taught as an interdisciplinary course that integrates perspectives from communication and social work. 3 credits PREREQUISITES: CC 100 AND CC 101. FULFILLS SKILLS INTEGRATION AND INTERDISCIPLINARY REQUIREMENTS.

CM 360  Digital Storytelling
The purpose of this course is to build on skills introduced in CM 260 Writing for Media and to introduce and develop your knowledge and skills in digital storytelling. Students are introduced to the basics of storytelling (narrative), e-publishing, audio and video production as well as the strategic choices involved in the creation and online distribution of digital messages. Ultimately, this course will prepare you to become proficient in digital forms of communication that are essential for 21st Century communication practitioners. 3 credits PREREQUISITE: CM 260.

CM 370  Communication and Health Care
An investigation of the critical role of communication in the diagnosis, treatment, and prevention of illness and the promotion of wellness. Designed for any consumer of health care and/or potential employees in widely diverse health care industry contexts. Topics include: the influence of culturally diverse views of health, illness, and healing on communication patterns; communication strategies for designing, implementing, and evaluating persuasive health campaigns; impact of gender, race, class, and age on health communication; impact of media (news, entertainment, advertising) on health images and awareness; health advocacy methods to empower individual citizens and communities; patient/consumer-provider interactions, and ethical issues in health communication. 3 credits PREREQUISITE: CC 100 AND CC 101.

CM 380  Special Topics in Communication
An analysis of selected topics in communication. The course is organized in any given semester to study particular subject matter or to take advantage of special competence by an individual faculty member. May be repeated for credit as content changes. Credits vary.
CM 400   Independent Study  
An exploration of an area of study in communication which is not already offered as a course. Students design the course with the consent of a faculty member. **Credits vary** PREREQUISITE: JR./SR. STANDING AND PERMISSION REQUIRED PRIOR TO REGISTRATION.

CM 405   Internship  
An on-the-job placement experience with reflection and analysis. Provides students the opportunity to explore, define, and refine areas of interest, as well as apply communication theory and skills in the workplace context. **Credits vary**; may be repeated. PREREQUISITE: JR./SR. STANDING AND PERMISSION REQUIRED PRIOR TO REGISTRATION.

CM 421 (SO 421, SW 421) Research Methods for Social Sciences I  
An interdisciplinary first course in social research methods for students majoring in a social science. Students learn the fundamentals of research design and gain an understanding of a variety of research methods. As a final project, students develop a research proposal. **3 credits** FULFILLS SKILLS INTEGRATION REQUIREMENT.

CM 425   Communication and Social Movements  
A critical rhetorical examination of historical and contemporary social movements that combines political, sociological, and communication approaches to explain social movement activity. Students are presented with a range of theoretical tools, perspectives, vocabularies, and concepts, and then shown those concepts in action with case studies of specific movements. This course examines movements such as the women’s rights, civil rights, anti-war, and environmental movements. **3 credits** PREREQUISITE: CC 100 AND CC 101.

CM 450   Senior Seminar  
A reflection on key areas of communication knowledge and practices. Students develop and present a final work product that demonstrates the knowledge and skills that they have acquired in their communication courses as well as a reflection on how communication study relates to the liberal arts and to contemporary issues. **1 credit** PREREQUISITE: SENIOR COMMUNICATION MAJORS ONLY.

CM 457   Communication Ethics  
An examination of major ethical theories and principles pertaining to interpersonal, organizational, and mass communication. Students focus on a variety of ethical issues and case studies as a method for refining critical thinking and oral/written argumentation skills. Communication ethics literacy, dialogue for understanding, and tolerance in times of disagreement are emphasized. **3 credits** PREREQUISITE: JR./SR. STANDING OR PERMISSION OF THE DEPARTMENT CHAIR.

PITTSBURGH FILMMAKERS (PF) COURSES  
Selected courses in film, video, and photography are scheduled through the Department of Communication. The courses are taken off campus at the Pittsburgh Filmmakers Institute. Requires approval and additional tuition fee.

POLITICAL SCIENCE

POL 101   Introduction to American Government  
An introduction to the variety of components of the American political system. Attention is given to political institutions, their structures and roles, and the exercise of power. Government performance and results, the impact of political decisions on society, and the development of political attitudes will be covered. **3 credits** FULFILLS ECONOMICS/ POLITICAL SCIENCE LAI AND SKILLS INTEGRATION REQUIREMENTS.

POL 120 (WS 120)  Introduction to Leadership and Women  
An exploration of theories, scholarship, and styles related to leadership behavior and skills. Students will recognize, observe, and appreciate styles of leadership, especially among women. Particular emphasis is given to the contributions and changes they make at all levels of their lives for the good of systems of various sizes. **3 credits** FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

POL 180 The History of Political Thought  
An examination of seminal literature and concepts of Western political philosophy, the continuity and innovation that characterize the Western tradition, as well as its relevance to contemporary political problems. The consciousness of the student is examined regarding the complexity of political realities and political thinking. The student is encouraged to think more critically about his or her personal identity within the current political parameters. **3 credits** FULFILLS SKILLS INTEGRATION REQUIREMENT.

POL 209 Introduction to Comparative Politics  
This course surveys government institutions, practices, and politics and explores the role of government in economic and social affairs in developing as well as advanced industrial countries. The course considers the relationship among capitalism, democracy, and economic development and provides an introduction to the comparative method. Examines cross-national comparison to gain insight into political dynamics. **3 credits** FULFILLS GLOBAL REQUIREMENT.
POL 210  Introduction to International Relations
An overview of international history followed by a careful examination and comparison of competing international relations theories. Important structural processes and issues will be examined, as well as contrasting theoretical approaches and questions. Major concepts include war, peace, globalization, human rights, and international law. 3 credits FULFILLS GLOBAL REQUIREMENT.

POL 220  The Structure of Conflict: Local to Global
This course presents an overview of conflict: why we fight and why we are motivated, or not, to seek resolution. The course introduces theories of conflict and examines contested relationships through the framework of culture, gender, power dynamics, and resource allocation. The course integrates a skill-building approach to introduce students to concepts and techniques in the recognition, deconstruction, and resolution of conflict in local and global environments. 3 credits

POL 228 (SO 228, WS 228)  Gender Law and Public Policy
This course analyzes laws, public policies, and practices that have constructed and regulated gender in the public and private sectors, with special attention to employment and education. It examines the historical constructions of gender as a concept in American society, including how and why this concept was institutionalized publicly and privately in various arenas of the U.S. at different historical junctures. The course will conclude with a study of the progress that has been made in dismantling gendered institutions and the challenges that remain. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

POL 230  Foundations of American Political Development
This course focuses on the development of America's institutions: Congress, the presidency, and the courts. The study of American political development is concerned with the nature of political change over time, the path by which we reached our present political state, broad patterns in American politics, and the exceptional nature of American politics and political history compared to that of other capital democracies. A variety of questions relating to periods of American political and constitutional history or political development are pursued. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

POL 240  The Politics of Terrorism
An exploration of related topics such as political culture, social culture, religion, and political organizations and their links to "terrorism." This course will explore the concept of terrorism, the use of violence, the dynamics of war, the political economy of former colonial regimes, dependent economies, and how the world’s distribution of resources affects state nations. 3 credits FULFILLS GLOBAL AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITE: POL 101

POL 250  Applied Politics
This course provides experiential learning opportunities for participation in seminars, workshops, conferences, and other special events on topics of interest to the political science and public policy students. Such experiences include, but are not limited to: PLEN seminars, advocacy days, and leadership conferences. Credits vary

POL 255 (SO 255)  Marriage and Family Law
A survey of the law of family relations, including the law of marriage and annulment, divorce, legitimacy of children, custody, and adoption. The course reviews the formation, maintenance, and dissolution of the family unit, including custody, support, and property rights involving spouses, partners, and children. 3 credits PREREQUISITE: POL 101 OR PERMISSION FROM THE DEPARTMENT CHAIR.

POL 265  Constitutional Law I: U.S. Government and Powers
This course explores major cases and controversies in the interpretation of the U.S. Constitution, Articles I through VI. The course examines the powers and limits of the U.S. Supreme Court and its relationship to other branches [executive and legislative] of the federal government. It considers the federal structure and powers at the national and state levels, with special focus on the question of powers retained by states. 3 credits FULFILLS ECONOMICS/DEPARTMENT LAI REQUIREMENT. PREREQUISITE: POL 101 OR PERMISSION FROM THE DEPARTMENT CHAIR.

POL 287 (SO 287)  Introduction to Public Policy
An analysis of public policy as well as an overview of how citizens identify issues and concerns and influence policy through civic engagement and advocacy efforts. The relationship of public policy legislation to social problems is explored, with attention given to women and other disadvantaged groups. The acquisition of analytical skills necessary to understand, improve, and participate in the policy making process is emphasized. 3 credits FULFILLS ECONOMICS/DEPARTMENT LAI REQUIREMENT. PREREQUISITES: POL 101, AND SO 152.

POL 290I (IT 290I)  Politics and Technology
This course will analyze the new opportunities and challenges that arise at the intersection between politics and technology. In addition to the discussion of the individuals (or stakeholders) to be affected by this interplay between politics and technology, topics will include regulatory aspects in areas such as e-government, data mining, data privacy, telecommunications, and litigation. 3 credits FULFILLS INTERDISCIPLINARY REQUIREMENT.

An exploration of women’s politics and political interest using feminist theories and gender-specific positions that lead to an understanding of what motivates individuals to run for office. Gender-specific concerns and obstacles confronted by women interested in political participation and leadership will be covered. 3 credits FULFILLS ECONOMICS/DEPARTMENT LAI AND INTERDISCIPLINARY REQUIREMENTS.
POL 325 (SO 325) Race, Law and Public Policy
This course will examine laws and public policies that have been constructed to address issues surrounding race in the areas of education, employment, and housing. It analyzes the historical constructions of race as a concept in American society, including how and why this concept was institutionalized publicly and privately in various arenas of the U.S. at different historical junctures. The course includes an examination of the progress that has been made in dismantling radicalized institutions since the Civil Rights era. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

POL 330 American Political Institutions: Congress, the Presidency, and the U.S. Supreme Court
This course will explore the institutions of American government: Congress, the Presidency, and the Supreme Court. The course is designed to provide an analytical and applied understanding of American institutional structures by requiring students to “think politically” and systemically and strengthening essential skills of political action: effective writing and speaking in the context of the processes of political institutions. 3 credits

POL 335 Mock Trial and Court Advocacy
This course provides an opportunity to learn firsthand about the work of attorneys in the courtroom, understand the judicial system, sharpen critical thinking, and refine public speaking ability. Students will explore the fundamental processes of the adversarial system of justice, including the basic rules of trial procedure and evidence. The course will combine mock trial exercises, demonstrations, and class discussion to enable students to develop the skills of advocacy. 3 credits

POL 350 Special Topics
An analysis of selected topics in political science. This course is organized as needed to examine emerging events or timely issues in the discipline or take advantage of special expertise by an individual scholar. May be repeated for credit as content changes. 3 credits

POL 365 Constitutional Law II: Civil Rights and Civil Liberties
This course builds on the development of the Supreme Court’s roles, relationships, and powers by examining the first 10 amendments, with emphasis on the First Amendment freedoms of speech, expression, association, and the clauses with respect to religious freedom. The notion of fair treatment in the justice system is examined through the role of the justices as interpreters of law in American society. 3 credits PREREQUISITES: POL 101, POL 265, OR PERMISSION FROM THE DEPARTMENT CHAIR.

POL 450 Internship
This internship is an experience that demonstrates the integration of theory and application in a political or social setting. In addition, this experience introduces students to career choices and advocacy roles. Open to juniors and seniors. 3 credits PREREQUISITES: POL 101, POL 180, POL 230, POL 287 OR PERMISSION FROM THE DEPARTMENT CHAIR.

PSYCHOLOGY

PY 101 Introduction to Psychology
A survey of the general field of psychology including the fundamental areas of learning, sensation perception, cognition, behavior, motivation, personality, adjustment, and the biological basis of behavior. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

PY 122 Lifespan Development
An examination of the patterns of growth, change, and stability in behavior that occur across the human lifespan. Starting with conception, the course explores the biological, psychosocial, and cognitive theories that help us observe and explain human behavior from life’s beginnings through the end of life. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

PY 203 Personality Theory
Analyses of personality theories with emphasis on understanding and improving behavior are presented. Various ways to cope with and learn from stress and how to foster growth are also explored. 3 credits

PY 205 Child Psychology
An examination of the basic principles and theories of development from conception to middle childhood. Emphasizes social, emotional, and cognitive development. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

PY 206 Adolescent Psychology
A comprehensive investigation of the bio-psycho-social development of the adolescent, with an emphasis on diversity. Major theoretical approaches are presented along with current research. 3 credits

PY 207 Adult Development
An overview of the various problems and possibilities that emerge in adulthood. Main objectives include acquiring a working knowledge of the research and theories of young adulthood, middle age, and the elder years. Topics such as life cycle transitions in sensation, cognition, memory, intimacy, marital states, sexuality, spirituality, mental health, and death and dying are explored. Emphasis is placed on how to cope and grow from adolescence through adulthood. 3 credits

PY 209 Abnormal Psychology
An overview of psychological disorders. Diagnosis, etiology, and modern treatments are explored. A bio-psycho-social perspective is emphasized with special attention given to the Diagnostic and Statistical Manual of Mental Disorders: 4th edition. 3 credits
PY 216/EC 206  Child Development: Ages Six to Nine
This course addresses the physical, cognitive, and psychosocial development of children in grades PreK through four. The student is introduced to major concepts and theories of child development and the scholarship and research that inform these concepts and theories. The course is designed to promote connections between one’s understanding of child development and how that understanding informs those who work with this age group. 3 credits

PY 218 (SO 218, SW 218)  Forensic Treatment and Correction
An exploration of interdisciplinary practices within the correctional environment that present serious challenges to health care professionals who work in the correctional system. This course emphasizes a team approach in providing treatment to forensic consumers as well as the general population of a correctional environment. 3 credits

PY 219  Preadolescent and Early Adolescent Development
This course addresses the physical, cognitive, and psychosocial development of older school-age children and young teens (i.e., grades four through eight). The student is introduced to major concepts and theories of preadolescent and early adolescent development and the scholarship and research that inform these concepts and theories. The course is designed to promote connections between one’s understanding of early adolescent development and how that understanding informs those who work with this age group. 3 credits

PY 230I (BIO 230I)  Biological Bases of Behavior
Biological Bases presents an in-depth focus on neuroanatomy, the nervous system, and other biological processes relevant to human thought and behavior. Students will learn the structure and function of the nervous and endocrine systems, with a specific focus on how biological systems influence psychological functions and vice versa. Students will become familiar with the terminology and research methods of both biology and psychology, and will be introduced to exciting interdisciplinary neuroscience fields. 3 credits PREREQUISITE: PY 101. FULFILLS SOCIAL AND BEHAVIORAL SCIENCES AND NATURAL SCIENCES LAI REQUIREMENT WHEN TAKEN WITH BIO 231.

BIO 231  Basic Human Anatomy and Neurobiology Laboratory
A hands-on laboratory course that covers all human body systems (i.e. skeletal, muscular, cardiovascular, respiratory, digestive, renal, and reproductive) with special emphasis placed on the structure and function of the nervous and endocrine systems. This laboratory course, along with the lecture topics covered in BIO 231I provides a basic understanding of the structure and function of the human body. 1 credit FULFILLS NATURAL SCIENCES LAI REQUIREMENT WHEN TAKEN WITH PY 230I.

PY 265 (WS 265)  Psychology of Women
An overview of theories and current research on the psychological nature of women, specifically related to the adult life cycle of women from adolescence through maturity. Adult female life will be examined with particular emphasis on critical periods of development as these developments affect the emotional life of the modern woman. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

PY 270 (SO 270, SW 270)  Cultural Awareness and Human Services
An introduction to practical social service process stage approach to ethnic and cultural groups. Given our culturally diverse society, intervention practice approaches have universal application to service specific populations. Drawing on cultures as holistic designs for living, insights and strategies for addressing human needs and concerns from a culturally sensitive perspective will be covered. 3 credits FULFILLS GLOBAL REQUIREMENT. PREREQUISITE: SW 104/104SL OR PERMISSION FROM THE DEPARTMENT CHAIR.

PY 280  Cognitive Psychology
An exploration of the basic concepts and contemporary topics in cognitive psychology. Topics to be covered include perception, attention, pattern recognition, consciousness, memory, the representation of knowledge, language, cognitive development, thinking, and artificial intelligence. Traditionally, cognitive psychologists have studied these topics without full consideration of the biological mechanisms underlying each of these areas. In this course we will also examine the current research from within the area of cognitive neuroscience for a better understanding of the role these biological mechanisms play in cognition. 3 credits

PY 285  Introduction to Counseling
An introduction to the basic principles of and various approaches toward counseling. Emphasis on supervised role playing and on how to begin to become therapeutically effective. 3 credits

PY 286I (EN 286I)  The Psychology of Literature
This course explores the connection between psychological concepts and literary texts. Students will examine myths, fairy tales, contemporary fiction, drama, and poetry from literary and psychological perspectives, analyzing parallels between psychoanalytic theory and authors’ characters and, at times, authors’ lives. This interdisciplinary approach encourages students to discover and articulate how psychology and literature reflect the core concepts that define humanity. 3 credits

PY 290  Elementary Statistics
An introduction to the calculation and interpretation of statistics for the behavioral sciences including measures of central tendency, variability, percentiles, correlation, and such inferential techniques as the t-test, chi-square, and analysis of variance. 4 credits PREREQUISITE: CC 102.
PY 306  Research Methods
An examination of the scientific method as it is used in psychology research. The course explores the various aspects of the research process [e.g., experimental design, analysis, scientific report writing] and how to critically evaluate research. PY 306 prepares the student to become a knowledgeable consumer of psychological research with the ultimate goal of conducting research in advanced courses. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PRE- OR COREQUISITE: PY 290.

PY 308  Psychology of the Exceptional Child
A survey of the psychological development of youngsters with physical, social, mental, and emotional deviations. Emphasis on procedures for social, educational, and psychological adjustment. 3 credits PREREQUISITE: PY 205.

PY 315  Psychology of the Exceptional Learner: Ages Six to Nine
This course is a general introduction to the characteristics of exceptional learners ages 6 through 9, and their education. Psychological, sociological, and medical aspects of disabilities and giftedness as well as classroom practices will be emphasized. This course is primarily designed for two audiences: individuals preparing to be general educators, and those preparing to be special educators. Given the current laws, guidelines, and trends in education, regular educators must be prepared to understand the special education population and be ready to work with special educators to provide appropriate educational programming for special needs students ages 6 through 9. 3 credits

PY 320  Qualitative Research Methods
An introduction to the application of qualitative research methods commonly used in psychology and related fields. Students will explore the nature of qualitative research, qualitative research designs, methods for collecting qualitative data, analysis of qualitative results, and the presentation of those findings. Students are expected to apply these skills in class as they conduct studies that illustrate qualitative research methods. A primary focus of the course is that students plan and complete research projects using a qualitative methodology appropriate to address a selected research question. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

PY 325  Experimental Psychology
An examination of present and historical techniques of experimentation in sensation, perception, learning, and higher functions. Individual discovery of methods. 4 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITES: PY 290 AND PY 306.

PY 340  Social Psychology
An exploration of the behavior of the individual in the context of multiple social influences and groups [family, school, neighborhood, and society at large]. Topics include: social perception and cognition; attitude and attitude change; attraction, affiliation and love; pro-social and antisocial behavior; violence and aggression; prejudice and discrimination; and stereotyping, sex roles, and public opinion. 3 credits

PY 350  Senior Seminar
This course invites students to explore the breadth and diversity of inquiry within the field of psychology. Content will focus on the history of the discipline as well as an application of current theory today. A substantial focus will be on students’ career goals and interests, as students engage in activities designed to help students explore information on careers and graduate school. A overarching goal of the course is to familiarize students with past and current trends in the field so that students can make informed decisions about their own career paths. 3 credits

PY 352  Forensic Psychology
An introduction to the science or act of attempting to determine criminal culpability based on an individual’s current level of psychological functioning at the time of an offense. It also focuses on an individual’s psychological functioning relative to criminal acts with which the offender has been charged. 3 credits

PY 380  Family Counseling
An overview of the fundamental concepts of general systems theory from which family therapy has developed. Although principles from other major theories are discussed, the primary theoretical approach taught is communications. The emphasis is on looking at dysfunctional aspects of family systems and observing rigid, repetitive sequences of behavior, the crossing of hierarchical levels of organization, the lack of clear individual and family boundaries, and pathological verbal and nonverbal communication patterns. Family dynamics and stages of family development are discussed as these relate to and influence the individual development of each family member. 3 credits PREREQUISITE: PY 285.

PY 382 (SW 382)  Counseling and Therapy for the Aged, Sick, and Dying
An examination of the contemporary problems of the elderly with special emphasis on crises of illness and bereavement. 3 credits PREREQUISITE: PY 285.

PY 384  Counseling and Therapy for Alcohol and Drug Addiction
An overview of holistic and interdisciplinary approaches is taken toward understanding and treating addictions and ways to foster healthy recovery. Emphases are on diagnostic procedures, etiological understandings, clinical syndromes, and the physical, psychosocial, and spiritual effects on the individuals, family, and society. Pretreatment, treatment, and post-treatment approaches are also explored. 3 credits PREREQUISITE: PY 285.

PY 404I (SW 404I, SO 404I) Death and Dying
A consideration of the current state of social science knowledge of the death and dying experiences of individuals and families. Students explore the individual and family dynamics of death, grief, and bereavement. Death rituals and practices of various belief systems are discussed as well as the belief system and cultural practices of students. Skills and techniques for coping and healing are also reviewed. 3 credits FULFILLS GLOBAL AND INTERDISCIPLINARY REQUIREMENTS.
PY 410  Advanced Research Seminar
Advanced Research Seminar provides students with the opportunity to further develop research skills and apply these skills on independent, supervised, or collaborative research projects. The course is structured as a seminar in which students discuss their various projects while receiving instruction on research design, research ethics, and data analysis. Students in the course can choose to work on an independent project of their own, supervised research with a faculty member, or collaborative research with the course instructor and peers. Student research work will culminate in a paper and/or presentation. 3 credits

PY 430 (SW 430)  Crisis Intervention
An introduction to the various types of crisis situations practitioners may encounter. In addition, the course will offer various techniques and provide presentations on a variety of components needed to assist the student in understanding the concepts of crisis intervention and debriefings. Crisis events can occur in a variety of ways, and how practitioners deal with these events can be the difference between healing and hindrance. Emphasis will be upon a general understanding of the implications of techniques to modify, manage, and cope with crisis situations. 3 credits PREREQUISITE: PY 285.

PY 440 (SW 440)  Child Abuse Prevention and Treatment
This course is designed to familiarize students with child abuse in its multiple forms. Students will have the opportunity to learn the many signs and symptoms of child maltreatment that manifest in both childhood and adulthood, and will investigate poisonous pedagogy, open/closed family systems, and the impact of shame on lives. Students will have an opportunity to gain an in-depth understanding of the types of child abuse as well as the signs and behaviors associated with each type. 3 credits

PY 450/451  Field Placement
An opportunity for students to apply basic psychological principles to field work with physically, mentally, and socially disabled children and adults in local rehabilitation, social service, and educational facilities. Credits vary

PY 488  Domestic Violence Seminar
An overview of the knowledge and skills needed to understand abuse in relationships. Students will study the dynamics of domestic violence, counseling techniques, legal ramifications, and referral sources. Competencies developed in this course can be usefully applied when assisting battered women and their children. 3 credits PREREQUISITE: PY 285.

PY 490  Supervised Research Project
The purpose of PY 490 Supervised Research Project is to allow our upper-level psychology major the opportunity to further develop his or her research skills. To that end, the student works with a faculty member to develop a research project. This project requires the student to identify a topic, complete a review of the salient literature, propose a research question or hypothesis, and conduct a study designed to examine or test that research question or hypothesis. The student works in collaboration with the faculty member throughout the project. 3 credits

SOCIOLOGY

SO 104SL (SW 104SL)  Introduction to Social Work
An introduction to social work as a profession, its historical development, and current practice settings. The course focuses on the history, philosophy, and structure of social movements, social policy, and social services in the United States. Emphasis is placed on critical thinking as it applies to professional values and ethics, and areas of practice. This course is required for social work majors but is also applicable for students from related fields who want to explore the history and structure of social services and social work. Students are required to complete a 40-hour service-learning experience. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI AND SERVICE-LEARNING REQUIREMENTS.

SO 151  Culture and Society
An introduction to cultural anthropology. Students examine a variety of cultural settings and study how cultures work, change, and meet human needs. 3 credits

SO 152  Introduction to Sociology
A general survey of sociological concepts aimed at a basic understanding of modern society and its complexities. Culture, society, and individuals are studied within the framework of social institutions. The emphasis is on the interaction between the individual and society. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

SO 180  Introduction to Criminology
An introduction to the field of criminology that covers the concept of law, the measurement of crime, theories explaining criminal behavior, types of crime, the United States criminal justice system, the police, and the courts. 3 credits

SO 185 (CHM 185)  Introduction to Forensic Science
An introduction to the use of science and the scientific method in law and criminal justice. Designed primarily for criminal justice or science majors. Includes techniques from chemistry, biology, physics, and geology that are useful for evaluating crime-scene evidence. Topics include chemical analysis, microscopic analysis, fiber analysis, drug analysis, DNA analysis, blood analysis, and others. Three hours of integrated lecture and lab each week. Basic mathematics is used. 3 credits

SO 187  Law Enforcement in the 21st Century
An overview of law enforcement agencies and their roles in society with an emphasis on current issues facing police departments and other agencies. 3 credits

SO 190  Deviant Behavior in American Society
An exploration of definitions of deviance in contemporary society. Also considers variations in defining deviance over time. Emphasis is on understanding theories that explain deviant behavior. 3 credits
SO 201 (SW 201) Introduction to Social Welfare
An exploration of the historical development of social welfare policies, the relationship of policy to social welfare programs and service, and social work values. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

SO 214 (SW 214) Human Behavior and the Social Environment I
An introduction to theories of human behavior related to how personality, environment, and culture interact with one another to shape the individual. The life cycle of individuals is reviewed in the context of families, groups, and larger social systems including the cultural, social, and physical environment. This knowledge is useful to social workers and other practitioners in dealing with problem situations, whether created by individuals or by environmental factors. 3 credits PREREQUISITES: SW 104/104 SL, PY 101, OR PERMISSION FROM THE DEPARTMENT CHAIR.

SO 215 Family and Society
An overview of the family as a social institution. The emphasis is on diversity in families in our own society and across cultures. Topics include marriage, parenthood, aging and widowhood, and problems within the family such as poverty and violence. 3 credits FULFILLS SOCIAL AND BEHAVIORAL SCIENCES LAI REQUIREMENT.

SO 216 (SW 216) Human Behavior and the Social Environment II
A continuation of HBSE I (SO/SW 214) that explores theories of human behavior in groups, organizations, and communities. A social work ecosystems perspective is combined with sociology and group psychology theories that promote a working knowledge of the operation and impact of macro systems on human behavior. Primary consideration is given to concepts of empowerment, diversity, population-at-risk, and the promotion of social and economic justice. 3 credits PREREQUISITES: SW 214 (FOR SOCIAL WORK MAJORS), BIO 157, AND PY 101.

SO 218 (PY 218, SW 218) Forensic Treatment and Correction
An exploration of interdisciplinary practices within the correctional environment that present serious challenges to health care professionals who work in the correctional system. This course emphasizes a team approach in providing treatment to forensic consumers as well as the general population of a correctional environment. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

SO 325 (POL 325) Race, Law and Public Policy
This course will examine laws and public policies that have been constructed to address issues surrounding race in the areas of education, employment, and housing. It analyzes the historical constructions of race as a concept in American society, including how and why this concept was institutionalized publicly and privately in various arenas of the U.S. at different historical junctures. The course includes an examination of the progress that has been made in dismantling radicalized institutions since the Civil Rights era. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

An interdisciplinary examination of issues of gender in U.S. society and across other cultures. The basis of gender differences is explored, and then the course examine a number of aspects of society and culture—economics, politics, families, education, communication, and religion—in terms of gender differences. 3 credits FULFILLS WOMEN’S STUDIES LAI, GLOBAL, AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITE CC 100, CC 101, AND CC 102.

SO 251S (WS 251S) Cross-Cultural Perspectives on Child-Rearing and Child Care
This course is a cross-cultural examination of child rearing and child care that focuses on contemporary societies ranging from developing countries to highly industrialized societies. The course also considers cross-cultural variations, practices, and a critical examination of the adequacy of child rearing and child care in American society. 3 credits FULFILLS WOMEN’S STUDIES LAI, GLOBAL, AND SKILLS INTEGRATION REQUIREMENTS.

SO 255 (POL 255) Marriage and Family Law
A survey of the law of family relations, including the law of marriage and annulment, divorce, legitimacy of children, custody, and adoption. The course reviews the formation, maintenance, and dissolution of the family unit, including custody, support, and property rights involving spouses, partners, and children. 3 credits PREREQUISITE: POL 101 OR PERMISSION FROM DEPARTMENT CHAIR.

SO 260 Urban Community
An examination of theories about how cities developed and function and the importance of cities in today’s world. We consider the development of U.S. urban centers as well as others throughout the world. The course also focuses on social life and social problems within cities. Pittsburgh is used as an example throughout this course. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT.

SO 270 (PY 270, SW 270) Cultural Awareness and Human Services
An introduction to a practical social service process stage approach to ethnic and cultural groups. Given our culturally diverse society, intervention practice approaches have universal application to service-specific populations. Drawing on cultures as holistic designs for living, insights and strategies for addressing human needs and concerns from a culturally sensitive perspective will be covered. 3 credits FULFILLS GLOBAL REQUIREMENT. PREREQUISITE: SW 104/104SL OR PERMISSION FROM THE DEPARTMENT CHAIR.

SO 285 Victims of Crime
An interdisciplinary seminar focusing on the victims of crimes, with an emphasis on understanding victims’ responses, restorative justice programs, and services for victims of crime. 3 credits
SO 287 (POL 287) Introduction to Public Policy
An analysis of public policy as well as an overview of how citizens identify issues and concerns and influence policy through lobby and advocacy efforts. The relationship of public policy legislation to social problems is explored, with attention given to women and other disadvantaged groups. The acquisition of analytical skills necessary to understand, improve, and participate in the policy making process is emphasized. 3 credits FULFILLS ECONOMICS/ POLITICAL SCIENCE LAI REQUIREMENT. PREREQUISITE: SO 152 OR SW 104/104SL.

SO 289 Evidence and Procedures
A course on the rules of evidence and procedures for reporting and presenting evidence in the criminal justice system. 3 credits

SO 310 (WS 310) Women and Work
This course examines the experiences of women in paid and unpaid work. Women comprise a significant and growing portion of the labor force. Their positions and experiences are very diverse and rooted in the specific historical and social contexts in which they live and work. The course begins with an overview of gender in society and the structure of the United States economy. It will examine the history of women’s employment and women’s current status in the workforce. A significant portion of the semester will be devoted to women in poverty and low-wage work. The course will conclude with an exploration of the strains associated with women’s professional work experiences. 3 credits FULFILLS WOMEN’S STUDIES LAI AND SKILLS INTEGRATION REQUIREMENTS.

SO 312 Poverty and Related Social Problems
An examination of poverty and other social problems which may include homelessness, teen pregnancy, alcoholism, racism, sexism, ageism, domestic violence and other violence against women, drug abuse, gang behavior, and urban violence. 3 credits

SO 315 Juvenile Delinquency
An analysis of the history of the control and prevention of juvenile delinquency. The course includes an overview of the nature and extent of juvenile delinquency, theories about delinquency, an examination of the justice system, and procedures for juveniles in this system. 3 credits

SO 316I (CM 316I) Greed and Violence in American Society
An examination of greed and violence in everyday life and across social institutions such as education, the family, business, politics, and religion. In this interdisciplinary course, team-taught by faculty from communication studies and sociology, theories from both disciplines are studied and applied by students as they seek to understand and explain the very visible and far-reaching incidents of violence and greed in our society. 3 credits FULFILLS INTERDISCIPLINARY REQUIREMENT.

SO 317I (NU 317I) Health Care from a Global Perspective
An overview of health from a global perspective synthesizing the theory and practice of international health. The concepts of culture, globalization, and global stratification provide the framework for consideration of global health issues. 3 credits

SO 228 (POL 228, WS 228) Gender Law and Public Policy
This course analyzes laws, public policies, and practices that have constructed and regulated gender in the across public and private sectors, with special attention to employment and education. It examines the historical constructions of gender as a concept in American society, including how and why this concept was institutionalized publicly and privately in various arenas of the U.S. at different historical junctures. The course will conclude with a study of the progress that has been made in dismantling gendered institutions and the challenges that remain. 3 credits FULFILLS WOMEN’S STUDIES LAI REQUIREMENT.

SO 365 Global Society
This course examines global social interaction. Questions concerning the interactions among societies and benefits and problems arising from globalization are explored. Also, the impact of global relations on the social sciences is discussed. 3 credits FULFILLS GLOBAL AND SKILLS INTEGRATION REQUIREMENT.

SO 385SL Inequalities of Race and Class
This course will focus on ways in which our society constructs racial and social class differences which in turn lead to disadvantages with respect to resources and opportunities. The course is usually offered as a service learning course. The site for the service learning component is the Manchester Craftsman’s Guild, a community arts center that provides urban students with programs designed to address these disadvantages. Carlow students engage with high school students at Manchester Craftsman’s Guild through a mentoring experience. 3 credits FULFILLS SERVICE-LEARNING REQUIREMENT.

SO 404I (PY 404I, SW 404I) Death and Dying
A consideration of the current state of social science knowledge of the death and dying experiences of individuals and families. Students explore the individual and family dynamics of death, grief, and bereavement. Death rituals and practices of various belief systems are discussed as well as the belief system and cultural practices of students. 3 credits FULFILLS GLOBAL AND INTERDISCIPLINARY REQUIREMENTS.

SO 405 Contemporary Sociological Theory
This course is an overview of contemporary sociological theory in the conflict, functionalist, and microinteractionist traditions. Students learn how to read theory from primary and secondary sources and develop an understanding of theory building throughout the course. Emphasis throughout the course is on the connection between theory and observation of social life. 3 credits
SO 421 [CM 421, SW 421]  Research Methods for Social Sciences I
An interdisciplinary first course in social research methods for students majoring in a social science. Students learn the fundamentals of research design and gain an understanding of a variety of research methods. As a final project, students develop a research proposal. 3 credits Fulfills Skills Integration Requirement.

SO 422 [SW 422]  Research Methods II
An applied course designed for students to gain field experience in social science research. Students complete a comprehensive research project in the field using the research design created in SO 421. 3 credits Fulfills Skills Integration Requirement. Prerequisite: SO 421, MAT 106 or MAT 115 or PY 290

SO 455  Internship
This internship provides on-the-job placement experience and is open to junior or senior students. Prior to registration, students must discuss the internship with their advisor. Pass/Fail only. 3 credits

SOCIAL WORK

SW 104SL [SO 104SL]  Introduction to Social Work
An introduction to social work as a profession, its historical development, and current practice settings. The course focuses on the history, philosophy, and structure of social movements, social policy, and social services in the United States. Emphasis is placed on critical thinking as it applies to professional values and ethics, and areas of practice. This course is required for social work majors but is also applicable for students from related fields who want to explore the history and structure of social services and social work. Students are required to complete a 40-hour service-learning experience. 3 credits Fulfills Social and Behavioral Sciences LAI and Service-Learning Requirements.

SW 105SL  Service-Learning
Students engage in various supervised service learning activities that provide opportunities to make meaningful contributions to the community. 1 credit Fulfills Service-Learning Requirement.

SW 201 [SO 201]  Introduction to Social Welfare
An exploration of the historical development of social welfare policies, the relationship of policy to social welfare programs, the delivery of social support services needed to fulfill basic human needs, and social work values. 3 credits Fulfills Skills Integration Requirement.

SW 204  Theories and Methods of Practice
Designed to introduce students to theoretical and practical knowledge that will become a foundation for the entry-level professional. Topics covered include social work values, assessment, confidentiality, and contemporary theories in social work as they relate to practice with client systems. Basic psychopathology is reviewed in relation to current methods used in treatment. Students will gain an understanding of the theories behind various methods and techniques and continue to build upon them as life-long learning takes place. In addition, skill-building sessions are included as a key component of the course in order for students to experience the learning process from both the knowledge and practice levels. 3 credits Prerequisite: SW 104/104SL or PY 101, or permission from the Department Chair.

An introduction to theories of human behavior related to how personality, environment, and culture interact with one another to shape the individual. The life cycle of individuals is reviewed in the context of families, groups, and larger social systems including the cultural, social, and physical environment. This knowledge is useful to social workers and other practitioners in dealing with problem situations, whether created by individuals or by environmental factors. 3 credits Prerequisites: SW 104/104SL, PY 101, or permission from the Department Chair.

SW 216  Communities, Organizations, and Groups: Theory and Praxis
This course explores human behavior in groups, organizations, and communities to achieve a theoretical, conceptual, and practical understanding of the workings of the macro social environment. An ecosystems perspective is combined with sociology and group psychology theories that promote a working knowledge of the operation and interrelatedness of macro systems and human behavior. Primary consideration is given to concepts of empowerment, diversity, populations-at-risk, and the promotion of social and economic justice at the local, national, and global levels. 3 credits Fulfills Skills Integration Requirement. Prerequisites: SW 214 or permission from the Department Chair.

SW 218 [PY 218, SO 218]  Forensic Treatment and Correction
An exploration of interdisciplinary practices within the correctional environment that present serious challenges to health care professionals who work in the correctional system. This course emphasizes a team approach in providing treatment to forensic consumers as well as the general population of a correctional environment. 3 credits Fulfills Skills Integration Requirement.

SW 226SL  Networking in the Community
An exploration of the community resources and services that are available to social workers and the populations they serve. Students will be required to spend time at agency settings in order to better understand the service delivery system and its impact on people. 3 credits Fulfills Service-Learning Requirement.
SW 270 [PY 270, SO 270] Cultural Awareness and Human Services
An introduction to a practical social service process stage approach to ethnic and cultural groups. Given our culturally diverse society, intervention practice approaches that have universal application to service specific populations will be emphasized. Drawing on cultures as holistic designs for living, insights and strategies for addressing human needs and concerns from a culturally sensitive perspective will be covered. 3 credits FULFILLS GLOBAL REQUIREMENT. PREREQUISITE: SW 104/104SL OR PERMISSION FROM THE DEPARTMENT CHAIR.

SW 301 Social Work Writing Lab
Individualized and small group assignments will provide students with supplemental instruction and academic support as they plan writing assignments for SW 302 Social Work with Individuals, explore the professional writing process, and strengthen writing and critical thinking skills. 1 credit COREQUISITE: SW 302.

SW 302 Social Work with Individuals
An exploration of the basic knowledge, values, and skills of the profession of social work. The student becomes familiar with theoretical knowledge, develops basic interviewing skills, and utilizes value clarification to understand what is involved in effective, ethical social work practice and case management in a diverse society. (Micro practice course). May be taken by non-social work majors with permission of the instructor. 3 credits PREREQUISITES: SW 104/104SL.

SW 303 Social Welfare Policy and Analysis
The historical, economic, social, and political facets of policies are examined from the social work practitioner perspective. Policies as society’s response to human social problems will be analyzed and discussed for their immediate and long-range implications. Special attention will be given to governmental entities and non-profit organizations that address social problems through service provisions. Each student will analyze in-depth one social welfare policy. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: SW 201 PERMISSION FROM DEPARTMENT CHAIR.

SW 304 Social Work with Families
An enhancement of the application of knowledge and skills of generalist social work practice designed to enhance the skills introduced in SW 301 and 302. Discussion and simulation of assessment, intervention, and practice with families is emphasized. (Mezzo practice course). 3 credits PREREQUISITES: SW 104/104SL, SW 302.

SW 305 Social Work with Groups
An enhancement of the application of knowledge and skill of generalist social work practice and is designed to build upon SW 302. Discussion and simulation of practice with educational, support, task, and therapeutic groups is emphasized. 3 credits PREREQUISITES: SW 301 AND 302 OR PERMISSION FROM THE DEPARTMENT CHAIR.

SW 306 Social Work with Children
An enhancement of knowledge and skills of generalist social work practice and is designed to build upon SW 302. Discussion and simulation of practice with educational, support, task, and therapeutic groups is emphasized. 3 credits PREREQUISITES: SW 301 AND 302 OR PERMISSION FROM THE DEPARTMENT CHAIR.

SW 307 Social Work with the Elderly
SW 307 [PY 307, SO 307] Social Work with the Elderly
An enhancement of the knowledge and skills of generalist social work practice and is designed to build upon SW 302. Discussion and simulation of practice with educational, support, task, and therapeutic groups is emphasized. 3 credits PREREQUISITES: SW 301 AND 302 OR PERMISSION FROM THE DEPARTMENT CHAIR.

SW 350I (CM 350I) Gender, Race, and Class: Media and Social Change
An analysis of the role the mass media play in developing, sustaining, and challenging stereotypes. Students will explore the impact that media stereotypes have on public policy decisions as they affect groups, based on gender, race, and social class. This course is team taught as an interdisciplinary course that integrates perspectives from communication and social work. 3 credits PREREQUISITES: CC 100 AND CC 101. FULFILLS SKILLS INTEGRATION AND INTERDISCIPLINARY REQUIREMENTS.

SW 351I (EN 351I) Literature and Public Policy
This interdisciplinary course examines the relationship between authors whose works inspired or reflected social justice activism and public policy changes in the 19th and 20th centuries. The interdisciplinary approach of the literary materials and social work perspectives is integrated into students’ readings, research, and collaborative in-class projects. Students read and analyze fiction, such as Maggie: Girl of the Streets; drama, such as A Raisin in the Sun; and music, such as “Strange Fruit.” 3 credits FULFILLS LITERARY ARTS AND SOCIAL/BEHAVIORAL SCIENCE LAI, INTERDISCIPLINARY, AND SKILLS INTEGRATION REQUIREMENTS.

SW 352 Social Work with the Aged, Sick, and Dying
An examination of the contemporary problems of the elderly with special emphasis on crises of illness and bereavement. 3 credits PREREQUISITE: PY 285.

SW 400 Independent Study
An exploration of an area of study in social work which is not already offered as a course. Students design the course with the consent of a faculty member. Credits vary

SW 402 Field Placement I
This is a supervised field placement in a selected human service agency that allows the student to integrate theory with micro, mezzo, and macro practice. Only social work majors who have been fully admitted to the social work program may register for this course. The field placement sequence should be the final course sequence. 5 credits PREREQUISITES: SW 302, SW 304, AND SW 305. COREQUISITE: SW 405.

SW 404I (SO 404I, PY 404I) Death and Dying
A consideration of the current state of social science knowledge of the death and dying experiences of individuals and families. Students explore the individual and family dynamics of death, grief, and bereavement. Death rituals and practices of various belief systems are discussed as well as the belief system and cultural practices of students. 3 credits FULFILLS GLOBAL AND INTERDISCIPLINARY REQUIREMENTS.
SW 405  Field Placement Seminar I  
A seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theory. Concurrent enrollment in SW 402. Only social work majors who have been fully admitted to the social work program may register for this course. The field placement sequence should be the final sequence that students take. 3 credits  COREQUISITE: SW 402.

SW 406  Field Placement II  
This is the second in a two part sequenced field placement series. The field placement is designed to develop students’ advanced skills and increase competence in utilizing skills acquired in SW 405. Concurrent enrollment in SW 407 is required. Only social work majors who have been fully admitted to the social work program may register for this course. The field placement sequence should be the final sequence that students take. 5 credits  COREQUISITE: SW 407.

SW 407  Field Placement Seminar II  
A seminar designed to advance a student’s integration of theory with practice via the field experience in SW 406. Concurrent enrollment in SW 406. Only social work majors who have been fully admitted to the social work program may register for this course. The field placement sequence should be the final sequence that students take. 1 credit  PREREQUISITES: SW 402, SW 405. COREQUISITE: SW 406.

SW415 (WS 415)  Women, Work and Well-Being  
This course explores the history of women and work through a series of case studies. Gender roles, race and ethnicity and socioeconomic factors will be considered in discussion. It also looks at the impact of the work environment on the well-being of women. 3 credits

SW 421 (CM 421, SO 421)  Research Methods for Social Sciences I  
An interdisciplinary first course in social research methods for students majoring in a social science. Students learn the fundamentals of research design and gain an understanding of a variety of research methods. As a final project, students develop a research proposal. 3 credits  FULFILLS SKILLS INTEGRATION REQUIREMENT.

SW 422 (SO 422)  Research Methods II  
An applied course designed for students to gain field experience in social science research. Students complete a comprehensive research project in the field using the research design created in SW 421. 3 credits  FULFILLS SKILLS INTEGRATION REQUIREMENT.  PREREQUISITE: SW 421, MAT 106 OR MAT 115 OR PY 290. THE RESEARCH SEQUENCE SHOULD EITHER BE TAKEN PRIOR TO FIELD PLACEMENT OR CONCURRENT WITH FIELD PLACEMENT.

SW 430 (PY 430)  Crisis Intervention  
An introduction to the various types of crisis situations practitioners may encounter. In addition, the course will offer various techniques and provide presentations on a variety of components needed to assist the student in understanding the concepts of crisis intervention. Crisis events can occur in a variety of ways and, as practitioners, how we deal with these events can make the difference between healing and hindrance. Emphasis will be upon a general understanding of the implications of techniques to modify, manage, and cope with certain crisis situations. 3 credits  FULFILLS SKILLS INTEGRATION REQUIREMENT.
MAJORS

EARLY CHILDHOOD EDUCATION (PREK-4)
EARLY DEVELOPMENT AND LEARNING
MIDDLE LEVEL EDUCATION (4-8)

CERTIFICATION PROGRAMS

ART EDUCATION (K–12)
EARLY CHILDHOOD EDUCATION (PREK–4)
MIDDLE LEVEL EDUCATION (4–8) IN SPECIFIC SINGLE CONTENT OPTION AREAS:
   — ENGLISH/LANGUAGE ARTS
   — MATH (PENDING PDE APPROVAL)
   — SCIENCE
   — SOCIAL STUDIES
MIDDLE LEVEL EDUCATION (4–8) IN SPECIFIC DUAL CONTENT OPTION AREAS:
   — ENGLISH/LANGUAGE ARTS AND SCIENCE
   — SOCIAL STUDIES AND SCIENCE
   — ENGLISH/LANGUAGE ARTS AND MATH
   — SOCIAL STUDIES AND MATH
   — SCIENCE AND MATH
SECONDARY EDUCATION CERTIFICATION (7–12) IN SPECIFIC CONTENT AREAS:
   — BIOLOGY
   — CHEMISTRY
   — ENGLISH
   — GENERAL SCIENCE
   — MATHEMATICS
   — SOCIAL STUDIES
SPECIAL EDUCATION (WHEN COMBINED WITH EARLY CHILDHOOD, MIDDLE LEVEL, OR SECONDARY EDUCATION)
   — SPECIAL EDUCATION CERTIFICATION (PREK–8)
   — SPECIAL EDUCATION CERTIFICATION (7–12)
SCHOOL OF EDUCATION

EDUCATION OVERVIEW

The School of Education offers programs of study that prepare candidates for teaching in early childhood, middle level, and secondary settings, as well as programs for teaching PreK–8 and 7–12 in special education and K–12 in art education. It offers graduate level teacher certification in art education, early childhood, special education PreK–8 and 7–12, and secondary education 7-12.

Additionally, the graduate programs offer school principal certification, early childhood supervisory certification, and elementary and secondary school counselor certification.

SCHOOL OF EDUCATION MISSION STATEMENT

The mission of Carlow University School of Education is to nurture and support current and future scholar-practitioners who are reflective in action, capable of creating and serving in high-performance learning environments, and who support and respect the dignity and diversity of all learners.

At Carlow University, all teacher education curricula are designed to support the realization of the mission of the University. Both the required liberal arts and the professional sequence challenge teacher candidates “to think clearly and creatively.” The focus on respect for the learner calls for teachers who are not only knowledgeable but also humane, aware, sensitive, responsible, and trustworthy. Through both course and field experiences, candidates have the opportunity to “discover and to challenge or affirm cultural and aesthetic values,” values often different from their own. The ability to “respond sensitively to God and others and to render competent and compassionate service in personal and professional life” should be an outcome of the whole program as the teacher candidates mature in their chosen profession. Teaching, as a profession, calls for continual personal and professional development. Teacher candidates are encouraged from their introductory courses and experiences to discover and to pursue areas of particular interest and need that will allow them to enrich their learning experiences and the learning experiences of their students.

PROGRAM OUTCOMES

With the advice and support of the faculty of the School of Education, the prospective teacher will:

- Develop a program of studies from the liberal arts core that provides a meaningful and comprehensive basis for reaching specific goals as an educator;
- Construct knowledge and develop skills pertinent to a particular major field of concentration that can dynamically enrich the professional preparation of the student;
- Develop an understanding of self as a responsible and responsive individual member of a complex society;
- Continue to develop the personality traits of adaptability, integrity, loyalty, understanding, consideration, cooperation, initiative, creativity, good judgment, pride in accomplishment, and acceptance of individual differences;
- Acquire theory fundamental to the wide variety of teaching-learning processes and engage in ongoing critical analysis and evaluation of theory’s relationship to practice;
- Demonstrate techniques and strategies inherent in the teaching-learning process appropriate to the individual area or level of specialization;
- Analyze the methods and develop the skills necessary to diagnose learning needs and to manage the educational problems of learners from diverse cultures as well as those who are educationally challenged;
- Engage in a sequence of field placements and student teaching experiences that provide an opportunity to demonstrate the development of competencies under appropriate supervision;
- Begin to formulate a professional identity through participation in professional activities associated with the school, community, and related social agencies or through membership in professional organizations;
- Relate theory to practical experience through early and continuous fieldwork. Field placement begins with observation and continues through exploration and pre-student teaching with individual students, small groups, and whole class instruction.
Students who wish to teach at the secondary level should complete a major in the content area of their interest as well as a major or strong minor in a second area of interest.

**ADMISSION TO THE PROGRAMS**

To be fully admitted to the School of Education, students must have the following:

- 48 credits
- A GPA of 3.0
- Two college math courses
- Two college English courses (one literature and one composition)

**FIELD EXPERIENCE REQUIREMENTS**

- Appropriate and current health clearances, criminal history background checks, child abuse history clearance, federal criminal history records (CHRI)

**STUDENT TEACHING REQUIREMENTS**

To be accepted for student teaching, students must have:

- A GPA of 3.0
- Appropriate and current health clearances, criminal history background checks, child abuse history clearance, federal criminal history records (CHRI)
- A completed student teaching application

**CERTIFICATION REQUIREMENTS**

All candidates for certification must maintain a minimum cumulative GPA of 3.0. A teacher candidate who has not met this minimum academic level will not be placed in student teaching. Students must earn a C or higher in all major courses. If students earn C or below in a major course, they will have to retake the course.

The Pennsylvania Department of Education has approved the instructional programs in each area of certification. Students completing these approved programs must pass the required Pennsylvania Educator Certification Tests (PECT) or PRAXIS II examinations for their certification areas. These examinations are required for every person applying for Pennsylvania certification, no matter where that person has completed a teacher preparation program. Students who plan to teach in states other than Pennsylvania should ascertain testing and other special requirements in those states no later than their junior year at Carlow.

All students are responsible for applying for Pennsylvania Level I instructional certification upon completion of the Carlow University program and passing the required examinations. The student must pay all fees for certification. Any questions regarding testing and certification should be directed to the School of Education Certification Office.
ART EDUCATION CERTIFICATION

Art teachers are prepared to teach children from kindergarten through grade 12. Students major in art complete a professional sequence in art education.

Requirements:

Art Sequence for Art Education Certification:

EARLY CHILDHOOD EDUCATION MAJOR/CERTIFICATION

The Early Childhood Education program at Carlow University focuses on educating children from birth to grade four in any context—school, family, or community. As a signature mark of the program, students learn how to honor diversity and form strong inclusive relationships between child and caregiver/teacher. They learn that a child’s environment needs to be rooted in trust; physically and psychologically safe. They learn that the caregiver/teacher relationship needs to be collaborative and characterized by advocacy for the child. Principles of child development and constructivist approaches to learning ground the program along with the belief that strong relationships among the child, family, and community form a healthful child who has the necessary foundation to succeed in a 21st century and beyond.

The program uses the National Association for the Education of Young Children (NAEYC) guidelines for ethical behavior to demonstrate professionalism. Competencies for early childhood education are based on current research and child development theory, NAEYC standards and guidelines, and the pedagogy of relationship.

Major Requirements:
EC 200, EC 201, EC 206, EC 207, EC 303, EC 304, EC 307, EC 311, EC 313, EC 318, EC 325, EC 401SL, EC 403, EC 406, EC 407, ED 200, ED 305, ED 307, ED 312, ED 370, SPED 230, SPED 332, SPED 450, and two math (quantitative reasoning and MAT 110 or higher) and two English courses (one composition course and one literature course).

EARLY DEVELOPMENT AND LEARNING MAJOR (WITHOUT TEACHING CERTIFICATION)

The Early Development and Learning program follows the Early Childhood Education program with the exception of the student teaching experience. Early development and learning majors take part in an internship. Students of this major are not eligible for teaching certification.

The Early Childhood Education program at Carlow University focuses on educating children from birth to grade four in any context—school, family, or community. As a signature mark of the program, students learn how to honor diversity and form strong inclusive relationships between child and caregiver/teacher. They learn that a child’s environment needs to be rooted in trust; physically and psychologically safe. They learn that the caregiver/teacher relationship needs to be collaborative and characterized by advocacy for the child. Principles of child development and constructivist approaches to learning ground the program along with the belief that strong relationships among the child, family, and community form a healthful child who has the necessary foundation to succeed in a 21st century and beyond.

The program uses the NAEYC guidelines for ethical behavior to demonstrate professionalism. Competencies for early childhood education are based on current research and child development theory, NAEYC standards and guidelines, and the pedagogy of relationship.
MIDDLE LEVEL EDUCATION MAJOR/CERTIFICATION

The Middle Level Education program prepares prospective teachers of 10- to 14-year-old students, grades four through eight, in the content areas of English/language arts, social studies, science, and math. They will become experts in the development of young adolescents and apply this knowledge in numerous field experiences beginning with observation and progressing to planning and teaching small groups and whole classes. Teacher candidates will have a thorough knowledge of their chosen subject area, pedagogy, and the interrelationships among the subject disciplines. As they learn to become life-long learners, they learn to inspire life-long learning in students. They will learn to plan, teach, and assess student work using a variety of strategies. Teacher candidates will learn to use technology for planning, instruction, and assessment. The field experiences will provide prospective middle level teachers opportunities with diverse learners. These experiences will enrich their developmental knowledge and understanding of the purpose and organization of middle schools.

REQUIREMENTS FOR EVERY MIDDLE LEVEL EDUCATION MAJOR

Professional Core Courses:

Methods Courses:
EDML 321SL, EDML 323.

Student Teaching:
EDML 424, EDML 425, EDML 426, EDML 427.

Major Content Concentrations—(Choose a Category: One Content Area or Two Content Areas)
If students choose one content area, they will take 30 credits in that content and 12 credits in the other content areas. Example: English/language arts—30 credits; science—12 credits, social studies—12 credits, science—12 credits, and math—12 credits.

The choices are:

- English/Language Arts
- Science
- Social Studies
- Math

If students choose two content areas, they will take 21 credits in each of those contents and 12 credits in the other content areas. Example: English/language arts and science—21 credits in each, and social studies—12 credits, and math—12 credits.

The choices are:

- English/Language Arts and Science
- Social Studies and Science
- English/Language Arts and Math
- Social Studies and Math
- Science and Math
SECONDARY EDUCATION CERTIFICATION

Secondary teachers are prepared to teach one or more content areas to students in grades 7 through 12. Teacher candidates major in the content area they wish to teach—Biology, Chemistry, English, General Science, Mathematics, or Social Studies—and are encouraged to prepare themselves in a second teaching area.

Requirements:
Major program determined by content program coordinator.

Professional Sequence:

Recommended Electives:
Selected core and elective courses that will strengthen the general knowledge of the teacher candidate.

SPECIAL EDUCATION CERTIFICATION

Carlow University’s Special Education program prepares teachers to meet the needs of children with a wide variety of mental, physical, social, emotional, and behavioral disabilities in multiple settings. The Special Education program includes 30 credit hours of course work focusing on the practical application of research-based special education theoretical constructs and methodology. Equally essential are the carefully correlated field experiences totally 210 hours in a variety of classrooms and educational settings.

Graduates of the program obtain Pennsylvania Special Education certification in PreK–8, [3 years of age through eighth grade] and/or 7–12, [seventh grade through 21 years of age]. Candidates must also complete an academic major and certification requirements at the PreK–4, 4–8, or 7–12 levels, in addition to the Special Education Program.

Requirements for Special Education Certification in PreK–8:

Requirements for Special Education Certification in 7–12:

Undergraduate Early Childhood Major with Certification and Special Education Concentration (with Step Ahead Option for Master of Education with Certification in Special Education Completion in five years)

The Step Ahead Program provides a structure for learners to complete a baccalaureate degree with a major in Early Childhood Education and a concentration in Special Education with the opportunity to “Step Ahead” and obtain graduate credits that can be applied toward a MEd with certification.
ART EDUCATION

AE 326  Elementary Art Methods and Materials
Sequential and systematic exposure and training in age appropriate methods, materials, and techniques for elementary art programs. Students gain theoretical knowledge in art education theory, developmental stages of artistic growth, and in the structuring and maintenance of a comprehensive elementary art program. Field placement required. 3 credits

AE 327  Secondary Art Methods and Materials
Core course designed for art certification majors to gain an understanding of the structuring and maintenance of a sequential art program at the middle/junior and senior high level. Emphasis placed on technical skills appropriate for fostering the special creative needs of the adolescent student. Field placement required. 3 credits

AE 409/410  Elementary/Secondary Art Student Teaching
Eight weeks full-time teaching in an elementary (K–6) art room and eight weeks in a secondary (7–12) art room under the direct supervision of the cooperating teacher and University supervisors. Verification of competence will be determined jointly by the cooperating teacher and the University supervisor. The seminar will include the development of topics particularly pertinent to this experience: school law, professional organizations, evaluation, school-based relationships, strategies for teaching, classroom management, development of assessment strategies, and preparation for employment. 6 credits PREREQUISITE: COMPLETION OF ALL MAJOR COURSE REQUIREMENTS, PROFESSIONAL SEQUENCE REQUIREMENTS, AND MINIMUM CUMULATIVE GPA OF 3.0. NOTE: NO OTHER COURSES MAY BE TAKEN WHILE A STUDENT IS REGISTERED FOR AE 409 AND AE 410 WITHOUT SPECIAL PERMISSION OF THE CHAIR OF ART EDUCATION.

EARLY CHILDHOOD EDUCATION

EC 200  Child Development (Birth to Age 5)
This course provides an in-depth learning experience in child development theory and best practices that apply to the care and education of children from birth to 5 years of age. Assessment and observation techniques are carefully aligned with curriculum and program planning so students may see the strong connection between assessment and curricular practices. Principles of physical, social-emotional, cognitive, moral, aesthetic, and language development will be covered within the context of family and community. Students will examine issues relating to the development of children, ages 3 to 5 years, from an historical, cultural, and family perspective, as well as through current theories and research. As a stage of development, early childhood will be studied and analyzed across the full range of normative, non-normative, inter- and intravariability for all young children. Students will learn and practice the basic skills of observation. Students will be required to apply theory to daily practice. 3 credits

EC 201  Orientation to Early Childhood Education
This course will be based on principles of child development, including understanding how children learn from birth to 9 years of age, and focusing on all the domains of the child’s development. The relationship between each child and the teacher is the basis of all effective teaching. Students will examine the historical and psychological perspective of early childhood education in order to understand the context and particular challenges of early childhood professionalism today. The principles and stages of child development, birth to 9 years of age, will serve as the foundation for defining the essential components of a successful learning environment for young children. Family and community relationships will be emphasized as well. 3 credits PREREQUISITE FOR ALL OTHER EARLY CHILDHOOD COURSES EXCEPT FOR CHILD DEVELOPMENT COURSES.

EC 206/PY 216  Child Development: Ages 6 to 9
This course addresses the physical, cognitive, and psychosocial development of children in grades PreK through four. The student is introduced to major concepts and theories of child development and the scholarship and research that inform these concepts and theories. The course is designed to promote connections between one’s understanding of child development and how that understanding informs those who work with this age group. 3 credits PREREQUISITES: EC 200, EC 201.
EC 207 Play as Learning
This course provides an overview of the role and value of play in child development and learning. Students will examine stages of children’s play and learn how play reflects and enhances social, emotional, cognitive, and physical development. Topics include various perspectives on the meaning of play, current theories about play, research on children’s play, and the role of play during various stages of development, from infancy through the school-age years. Students will design an appropriate play environment for early childhood classrooms. They will demonstrate ability to assess children’ play skills and adapt activities to support and facilitate symbolic representation through play. 3 credits PREREQUISITES: EC 200, EC 201.

EC 303 Math for the Developing Child
This course provides the theoretical principles and methodologies in the teaching of mathematics for prospective teachers of children ages 3 to 9 years old—and about how the mathematical mind of the child works. The course of study is designed to promote mathematics teaching competence; review exemplary curriculum materials, and design the creation of standard-based, active learning environments that foster curiosity, confidence, and persistence; and encourage the successful acquisition of knowledge of important mathematical relationships, number sense, and the ability to solve problems in the early years. Participants will strive to gather examples of current teaching methodologies through a progression of field observations. 3 credits PREREQUISITES: EC 200, EC 201.

EC 304 Science for the Developing Child
This course provides the theoretical principles and methodologies in the teaching of science for prospective teachers of children ages 3 to 9 years old—and about how the scientific mind of the child works. The course of study is designed to promote science teaching competence; review exemplary curriculum materials, and design the creation of standards-based, active learning environments that foster curiosity, confidence, and persistence, and encourage the successful acquisition of knowledge and skills of scientific ideas necessary to understand and explain phenomena of the natural world. Participants will strive to gather examples of current teaching strategies through a progression of field observations. 3 credits PREREQUISITES: EC 200, EC 201.

EC 307 Curriculum and Methods for Early Childhood Education with Practicum
This course will be based on principles of child development, including understanding how children learn from birth to 9 years, and focusing on all the domains of the child’s development. The course hinges on an understanding of how children grow and develop socially, emotionally, morally, and physically, in language, and as part of their families and communities. Five effective models for early childhood classrooms will be examined. The theoretical foundation for the course is rooted in child development theory, multiple intelligences, and contemporary neuroscience. Formal and informal assessment strategies will be a part of diversification of curriculum and instruction. The course requires a 40 hour practicum experience. 3 credits PREREQUISITES: EC 200, EC 201, EC 207 AND EC 318.

EC 311 Infant-Toddler Program and Practicum
This course provides an in-depth learning experience in best practices that applies to the care and education of children from birth to 3 years of age. Principles of development and infant/toddler milestones form the basis for making decisions about effective caregiving practices. Emphasis will also be placed on the child within the context of the family as a major factor to consider when determining high-quality infant/toddler care outside the home. This course combines in-class learning with a 40-hour practicum experience where students will have the opportunity to interact with children and caregivers and apply theory in-class learning. Students will also study the sociological and political contexts that affect programs for infants and toddlers. 3 credits PREREQUISITES: EC 200, EC 201.

EC 313 Family and Community Partnerships
This course focuses on recognizing and implementing partnership relationships among the child, the family, and the community. Family is recognized as a primary unit of a diverse and unique nature. Family systems are examined to understand family structure and function. Likewise, family is viewed in its role in a child’s development. The family and community will be examined using strategies for meeting cross-cultural needs. Knowledge of community resources and family methods to find and access these resources will be examined as well. 3 credits PREREQUISITES: EC 200, EC 201.

EC 318 Communication and Reading Development
This course provides an overview of language and communication development in young children and a study of the acquisition of early literacy skills. Current research on effective strategies for enhancing language and literacy skill development are presented and discussed. Participants design experiences in language development and early literacy for children from birth through kindergarten. 3 credits PREREQUISITES: EC 200, EC 201.

EC 325 Early Childhood Practicum
This course will enable students to do field experience in a K-4 classroom. Students will be placed in a classroom one day a week for most of the school day. Students will also participate in a weekly seminar that will facilitate the practicum experience. Students will present lessons and work with small and large groups of children. The expectations will increase as the students’ competencies grow. 3 credits PREREQUISITES: EC 200, EC 201, EC 303, EC 304, EC 307, EC 311, EC 318. CO-REQUISITE: EC 403.

EC 401SL Professional Communities of Practice
This course has been designed to facilitate the students’ identities as scholar/practitioner professionals in the field of early childhood education and so that students can engage in professional communities of practice. This is also a Service-Learning course. At Carlow, service-learning is discipline-based and contains a set of organized community-based learning activities through which students have direct, hands-on learning while responding to community needs. Service-learning courses provide structured opportunities for students to connect their service activities to course content through reflection. Reflection includes an examination of
EC 403 Understanding Early Childhood Curriculum for Peace and Justice
Based on principles of child development, this course is designed to engage teacher candidates in various experiences that provide opportunities for understanding early childhood curriculum in its complex and multiple facets. The focus on peace and justice teaching emphasizes the importance of developing attitudes and behaviors that can contribute to building a democratic, ecologically responsible society. This includes encouraging early childhood educators to nurture dispositions in young children towards collaboration, curiosity, engaged inquiry, ecological consciousness, fairness, and empathy. Teacher candidates will have opportunities to explore the philosophical, theoretical, and practical dimensions of the PreK through grade four school curriculum. The critical areas of cultural diversity, racism, gender equity, and real world problem solving, as they relate to the PreK through grade four curriculum, are highlighted. 3 credits PREREQUISITES: EC 200, EC 201, EC 303, EC 304, EC 307, EC 311, EC 318 CO-REQUISITE: EC 325.

EC 406/407 Pre-School and Primary Student Teaching and Seminar
This course will provide opportunities for experience, discussion, and reflection on issues related to positive classroom environment; behavior support; building relationships; managing time; planning and preparation; assessment for planning; integrating the curriculum; instructional delivery; teaching to diverse learners; collaborative teachers and collaborative children; and developmentally appropriate practices. The child will be recognized as the learner and the learning community will be the classroom, the school, the family, the community, and professionalism. Evaluation of student teaching in early childhood education, both preparatory and primary, will be conducted by examining attendance and class participation; lesson plans, unit plans and teachable moments; weekly reflective logs; student teaching portfolios; midpoint and final evaluations of each site mentor teacher; and weekly observations and interactive meetings between college supervisor/mentor and student. Midpoint and final evaluations will use the PDE 430 form. 12 credits [6 credits for each placement] PREREQUISITES: COMPLETION OF ALL EARLY CHILDHOOD EDUCATION CERTIFICATION REQUIREMENTS WITH A MINIMUM GPA OF 3.0. NOTE: NO OTHER COURSES MAY BE TAKEN WHILE A STUDENT IS REGISTERED FOR EC 406/EC 407 WITHOUT SPECIAL PERMISSION OF THE CHAIR OF EARLY CHILDHOOD EDUCATION PROGRAM.

ED 200 Pre-Teacher Assessment
The belief that teaching is an art has evolved from the experiences of professionals in the field. Research has taught us that success in the classroom reaches far beyond the use of textbooks, tests, and projects. The personal characteristics of the teacher have a powerful impact on their students and their classroom performance. Six of these characteristics are the focus in this course. The assessment process is diagnostic and leads to information that the student can use as she/he establishes goals. 3 credits

ED 282 Learning Theory
This course focuses on cognitive theories that stress learners’ constructions of beliefs, skills, strategies, and knowledge. Beginning with historical perspectives and progressing to cognitive theories and processes of learning, this course will require students to examine their beliefs about learning, align these with existing theories, and determine how to apply learning principles to improve teaching and learning. Current information regarding the neuroscience of learning, content-area learning, and motivation will be blended with the aforementioned theories to present a unified perspective of learning in educational settings. 3 credits + 30 hour field placement

ED 307 Teaching English Language Learners, PreK–12
This course provides both an introduction to the principles of second language acquisition, with a focus on linguistics, developmental factors, and cross-cultural awareness, as well as an introduction to methods in teaching English language learners (ELLs) from PreK to grade 12. Techniques for developing the conversation and literacy skills of English language learners in the mainstream classroom will be presented. Students will learn the availability of school and community resources to assist ELLs in language acquisition and content learning, and ways to promote parental/family involvement. 3 credits + 15-hour field placement

ED 308 Assessment and Intervention
This course will provide the beginning middle-level teacher with a comprehensive menu of assessment techniques for evaluating how learners think, perform, and apply what they know. Students will learn how to assess the following: a learner’s knowledge base, a student’s declarative and procedural knowledge, cognitive and metacognitive strategies, transfer skills, and habits of mind. 3 credits

ED 312 Reading and Language Arts Methods
An examination of the philosophical orientation, pertinent research, and understanding of the reading process. Learners will construct their own philosophy of teaching reading and writing. They will apply learned strategies by developing lessons for students in a classroom or after school program. This field experience will take place with students in grades one through four. In addition, they will participate...
in a writing workshop as they write a children’s story to be published. Clearances are needed for the field experience.

EDML 321SL  Reading and Social Studies Methods
This course is the foundational basis for teaching reading and literacy development in the middle level classroom, grades four-eight. Current theory, research, and techniques are integrated with valid traditional views of teaching reading to a diverse population of children and their needs. Views of the process of reading, emergent literacy, syntax and semantics, fluency, major approaches and materials for teaching reading, writing, speaking, assessment of students, classroom organization, communication with parents, and integrating computer technology are addressed. Specific skills in teaching phonemic awareness, phonics, reading fluency, and direct, explicit comprehension instruction are emphasized. In addition, learning theory relevant to assessment and intervention in student learning is included in class and implemented in the field experience. Pre-service teachers will develop a philosophy that encompasses all the major components of reading instruction to ensure literacy for all children. Students will also gain knowledge of social studies methodology at the middle level, grades four-eight. They will develop an understanding of Pennsylvania and national social studies standards and their relationship to instruction and assessment. Learners will create a framework for learning units and projects that are student-centered investigations into historical events, government, civic, geographic and economic features, and the current social environment in which they live. A multicultural perspective will help participants develop culturally relevant pedagogy in the teaching of social studies. A focus on current research and practice in urban education will prepare teachers to become leaders in urban education and school reform. 

PREREQUISITES: EC 200, EC 201, AND EC 318.

ED 409   Irish Educational and Cultural Institutions
Designed to prepare students intending to complete a student teaching experience in Northern Ireland and for students interested in discovering Ireland’s rich history including study of its political systems, educational systems, and cultural institutions. The course is taught by ‘embedded faculty’ living and working in Northern Ireland and delivery will include video and online conferences with experts in a variety of subjects from Northern Ireland and the Republic of Ireland, as well as traditional classroom discussions. 

PREREQUISITES: EC 200, EC 201, AND EC 318.

3 credits  FULFILLS GLOBAL REQUIREMENT (ELECTIVE COURSE).

MIDDLE LEVEL EDUCATION

EDML 400  Understanding Middle Level Curriculum
This course is designed to engage middle level teacher candidates in various experiences that provide opportunities for understanding curriculum in its complex and multiple facets. Teacher candidates will have opportunities to explore the organization and philosophy of middle school education, as well as theoretical and practical dimensions of the middle level school curriculum. Teacher candidates will probe the various aspects of curriculum and the ways that teachers facilitate learning in middle level classrooms through the environment, the materials, the learning experiences, the sequencing of events, the interpersonal interactions, and the adaptation of instruction to diverse students. Teacher candidates will create an integrated curriculum plan based on an understanding of meaningful learning experiences and motivation, appropriate content and subject matter in the fourth through eighth grades, sound instructional strategies, the use of formal and informal assessment strategies to plan and improve instruction, and current skills in the use of educational technology. Finally, teacher candidates will engage in reflection and evaluation related to teacher professionalism. 

This course is designed to be taken during the semester directly preceding EDML 424, 425, 426 or 427. 3 credits + 30-hour field placement in a middle level setting.

EDML 424  Middle Level English/Language Arts Student Teaching
EDML 425  Middle Level Math Student Teaching
EDML 426  Middle Level Science Student Teaching
EDML 427  Middle Level Social Studies Student Teaching
Student teachers/teacher candidates are placed in a middle level (grades four-eight) classroom for eight weeks for a dual concentration or 16 weeks for a single concentration. The mentor teachers at the school oversee the daily experiences of the student teachers. Student teachers will be observed daily by the mentor teacher and weekly by the University mentor/supervisor. The University mentor will meet with the mentor teacher to discuss the
direction of the student teaching experience and the progress of the individual student teacher. The director of student teaching will hold bi-weekly seminars at the University. The seminar is designed as an ongoing dialogue focusing on various aspects of the student teaching experience and together in one group for the first hour, and then meets in small groups with their university mentors for the second hour. Seminar topics may include lessons and unit planning, classroom organization and management, teaching strategies, evaluation processes, communication skills, writing resumes, certification requirements, job interviews, preparation of a portfolio, and reflective teaching that supports the final presentation at the Celebration of Teaching held at the end of the semester. 6 credits or 12 credits PREREQUISITES: COMPLETION OF ALL MIDDLE LEVEL EDUCATION CERTIFICATION REQUIREMENTS WITH A MINIMUM GPA OF 3.0. NOTE: NO OTHER COURSES MAY BE TAKEN WHILE A STUDENT IS REGISTERED FOR STUDENT TEACHING WITHOUT SPECIAL PERMISSION OF THE CHAIR OF MIDDLE LEVEL EDUCATION.

SECONDARY EDUCATION

SE 311 Reading and Writing Across Disciplines
This course introduces secondary education students to a variety of methods for teaching reading and writing in the content areas. Students are immersed in critical thinking concepts and strategies that enable them to identify and analyze the structure of their discipline. They incorporate knowledge of their particular discipline and what research has documented about reading and literary theories in order to understand the role of reading and writing within that discipline. The focus is content literacy. Central to this course is the idea of using writing as a means of coming to know. 3 credits

SE 350 Secondary Curriculum and Methods
This course positions secondary students to understand the relationship between curriculum theory and practice. With focus on creating learning environments that foster critical and imaginative thinking and problem solving, students design and present lesson plans and develop units that enable the adolescent (grades seven–12) to explore concepts and pursue a particular inquiry. Students will incorporate various forms of questioning and assessment, understand issues related to classroom management, and develop strategies to ensure that students with special education concerns are included. This course enables students to understand the importance of reflective teaching and prepares them for the student teaching experience. 4 credits

SE 400 Independent Study
Study of topic(s) of particular interest to the student. Credits vary.

SE 402 Field Experience in Secondary Education
Experiences arranged to meet particular needs or goals of students preparing to teach at the secondary level. 1 credit

SE 409 Student Teaching in Secondary Education and Seminar
Sixteen weeks full-time teaching experience in a junior or senior high school setting under the direct supervision of a cooperating teacher and University supervisor. After a brief observation period, the student teacher is expected to demonstrate competency in planning, facilitating, and assessing learning activities. The student teacher gradually assumes full classroom responsibilities. Students may teach in more than one content area. Verification of competence is determined jointly by the cooperating teacher and University supervisor. Student teachers are also required to attend University seminar meetings throughout the student teaching experience. 2 credits PREREQUISITES: COMPLETION OF ALL MAJOR COURSE REQUIREMENTS, PROFESSIONAL SEQUENCE REQUIREMENTS, AND MINIMUM GPA OF 3.0. NOTE: NO OTHER COURSE MAY BE TAKEN WHILE A STUDENT IS REGISTERED FOR SE 409 WITHOUT SPECIAL PERMISSION OF THE CHAIR OF SECONDARY EDUCATION.

SPECIAL EDUCATION

SPED 230 Foundations of Special Education
This course serves as an introduction to the field of special education. Included among the topics addressed are the history of special education; its legal and legislative foundation; and the purpose of the Individual Education Plan (IEP), its development and requirements for implementation. A focus on the nature and causes of disabilities will give students an overview of the needs of exceptional children. The entire range of disabilities requiring special education intervention will be addressed. This includes children with hearing losses; visual problems; speech disorders; attention deficit; traumatic brain injury; autism; emotional, behavioral, and social disorders; mental retardation; learning disabilities; physical disabilities; and giftedness. Current trends will focus on minority representation, inclusion, and standards. Models for collaboration including the multidisciplinary team and trans-disciplinary approaches for effective communication with family and among related service providers will be reviewed. This course is designed to nurture in students a critical stance towards research, theory, and practice. The goal is that students become educated consumers of the special education knowledge base. For this purpose, the prevailing as well as alternative perspectives on topics will be reviewed. In addition, cultural diversity and social justice will be emphasized throughout the course. 3 credits

SPED 332 Instructional Support in Reading, Writing, and Mathematics
Designed for the general education teacher, this course focuses on prevention and early intervention for struggling learners in general and inclusive classrooms. The instructional cycle of assessment,
planning, instruction, and progress monitoring combines for a complete view for developing an effective learning environment for all learners. Specific instructional and learning strategies to improve literacy and mathematics are introduced, practiced, and applied in a 30-hour field placement in a classroom with students exhibiting learning difficulties. Emphasis on the reading-writing connection is included. Examination of current practices in the implementation of responsiveness to intervention (RTI) models and understanding of universal design for learning (UDL) prepares teachers to meet the learning needs of all students, including those identified as having special needs and those students who are at risk. Models and methods for collaboration and communication with other teachers and parents are examined. 3 credits PREREQUISITE: SPED 234. CO/PREREQUISITE: ED 312 OR EDML 320.

SPED 334 Instructional Support for Content Areas (PreK–8)
This course focuses on expanding the understanding of development and cognition in and academic and functional performance of students with disabilities, how these are similar to and different from all developing students, and how this understanding informs the teaching of students with disabilities in the primary and middle school environments. Another area of exploration is the way in which these differences need to be addressed within a standards-aligned system that demands high expectations of students with disabilities so that they have true access to the general education curriculum. This course will enhance the development of a range of instructional supports and use of validated practices in prospective teachers for inclusive settings, especially in content area subjects, but also the supporting skills of reading, written language, and math, that are necessary for success in today's classrooms. 3 credits PREREQUISITE: SPED 230.

SPED 336 Instructional Support for Content Areas (7–12)
This course focuses on expanding understanding of development and cognition in and academic and functional performance of students with disabilities, how these are similar to and different from all developing students, and how this understanding informs the teaching of students with disabilities in the secondary school environments. Another area of exploration is the way in which these differences need to be addressed within a standards-aligned system that requires high expectations of students with disabilities so that they have true access to the general education curriculum. This course will enhance the development of a range of instructional supports and use of validated practices in prospective teachers for inclusive settings, especially in content area subjects, but also the supporting skills of reading, written language, and math, that are necessary for success in today's classrooms. 3 credits PREREQUISITE: SPED 230.

SPED 450 Early Intervention (PreK–8)
This course focuses on the professional knowledge and skills needed to provide young children (birth through age 8) with effective interventions across a variety of settings. Special attention is given to building partnerships with related service providers and families in culturally/linguistically diverse settings. Students evaluate Individualized Family Service Plans (IFSP) and Individual Education Plans (IEP) and design appropriate instructional strategies in a 30-hour field placement. Special attention is given to language development, facilitating play as a learning activity, and instructional strategies that promote inclusion in typical settings. Implications of medical advances and routines for daily care including feeding, dressing, toileting, and other activities of daily living are examined. 3 credits PREREQUISITE: SPED 230.

SPED 451 Assessment in Special Education
This course is designed to familiarize teacher candidates with the many ways in which assessment accompanies instruction in the classrooms of today. A strong emphasis is placed on linking assessment with planning for instruction and developing Individual Education Plans for students identified as eligible for special education services. Students will learn to identify, choose, and administer appropriate assessment measures, both formal and informal, in the classroom and for identification of disabilities in students. Emphasis is placed on developing the understanding necessary to interpret assessment data and to use that information to plan instruction for students in a standards-aligned system. Among the specific topics covered are progress monitoring and its relationship to response-to-intervention in the general education classroom, functional behavioral assessment and its relationship to behavioral intervention plans, and issues of assessment with children from culturally and linguistically diverse communities. 3 credits PREREQUISITES: SPED 230, SPED 332, AND SPED 334 OR SPED 336.

SPED 452 Transitions to Adulthood
This course is designed to prepare special education teacher candidates to assist students with disabilities and their families as they navigate transition points such as moving from preschool to school and from secondary settings to work or post-secondary education. Effective instructional practices that support transition at each level will be a central part of this course, as will the range of delivery methods for effective transition. Transition remains a challenge for individuals with disabilities, despite the focus on providing students with disabilities access to the general education. Special educators need to understand the processes and procedures of transition from secondary school to post-secondary settings. They must develop facility with the tools that support transition regardless of the setting in which education takes place. A key focus will be on the vocational choices, training, and education available to young adults with disabilities and the major societal challenges that face young adults as they make the transition into adulthood. Understanding transition assessment and incorporating transition planning into IEP development will also be a focal point of this course. The differing legal requirements between the Individuals with Disabilities Education Act and the Americans with Disabilities Act will be a central part of this course. The field component of this course involves visits to sites that prepare individuals with disabilities to enter the post-school environment. 3 credits PREREQUISITES: SPED 230, SPED 332, SPED 336, AND SPED 451.
SPED 460  Communication and Technologies in Special Education
This course focuses on language development from birth to adult in individuals with disabilities, the range of communication needs often displayed, and alternative technologies to support those needs. An area of particular emphasis is the teacher’s role in supporting language and communication development in the classroom and as a contributing member of the transdisciplinary team. Collaborative models and communication strategies for developing effective working relationships with team members will be examined. In addition, students will study the role of augmentative and alternative communication (AAC) and assistive technologies; their selection, function, and application for promoting independence for learning and living. Opportunities for hands-on exploration of a variety of devices, both low and high tech, including switches, augmentative communication devices, alternative keyboards, specialized computer software, adaptive equipment, and other items available in Carlow’s Assistive Technology Library will be utilized. 3 credits

SPED 470  Meeting the Learning Needs of Students with Mild/Moderate Disabilities
This course is designed to support special education teacher candidate mastery of the range of instructional approaches available for teaching students with mild to moderate disabilities in today’s classrooms, including specialized strategies for the teaching of reading, written language, mathematics, and social skills. The course addresses the special educator’s role in the continuum of classroom settings and the teaching methods utilized with this population. Teacher candidates explore the conceptual frameworks required by teachers as they identify student ability levels and learning styles and plan for appropriate instruction for all learners. Adaptation of existing educational materials and curriculum are often required to implement a successful program. Universal design for learning and instruction is an integral part of this course. Teacher candidates will learn to utilize current research and evidence-based practices that are used in the education of students with mild/moderate disabilities. They will learn strategies from multiple instructional approaches. They will learn to use principles of instructional design that will permit them to address Pennsylvania state standards and assessment anchor content standards in the classrooms in which they teach that will meet students’ IEP goals and objectives. 3 credits

SPED 472  Positive Behavior Supports (PreK–8)
This course is intended to provide teachers with an understanding of the etiology and conditions of student behavior and equip them with strategies so that they may manage classroom behavior effectively. The techniques of Applied Behavioral Analysis will be introduced. Identification of students at risk, including children with emotional, social, and behavioral disorders and the development of effective intervention strategies will be covered. A variety of methods for data collection and the analysis of the information generated by these methods are included in the course. Functional Behavioral Assessments (FBA) and the development of the Behavior Improvement Plan (BIP) will be explored so that a beginning teacher is prepared with numerous options to use when dealing with problems behavior in a positive and proactive manner. 3 credits

SPED 474  Positive Behavior Supports (7–12)
This course is intended to provide teachers with an understanding of the etiology and conditions of student behavior and equip them with strategies so that they may manage classroom behavior effectively. The techniques of Applied Behavioral Analysis will be introduced. Identification of students at risk, including children with emotional, social, and behavioral disorders and the development of effective intervention strategies will be covered. A variety of methods for data collection and the analysis of the information generated by these methods are included in the course. Functional Behavioral Assessments (FBA) and the development of the Behavior Improvement Plan (BIP) will be explored so that a beginning teacher is prepared with numerous options to use when dealing with problem behaviors in a positive and proactive manner. 3 credits

SPED 476  Teaching Methods for Students with Severe/Profound Disabilities
This course is designed to prepare students to teach children and young adults with severe/profound disabilities. Learning objectives will cover student assessment and program design, along with the implementation of an appropriate educational program. In addition, communication methods, self-help skills, activities of daily living, as well as socialization will be addressed with this population. This course will include a 30-hour field placement in an authentic learning environment—a nationally accredited Approved Private School that demonstrates “best practices” with this population. The field placement will reflect the special education program, either a PreK–8 or 7–12 age group. This will provide the student with excellent teaching models and the opportunity to learn from a variety of experts and practitioners in the field including teachers, paraprofessionals, administrators, speech and language therapists, occupational therapists, physical therapists, and rehabilitation technologists. The student, through hands-on learning, will experience the challenges and rewards of teaching children and young adults who are challenged by severe/profound disabilities. 3 credits

SPED 478  Autism Spectrum Disorders
This course is designed to prepare teachers to work in a variety of environments serving children and young adults with Autism Spectrum Disorder (ASD) including the general education classroom, inclusive settings, and specialized settings. Evidence-based practice, philosophical approaches, and specific intervention techniques are examined. These practices are considered within the continuum of services and collaborative models utilized in designing effective instructional environments for students with ASD. Attention is given to current and evolving research related to etiology, brain function,
and early intervention as well as Applied Behavior Analysis, PECS, and TEACHH practices. 3 credits PREREQUISITES: SPED 230, SPED 451, AND SPED 472 OR SPED 474.

SPED 490  Student Teaching in Special Education
A culminating experience that will demonstrate the integration of theory and effective practices in special education. The students will achieve this through an on-site experience with children and youth who have a range of disabilities for eight weeks. A mentor teacher is assigned to provide daily feedback and guidance in the planning, preparation, instruction, and evaluation of the effectiveness of learning experiences for children and youth with special needs. A University supervisor oversees the student teaching experience and students attend bi-weekly seminars at Carlow. 6 credits
PREREQUISITES: COMPLETION OF ALL SPECIAL EDUCATION CERTIFICATION REQUIREMENTS WITH A MINIMUM GPA OF 3.0.
NOTE: NO OTHER COURSES MAY BE TAKEN WHILE A STUDENT IS REGISTERED FOR SPED 490 WITHOUT SPECIAL PERMISSION OF THE CHAIR OF SPECIAL EDUCATION.
SCHOOL OF MANAGEMENT

MAJORS

ACCOUNTING
BUSINESS MANAGEMENT
CORPORATE COMMUNICATION (SEE SCHOOL FOR SOCIAL CHANGE ON PAGE 76)
FORENSIC ACCOUNTING
HUMAN RESOURCE MANAGEMENT AND TECHNOLOGY
MANAGEMENT IN HEALTH SERVICES

MINORS

ACCOUNTING
BUSINESS MANAGEMENT
HUMAN RESOURCE MANAGEMENT AND TECHNOLOGY
INFORMATION TECHNOLOGY MANAGEMENT

CERTIFICATES

ACCOUNTING
FORENSIC ACCOUNTING
SCHOOL OF MANAGEMENT

OVERVIEW

The School of Management offers undergraduate programs as well as two master’s programs: a Master in Business Administration (MBA) and a Master of Science in Fraud and Forensics. The school is a member of the Accreditation Council of Business Schools and Programs (ACBSP), an accreditation agency for business schools. The School of Management is in candidacy status. The school also has an active advisory board comprised of executives from a variety of Pittsburgh businesses which offers curricular advice and participates in various educational functions hosted by the School of Management. The school and the board consistently review programs to ensure they are current and are meeting the needs of the business community. The School of Management also sponsors Business Leaders of Carlow (BLOC), a professional business organization for School of Management students.

MISSION

The mission of the School of Management is to prepare students to meet the challenges of increased job responsibility in a changing global business environment by offering a strong knowledge base and experiences that will enable strong careers and leadership roles.

The School of Management focuses on leadership as a discovery and honing of gifts, as a calling forth of creative and analytical skills, and as an empowering of oneself and others. The leadership that the school expects to develop is one in which the values, skill, experience, and competence of the successful student enable others at every level in the professional setting to perform at an optimal level and with a sense of satisfaction, self-worth, and dedication to corporate social responsibility.

RESIDENCY REQUIREMENT

A student must complete a minimum of 18 credits from the School of Management to earn a bachelor’s degree. Grade requirement: a student must complete all major, minor, and support courses with a minimum grade of C.

DECLARING A MINOR

Any student declaring a minor offered by the School of Management is assigned a minor advisor from within the school. The student, in consultation with the School of Management advisor, and with her/his major advisor, selects the specific minor course requirements. Students majoring in other fields can earn a minor in accounting, business management, human resource management and technology, or information technology management.
ACCOUNTING MAJOR

The accounting major requires the student to complete 36 credits in accounting as well as courses in the business management and information technology management curriculum. Students can opt for a double major and/or a minor by combining accounting with another discipline by consulting with their advisor.

The accounting major leads to the Bachelor of Science degree. The curriculum integrates a strong accounting, business, technology, and liberal arts education with the requirements for application for various licenses, such as a Certified Public Accountant (CPA) as established by the Commonwealth of Pennsylvania. (Please see the Pennsylvania Institute of CPAs website for current licensure requirements.) Students also participate in an internship or practicum which enables them to earn experience in the field of accounting.

Major Course Requirements: 68
ACC 105, ACC 106, ACC 205, ACC 305, ACC 306, ACC 307, ACC 311, ACC 312, ACC 405, ACC 406, ACC 407, ACC 460, BSM 103, BSM 202, BSM 301, BSM 304, BSM 401, BSM 413, BSM 419, IT 117, IT 143, IT 150, IT 242, and MAT 115 or MAT 106.

ACCOUNTING CERTIFICATE

An accounting certificate can be pursued by a student who possesses an undergraduate bachelor degree. This certificate consists of 36 credits in accordance with the CPA licensure requirements.

Certificate Course Requirements: 36 credits

ACCOUNTING MINOR

A student who chooses to major in another discipline can also consider a minor in accounting. The student must complete six courses in accounting, chosen in consultation with an accounting advisor, to fulfill the minor requirements.

Minor Course Requirements: 18 credits
ACC 105, ACC 106, ACC 305, ACC 306, ACC 311, plus two of the following courses: ACC 205, ACC 307, ACC 312, ACC 405, ACC 406 or ACC 407.

BUSINESS MANAGEMENT MAJOR

Business management gives particular emphasis to an understanding of the behavioral and systemic challenges that people face in organizations—profit and nonprofit—by providing students with a thorough knowledge of management concepts and applications. The business management major encompasses a course of study leading to a Bachelor of Science degree. This four-year program relates the analytical, the behavioral, and the conceptual theories of business and develops a perceptive and orderly approach to management situations. Students can opt for a double major by combining business management with another discipline by consulting with their advisors.

Major Course Requirements:

For Day Students: 53 credits
BSM 103, BSM 105, BSM 106, BSM 202, BSM 203, BSM 226, BSM 301, BSM 304, BSM 401, BSM 413, BSM 419, BSM 460, EO 101, EO 102, IT 117, IT 143, IT 150, and MAT 115.

For CAP, WEC Students: 51 credits
BSM 103, BSM 105, BSM 106, BSM 202, BSM 203, BSM 226, BSM 301, BSM 304, BSM 401, BSM 410, BSM 413, BSM 419, BSM 460, EO 101, EO 102, IT 117, IT 143, IT 150, and MAT 106 or MAT 115.
BUSINESS MANAGEMENT MINOR

A student who chooses to major in another discipline can also consider a minor in business management. The student must complete six courses in business management. The minor must consist of BSM 103, BSM 202, BSM 226, BSM 301, and two other BSM courses at the 300/400 level. These additional courses must be approved by the minor advisor.

CORPORATE COMMUNICATION MAJOR SEE PAGE 76.

FORENSIC ACCOUNTING

Carlow is one of the few universities nationwide that offers an undergraduate degree in forensic accounting. Forensic accounting is a rapidly growing area of accounting concerned with the detection and prevention of financial fraud and white-collar criminal activities. Forensic accounting is the integration of accounting, auditing, and investigative skills. Forensic accounting includes litigation support and investigative accounting. These areas deal with issues related to the quantification of economic damages caused by employee theft, securities fraud, insurance fraud, asset misappropriations, fraudulent statements, and professional negligence.

The forensic accounting major leads to a Bachelor of Science degree. All forensic accounting majors also earn a minor in accounting. Students can also opt to earn a double major and/or an additional minor by consulting with their advisor. In addition, graduates of the forensic accounting program are qualified to sit for the Certified Public Accountant (CPA) exam and the Certified Fraud Examiners (CFE) exam. (Please see the Pennsylvania Institute of CPAs website for current licensure requirements.) These credentials are recognized globally and are regarded as an indicator of excellence in the accounting and anti-fraud professions.

Major Course Requirements: 74 credits
ACC 105, ACC 106, ACC 205, ACC 305, ACC 306, ACC 307, ACC 311, ACC 312, ACC 406, ACC 407, ACC 460, ACF 331, ACF 332, ACF 333, ACF 440, BSM 103, BSM 202, BSM 301, BSM 304, BSM 401, IT 117, IT 143, IT 150, IT 242, IT 372, and MAT 115 or MAT 106.

FORENSIC ACCOUNTING CERTIFICATE (FOR STUDENTS WHO HAVE COMPLETED AN ACCOUNTING DEGREE)

A certificate in forensic accounting can be pursued by a student who possesses an undergraduate degree in accounting. Four courses (12 credits) are required. Completion of the certificate prepares a student to sit for the Certified Fraud Examiner (CFE) exam.
Certificate Course Requirements: 12 credits ACF 331, ACF 332, ACF 333, and ACF 440.

HUMAN RESOURCE MANAGEMENT AND TECHNOLOGY MAJOR

Students in this major receive a solid human resource base coupled with the skills to design and manage a human resource information system (HRIS). Two HRIS courses are woven into the program to provide students with hands-on design and management exposure to components of HRIS concepts. Students graduating in this major will be qualified to work in human resource departments in several capacities.

Major Course Requirements:
For Day Students: 62 credits
BSM 103, BSM 105, BSM 202, BSM 226, BSM 231, BSM 301, BSM 304, BSM 328, BSM 329, BSM 333, BSM 408, BSM 460, EO 101, EO 102, HRIS 101, HRIS 202, IT 117, IT 143, IT 150, IT 242, IT 235 or IT 355, and MAT 115.

For CAP, WEC Students: 60 credits
BSM 103, BSM 105, BSM 202, BSM 226, BSM 231, BSM 301, BSM 304, BSM 328, BSM 329, BSM 333, BSM 408, BSM 460, EO 101, EO 102, HRIS 101, HRIS 102, IT 117, IT 143, IT 150, IT 235, IT 242 or IT 355, and MAT 106 or MAT 115.
HUMAN RESOURCE MANAGEMENT AND TECHNOLOGY MINOR

A minor in human resource management and technology can be pursued by a student with specific interest. A student must complete BSM 103, BSM 226, BSM 328, BSM 333, and two additional courses from BSM 231, BSM 329, BSM 408, HRIS 101 or HRIS 202.

INFORMATION TECHNOLOGY MANAGEMENT MINOR

The information technology management minor is a great addition to any major since information technology will surely be part of most careers of the future. A minor in information technology management can be pursued by a student from any discipline with interest in this area. A student must complete six courses in information technology management chosen in consultation with an ITM advisor.

Minors Course Requirements: 18 credits
IT 150, IT 151, IT 205, IT 235, IT 242 and one 300-level ITM elective.

Accounting, Forensic Accounting, and Human Resource Management and Technology majors can, in consultation with their advisor, opt for an ITM minor concentrating in database management.

MANAGEMENT IN HEALTH SERVICES MAJOR

This program provides the educational background needed to be competitive in today’s health care market. The program provides a solid background in business to complement the health services knowledge. This program prepares students to work in positions in the following areas: health care advocacy, long-term care, health care institutions, insurance, or physicians’ practices.

Major Course Requirements: DAY 56 credits
BIO 157 (or approved BIO course), BSM 103, BSM 202, BSM 204, BSM 226, BSM 301, BSM 305, BSM 306, BSM 410, BSM 460, EO 103 (or approved economics course), IT 143, IT 150, IT 242, MAT 115, PH 210, and nine credits of electives from the list below.

Major Course Requirements: CAP 54 credits
BIO 157 (or approved BIO course), BSM 103, BSM 202, BSM 204, BSM 226, BSM 301, BSM 305, BSM 306, BSM 410, BSM 460, EO 103 (or approved economics course), IT 143, IT 150, IT 242, MAT 106 or MAT 115, PH 210, and nine credits of electives from the list below.

Electives: Select nine credits from the following:
ACC 105, ACC 106, BIO 201 (or BIO 205), BIO 202 (or BIO 206), BSM 203, BSM 231, BSM 328, BSM 329, BSM 333, BSM 401, BSM 408, BSM 419, CM 370, POL 101, POL 287, SW 201, SW 303. Students are encouraged to use these elective credits towards a minor in their area of health care interest. They should consult their academic advisor for more information.
ACCOUNTING

ACC 105  Principles of Accounting I
An introduction to the basic concepts of accounting, emphasizing the accounting cycle; principles and concepts governing the recording and reporting of accounting data; journal entries including adjusting and closing entries; trial balances; and financial statements. Accounting for assets is covered in detail. The focus of this course is on sole proprietorships. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT AND LINKED REQUIREMENT WHEN OFFERED AS ACC 105L AND TAKEN WITH BSM 103L.

ACC 106  Principles of Accounting II
A continuation of the concepts introduced in Principles of Accounting I with emphasis on liabilities; equity of a corporate form of business organization; and analysis of financial statements. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: ACC 105.

ACC 205  Accounting Information Systems
An introduction to accounting software packages and accounting information systems. ACC 105 and ACC 106 focus on a manual accounting cycle, with reference to the computerized accounting cycle. This course focuses specifically on accounting information systems and software packages, while reinforcing the accounting concepts and principles covered in ACC 105 and ACC 106. 3 credits PREREQUISITE: ACC 106.

ACC 305  Intermediate Accounting I
A detailed examination of the component elements of the balance sheet, income statement, and statement of cash flow. In addition, the asset side of the balance sheet is studied in detail. Computer usage is integrated into course work. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: ACC 106.

ACC 306  Intermediate Accounting II
A continuation of the studies undertaken in ACC 305 with emphasis on practices and problems in accounting for liabilities and equity. A variety of accounting topics are covered in-depth. Topics include: operational assets, investments, current liabilities, contingencies, bonds and long-term notes, leases, pensions, and earnings per share. Computer usage is integrated into course work. 3 credits PREREQUISITE: ACC 305.

ACC 307  Managerial Cost Accounting
An analysis of the planning and control of costs in the manufacturing and service environment. Topics covered include cost terminology; planning and control techniques; computation of material, labor, and overhead costs and variances; and the preparation of cost reports. Job order costing, process costing, and standard costs are covered in detail. 3 credits PREREQUISITE: ACC 106.

ACC 311  Personal Federal Taxation
An examination of the impact of the Federal Income Tax system on individuals. The structure of the Federal Income Tax system is studied as it relates to the preparation of individual tax returns. Topics covered include income, deductions, tax rates, tax credits, personal exemptions, and tax calculation. 3 credits PREREQUISITE: ACC 106.

ACC 312  Corporate/Partnership Taxation
A study of the federal income tax structure and the concept of taxable income as it relates to partnerships and corporations. Topics covered include gross income determination, business deductions, book to tax differences, and flow-through entities. 3 credits PREREQUISITE: ACC 306.

ACC 405  Advanced Accounting I
An introduction to business combinations and accounting for consolidations under the purchase method. Topics covered include consolidated statements, intercompany transactions, subsidiary investment issues and equity transactions, indirect and mutual holdings, and special applications of consolidation procedures. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: ACC 306.

ACC 406  Advanced Accounting II
A study of advanced accounting topics including accounting for partnerships, foreign exchange transactions, not-for-profit organizations, state and local governments, interim reporting, earnings per share, estates and trusts, debt restructuring, corporate reorganizations, and corporate liquidations. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: ACC 306.

ACC 407  Auditing
An examination of the auditing function including the standards and procedures used by auditors in their examination of financial statements for the purpose of rendering an opinion on them. Topics covered include the evaluation of internal control, design of the audit program, statistical sampling, and EDP auditing. 3 credits PREREQUISITE: ACC 306.
ACC 460     Internship/Practicum/Research Experience
An internship/practicum is an opportunity for students to apply concepts learned in business courses. The student must meet departmental and University requirements for participation. The internship/practicum allows the student to experience working in a field of interest for future employment. The research experience affords the student an opportunity to work with a School of Management faculty member to perform in-depth research in business areas of interest. Terms of the research agreement are negotiated with the participating faculty member. Junior or senior status is required. 1–3 credits

FORENSIC ACCOUNTING

ACF 331     Fraud Prevention and Ethics
An introduction to criminology/understanding human behavior, theories of crime causation, white-collar crime, organizational crime, occupational crime, fraud prevention programs, and punishment and the criminal justice system. The ethics portion covers current professional and ethical issues facing the fraud examiner, and the Association of Fraud Examiners [ACFE] code of ethics. 3 credits

ACF 332     The Law and Fraud
A study of the statutes and common law principles involved in prosecuting fraud through both criminal and civil systems, as well as the legal pitfalls one may encounter in conducting an investigation. The course includes an overview of the United States legal system, laws related to fraud, individual rights during an examination, criminal prosecution for fraud, the civil justice system, basic rules of evidence, and testifying as an expert witness, as well as the Federal Rules of Civil and Criminal Procedure and the Federal Rules of Evidence. 3 credits

ACF 333     Fraud Investigation Techniques
A study of the tools and techniques necessary to develop information and evidence when conducting a fraud examination and identifying the perpetrators. It covers how to gather evidence through the examination of documents, interview theory and application, covert operations, sources of information, accessing online information, tracing illicit transactions, and reporting standards. 3 credits PREREQUISITE: ACC 306.

ACF 440     Fraud Examination
A study covering occupational fraud and abuse including asset misappropriation, corruption, and fraudulent statements. The course provides an understanding of fraud examination methodology and sets forth the schemes used by executives, managers, and employees to commit fraud against their organizations. It provides an analysis and taxonomy of various kinds of frauds and includes cases that illustrate and help the student understand each type of fraud. Based on extensive empirical research in forensic accounting, the course aids the student in identifying exposure to loss and appropriate prevention, detection, and investigation approaches. 3 credits PREREQUISITE: ACC 306.

BUSINESS MANAGEMENT

BSM 103     Introduction to Business and Management
An introductory course dealing with today’s global business environment and management principles. Overview topics include types of business organizations, their structures, dynamics, administration, and work distribution functions such as directing, controlling and staffing, and the roles of women in management. The course culminates in the development of a complete business plan as a major project. 3 credits FULFILLS LINKED REQUIREMENT WHEN OFFERED AS BSM 103L AND TAKEN WITH ACC 105L.

BSM 105 (ACC 105)     Principles of Accounting I
An introduction to the basic concepts of accounting, emphasizing the accounting cycle; principles and concepts governing the recording and reporting of accounting data; journal entries including adjusting and closing entries; trial balances; and financial statements. Accounting for assets is covered in detail. The focus of this course is on sole proprietorships. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT AND LINKED REQUIREMENT WHEN OFFERED AS ACC 105L AND TAKEN WITH BSM 103L.

BSM 106 (ACC 106)     Principles of Accounting II
A continuation of the concepts introduced in Principles of Accounting I with emphasis on liabilities; equity of a corporate form of business organization; and analysis of financial statements. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: BSM 105.

BSM 202     Business Communication
A theoretical and practical application of communication principles related to business. Emphasis is given to written expression in accomplishing human relations’ objectives necessary for success in working with and influencing other persons. The principles studied in this course are derived from cases involving the writing of business letters, reports, and memoranda. The job-finding process, including letters of application, resumes, and interviews, receives special emphasis. Electronic and telephone communications are covered. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITES: CC 100, CC 101, AND BSM 103.

BSM 203     Global Management and Organizational Behavior
A continued study of domestic and global management principles and the managerial application of the behavioral sciences as related to modern organizations. Students will explore the dynamics of interpersonal relations for individual and group productivity,
motivation, organizational design, leadership effectiveness, and the management of diverse groups. Students will also critically examine research processes related to behavioral science in organizations. 3 credits FULFILLS GLOBAL REQUIREMENT. PREREQUISITE: BSM 103.

BSM 204 Introduction to Health Care Management
This is an introduction to management in health services. This course will integrate the concepts taught in business management with those in health services. This course will also examine relevant legislation including HIPPA. 3 credits
PREREQUISITES: BSM 103 AND BSM 226.

BSM 226 Human Resource Management
An introduction to the basics of human resource management. The student will analyze the functions of human resource planning, employment planning, equal employment opportunity, workplace diversity, recruitment, selection, appraisal, development, compensation, employee relations, and labor relations within the context of organizational objectives and the legal environment. 3 credits

BSM 231 Training and Development
A study of training and development strategies in a variety of professional contexts. The student will examine the role of learning and employee development as a function of human resource management, assessment of training needs, concepts in learning theory, issues in retention and transfer of learning, methods of training, and evaluation of training. Special topics include managerial training, technical training, literacy training, diversity training, and sales training. 3 credits PREREQUISITES: BSM 103 AND BSM 226.

BSM 301 Principles of Marketing
An introductory study of the principles and functions of marketing. Topics include product development, market research, channels of distribution, and pricing and promotion. Students will analyze cases dealing with current marketing successes and failures. 3 credits PREREQUISITE: BSM 103.

BSM 302SL Women as Managers
An examination of the problems encountered by women in or aspiring to managerial/leadership positions. This class will complete analyses of organizational, societal, political, and economic obstacles to career development. Emphasis will be placed upon the behavioral aspects of attaining management positions and functioning effectively as managers. Historical data will be integrated. 3 credits FULFILLS SERVICE-LEARNING REQUIREMENT.

BSM 304 Principles of Finance
An introductory study of financial management of business organizations. Topics include a firm’s environment, financial statements, financial analysis and planning, short-term financial decisions, long-term financial concepts, capital structure and dividend policy, sources of long-term financing, expansion and failure of business entities, and the stock market. 3 credits

BSM 305 Concepts in Health Care Finance
An overview of the essential elements of health care finance processes and financial management concepts. Topics will include billing and coding for services provided, financial environment of health care organizations, legal and regulatory influences on health care, revenue from health care services, managed care organizations, financial reporting, and analyses processes in different health care entities. 3 credits

BSM 306 Financial Management for Health Care Professionals
A concentration in the financial management aspects of health care organizations. This course will cover the following topics for students interested in the health care administration arena: strategic financial planning concepts and processes, costing processes in health care organizations, control functions of health care managers, capital project analysis, consolidations and mergers in health care organizations, capital formation, and cash management. 3 credits

BSM 307 Financial Management for Health Care Professionals
A study of federal, state, and local laws involving fair employment, equal pay, and comparable job worth. Emphasis on the legal aspects of equal employment opportunity, court decisions, and administrative agencies’ rules and guidelines. Concepts are examined through the case method. 3 credits

BSM 308 Social and Behavioral Aspects of Health Care
A study of social and behavioral sciences that impact the health care system and the delivery of health care services. The topics include the role of social and behavioral sciences in health care delivery, health care utilization, and health disparities. 3 credits

BSM 309 Medical Ethics
An examination of the ethical issues encountered by health care professionals. The course will explore the ethical principles, theories, and frameworks that are used to analyze ethical issues and will consider the role of values and values clarification in ethical decision-making. 3 credits

BSM 310 Health Care Law
An introduction to the legal principles, obligations, and rights related to health care ethics and the legal environment. The course focuses on the law governing health care delivery, including the law of professional negligence, the law of informed consent, the law of health care operations, the law of health care organizations, and the law of health care professionals. 3 credits

BSM 311 Health Care Law
An introduction to the legal principles, obligations, and rights related to health care ethics and the legal environment. The course focuses on the law governing health care delivery, including the law of professional negligence, the law of informed consent, the law of health care operations, the law of health care organizations, and the law of health care professionals. 3 credits

BSM 312 Health Care Law
An introduction to the legal principles, obligations, and rights related to health care ethics and the legal environment. The course focuses on the law governing health care delivery, including the law of professional negligence, the law of informed consent, the law of health care operations, the law of health care organizations, and the law of health care professionals. 3 credits

BSM 313 Health Care Law
An introduction to the legal principles, obligations, and rights related to health care ethics and the legal environment. The course focuses on the law governing health care delivery, including the law of professional negligence, the law of informed consent, the law of health care operations, the law of health care organizations, and the law of health care professionals. 3 credits

BSM 314 Health Care Law
An introduction to the legal principles, obligations, and rights related to health care ethics and the legal environment. The course focuses on the law governing health care delivery, including the law of professional negligence, the law of informed consent, the law of health care operations, the law of health care organizations, and the law of health care professionals. 3 credits

BSM 320 Human Resource Management
An examination of the problems encountered by women in or aspiring to managerial/leadership positions. This class will complete analyses of organizational, societal, political, and economic obstacles to career development. Emphasis will be placed upon the behavioral aspects of attaining management positions and functioning effectively as managers. Historical data will be integrated. 3 credits FULFILLS SERVICE-LEARNING REQUIREMENT.

BSM 321 Training and Development
A study of training and development strategies in a variety of professional contexts. The student will examine the role of learning and employee development as a function of human resource management, assessment of training needs, concepts in learning theory, issues in retention and transfer of learning, methods of training, and evaluation of training. Special topics include managerial training, technical training, literacy training, diversity training, and sales training. 3 credits PREREQUISITES: BSM 103 AND BSM 226.

BSM 322 Human Resource Management
An introduction to the basics of human resource management. The student will analyze the functions of human resource planning, employment planning, equal employment opportunity, workplace diversity, recruitment, selection, appraisal, development, compensation, employee relations, and labor relations within the context of organizational objectives and the legal environment. 3 credits

BSM 323 Recruitment and Selection
An examination of the importance of recruitment and selection as integral functions of the human resource system. Program development and related fair employment practices will be addressed. Other topics include: predictors and measurement of job performance, job analysis, and evaluation of selection criteria. Special emphasis will be placed on the development of interviewing skills. 3 credits PREREQUISITES: BSM 103 AND BSM 226.

BSM 324 Fair Employment Practices
A study of the challenges that organizations must meet in designing and administering a compensation plan that justly and fairly rewards all employees while serving the best interests of the company. The student will analyze the reward systems in terms of both monetary and non-monetary considerations within both union and non-union settings. Special topics include the glass ceiling concept and comparable worth. 3 credits PREREQUISITES: BSM 103 AND BSM 226.

BSM 325 Compensation
A study of the challenges that organizations must meet in designing and administering a compensation plan that justly and fairly rewards all employees while serving the best interests of the company. The student will analyze the reward systems in terms of both monetary and non-monetary considerations within both union and non-union settings. Special topics include the glass ceiling concept and comparable worth. 3 credits PREREQUISITES: BSM 103 AND BSM 226.

BSM 326 Fair Employment Practices
A study of the challenges that organizations must meet in designing and administering a compensation plan that justly and fairly rewards all employees while serving the best interests of the company. The student will analyze the reward systems in terms of both monetary and non-monetary considerations within both union and non-union settings. Special topics include the glass ceiling concept and comparable worth. 3 credits PREREQUISITES: BSM 103 AND BSM 226.

BSM 327 Compensation
A study of the challenges that organizations must meet in designing and administering a compensation plan that justly and fairly rewards all employees while serving the best interests of the company. The student will analyze the reward systems in terms of both monetary and non-monetary considerations within both union and non-union settings. Special topics include the glass ceiling concept and comparable worth. 3 credits PREREQUISITES: BSM 103 AND BSM 226.
BSM 404  Consumer Behavior  
A study of human behavior as it affects buying decisions. Topics include perception, learning, motivation, social and cultural factors, and comprehensive models of buyer behavior. Also included are selected applications involving opinion leadership, brand loyalty, reference groups, and marketing communications as well as applications to nonprofit marketing. 3 credits  
PREREQUISITES: BSM 103 AND BSM 301.

BSM 408  Labor Relations  
A study of the development and growth of the labor movement including social movements and implications and evolution of the legal framework for collective bargaining in the private and public sectors. Topics include preparation for bargaining and costing of labor contracts, bargaining power, negotiations, impasses, the role of women in labor movements, and the future of labor-management relations. 3 credits

BSM 410  Corporate Strategic Planning and Policy  
A study of effective organizational planning which includes an understanding and application of strategic planning processes and how they translate to tactical and operational endeavors. Students will examine several strategic planning models and apply concepts learned in an organizational case study. Also discussed is the importance of environmental monitoring, teamwork, corporate culture, and dissemination of information. The course will culminate in the team writing of an actual strategic plan. 3 credits  
PREREQUISITE: BSM 103.

BSM 411  Collective Bargaining  
A history of labor relations and the collective bargaining process in the United States. The course focuses on contract language and the negotiation and writing of a contract. 3 credits  
PREREQUISITES: BSM 103, BSM 226, AND BSM 408.

BSM 413  Business Ethics and Social Responsibility  
An analysis of the role of business in society. Topics include the role of business within the community, the relationship of business with government, and the regulatory environment. The issues studied will involve both market and non-market decisions which have social, political, and ethical ramifications. Also, the effect of values and cultural norms on managerial decision-making and how this relates to managers facing a global environment and diverse workforce will be analyzed. 3 credits  
PREREQUISITE: BSM 103.

BSM 416  Creative and Innovative Management  
An introduction to differentiating creativity and innovation from both an individual and organizational perspective by integrating this knowledge into the real work-time situation. Students will demonstrate and critique techniques used to generate new ideas and overcome both individual and group creative problem solving. Students will analyze methodologies for creative strategy usage and options which foster a positive climate. 3 credits  
PREREQUISITE: BSM 103.

BSM 419  Project Management  
A course that builds on basic knowledge of management functions, particularly planning at the strategic, tactical, and operational levels. The course focuses on project accomplishment. Students will learn to identify, allocate, and coordinate human, financial, and technical resources to accomplish organizational goals and objectives. Communication and schedule adherence are essential themes throughout the course. Students will be asked to identify an actual work project and complete both a project analysis and a project outline using MS Project as the final assignments in the course. 3 credits

BSM 460  Internship/Practicum/Research Experience  
An internship/practicum is an opportunity for students to apply concepts learned in business courses. The student must meet departmental and University requirements for participation. The internship/practicum allows the student to experience working in a field of interest for future employment. The research experience affords the student an opportunity to work with a School of Management faculty member to perform in-depth research in business areas of interest. Terms of the research agreement are negotiated with the participating faculty member. Junior or senior status is required. 1–3 credits

BSM 461  Special Topics  
An upper level management course designed to provide management majors the opportunity to study topics related to their required studies. In-depth approaches include independent research, review of scholarly publications, and discussion of current global events. Future topics under consideration include European Union, global technology, international ethics, and nonprofit management. 3 credits  
PREREQUISITE: BSM 103.

ECONOMICS

EO 101  Microeconomics  
A study of theories concerning the behavior of individuals, households, firms, and industries and their patterns in regard to production and consumption. Examines the influence of the pricing system on the production and distribution of goods and services. 3 credits  
FULFILLS ECONOMICS/POLITICAL SCIENCE LAI AND GLOBAL REQUIREMENTS.

EO 102  Macroeconomics  
A study of the basic theory of the determination of output, prices, and employment in the United States’ economic system. The role of monetary and fiscal policies and practices is analyzed. This course also compares other economic systems with that of the United States. 3 credits  
FULFILLS ECONOMICS/POLITICAL SCIENCE LAI AND GLOBAL REQUIREMENTS.
EO 103  Principles of Economics
A study of theories concerning the behavior of individuals, households, firms, and industries and their patterns in regard to production and consumption. Examines the influence of the pricing system on the production and distribution of goods and services. 3 credits FULFILLS ECONOMICS/POLITICAL SCIENCE LAI AND GLOBAL REQUIREMENTS.

HUMAN RESOURCES

HRIS 101  Human Resource Information Systems Management I
An introductory course to human resource information systems management (HRIS). The student will be given an overview of all functional areas in an HRIS system and become familiar with the most widely used HR management software in the marketplace. Students will learn how each area of an HRIS system interrelates with others and how crucial proper design and management are to the success of the system. Students will experience the design and planning phases of an HRIS system with the aid of Microsoft Project. 3 credits PREREQUISITE: BSM 226.

HRIS 202  Human Resource Information Systems Management II
A course designed to complement and build upon HRIS Management I. The student will begin implementing the plan created in the previous course. The focus will be on the recruitment, selection/assessment, and employee tracking areas of an HRIS system. The student will learn how to customize these areas to “fit” an organizational environment. Once implementation is complete, information management strategies will be discussed and students will identify a strategy that addresses the needs of an organization. 3 credits PREREQUISITES: BSM 226 AND HRIS 101.

INFORMATION TECHNOLOGY MANAGEMENT

IT 117  Microsoft Excel—Latest Version
A hands-on introductory course that will provide the student with the basic skills and knowledge to create/modify Excel worksheets in order to meet the fundamental needs of an organization. The student will learn how to perform basic formulas and create a Web page using Excel. Key concepts and terminology will be discussed in order to reinforce the hands-on practice. Hands-on instruction, practice, and assignments are given to assess the student’s technological skills. This course is designed for students in all majors to enhance their technology skills and knowledge. 1 credit FULFILLS SKILLS INTEGRATION REQUIREMENT.

IT 143  Microsoft Access—Latest Version
A hands-on introductory course that will provide the student with fundamental knowledge and understanding of Microsoft Access. The student will learn how to perform basic file management operations within the relational database of Microsoft Access. Key concepts and terminology will be discussed in order to reinforce the hands-on practice. Hands-on instruction, practice, and assignments are given to assess the student’s technological skills. This course is designed for students in all majors to enhance their technology skills and knowledge but is particularly important for students interested in IT 242 and the database management track. 1 credit FULFILLS SKILLS INTEGRATION REQUIREMENT.

IT 150  Information Technology I
A first course in information systems that introduces students to the fundamental concepts related to the use of IT in organizations from a managerial perspective. Students will learn to recognize the strategic value of IT and will become familiar with the different ways in which IT is used in organizations (e.g., enterprise systems, business intelligence). Students will also learn IT skills to improve their personal productivity. The course has been designed to also include hands-on activities, mainly in the areas of databases, Web design, and e-commerce. Students will prepare a business case to propose and justify an IT initiative in a real organization. This course has been designed as a stand-alone portal course in IT for majors in all disciplines. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITES: CC 100, CC 101, OR PERMISSION FROM THE DEPARTMENT CHAIR.

IT 150SL  Information Technology I
A first course in information systems that introduces students to the fundamental concepts related to the use of IT in organizations from a managerial perspective. Students will learn to recognize the strategic value of IT and will become familiar with the different ways in which IT is used in organizations (e.g., enterprise systems, business intelligence). Students will also learn IT skills to improve their personal productivity. The course has been designed to also include hands-on activities, mainly in the areas of databases, Web design, and e-commerce. Students will prepare a business case to propose and justify an IT initiative in a real organization. This course has been designed as a stand-alone portal course in IT for majors in all disciplines. 3 credits FULFILLS SERVICE-LEARNING AND SKILLS INTEGRATION REQUIREMENTS. PREREQUISITES: CC 100, CC 101, OR PERMISSION FROM THE DEPARTMENT CHAIR.

IT 151  Information Technology II
A course designed to provide students with essential theory and hands-on practical skills in the areas of computer hardware, software, and networking. Students will have the opportunity to install, configure, and troubleshoot computers and the networks that tie them together. Students will also become familiar with additional current hot topics in the IT field. As computer technology continues to expand into all areas of our society, the need to understand this technology has become essential. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: IT 150.
IT 205  Foundations of Programming
An introduction to the concepts underlying the development of computer programs. Students will utilize an introductory programming language to learn the foundational concepts of programming while learning practical ways to empower their use of everyday applications. This course can be taken alone by any students interested in learning about programming and advancing in their expertise of Microsoft applications. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. PRE/Corequisite: IT 150.

IT 235  Web Design
An introduction to Web page creation using Web design software and HTML coding techniques. Topics include Web design theory, Web design terms and techniques, successful website plans, review of HTML coding, tables, text formatting, image formatting, templates and cascading style sheets, and multimedia content. 3 credits FULFILLS SKILLS INTEGRATION REQUIREMENT. Pre/Co-requisite: CC 102.

IT 242  Database Management Systems
An overview of database management theory and practice. Students will learn the fundamentals of database application development and how database technologies can be used for competitive advantage in organizations. Topics to be covered will include database theory, normalization, entity relationships, and SQL queries. MS Access will be used for in-class demonstrations and projects. 3 credits Pre-requisites: IT 150 and IT 143 or permission from the department chair.

IT 290I (POL 290I)  Politics and Technology
A course that will analyze the new opportunities and challenges that arise at the intersection between politics and technology. In addition to the discussion of the individuals (or stakeholders) to be affected by this interplay between politics and technology, topics will include regulatory aspects in areas such as e-government, data mining, data privacy, telecommunications, and litigation. 3 credits FULFILLS INTERDISCIPLINARY REQUIREMENT.

IT 333  Advanced Adobe Dreamweaver
A course that deepens students’ understanding of the advanced features of the latest version of Adobe Dreamweaver. Students will gain a deeper understanding of the inner-workings of Dreamweaver, collaboration through Dreamweaver, integration of other technologies into Dreamweaver, and critical design guidelines and requirements. Besides providing students with a deeper understanding of the Dreamweaver software, this course will also cover the major sections of the Adobe Dreamweaver Expert Certification examination. This certification is a well-respected and internationally-recognized credential that demonstrates proficiency in the Dreamweaver software and will set students apart from their competition. 3 credits Pre-requisite: IT 235.

IT 342  Advanced Database Systems
A continuation of IT 242 using a server-based DBMS and SQL and revisiting many topics of IT 242 in more depth. Topics: SQL syntax, data retrieval, data definition, security and access rules, and views; data models and enhanced ER diagrams; normalization theory; and introduction to data warehouses, distributed databases, replication, and security. MS SQL server will be used as the DBMS software. Introduction to programming interfaces to databases, ODBD, JDBC, XML. This course is aimed mainly at IT majors interested in database specializations. 3 credits Pre-requisite: IT 242.

IT 355  Documentation in Technology
An introduction to the theory and practice of documentation, including project development, manual organization, and refinement of technical writing skills for information technology. Project includes publishing a draft document, designing online help techniques, developing reference materials, and participating in program design team work. 3 credits Pre-requisite: CC 100.

IT 372  Information Security
An overview of information security topics from a managerial perspective. Topics include hacker techniques, legal issues of information security including Pennsylvania’s data breach security act, typical corporate security and privacy policies, firewalls, virtual private networks, encryption, identity theft, intrusion protection, desktop protection, windows security, e-commerce, and wireless security. The concepts within this course are beneficial to all students who intend to work with technology or manage technology within an organization. 3 credits Pre-requisite: IT 150.

IT 382  Systems Analysis and Design
An introductory course on the efficient and effective assessment, analysis, and design of information systems. The objective of this course is to simultaneously develop planning, analysis and design skills and knowledge about strategies for applying those skills. Class discussion and exercises will focus on the challenges that project managers, business analysts, and software developers face when analyzing, designing, and implementing systems in organizations. Different methods will be used to develop students’ understanding of the material. However, the emphasis throughout the course is not on technical (i.e. programming) aspects of systems analysis and design. Students will be expected to read and think about all assigned material in advance of class, as the purpose of classes will be to discuss the material, expose different points of view, and develop the students’ analytical skills. 3 credits Pre-requisite: IT 242.

IT 400  Independent Study
A study of specific information technology topics chosen according to students’ interest with the approval and assistance of the faculty. 3 credits

IT 460  Internship/Practicum/Research Experience
An internship/practicum is an opportunity for students to apply concepts learned in business courses. The student must meet departmental and University requirements for participation. The internship/practicum allows the student to experience working in a field of interest for future employment. The research experience affords the student an opportunity to work with a School of Management faculty member to perform in-depth research in business areas of interest. Terms of the research agreement are negotiated with the participating faculty member. Junior or senior status is required. 1–3 credits
MAJOR
NURSING

PROGRAMS
BSN PROGRAM
RN–BSN PROGRAM
BSN STEP AHEAD PROGRAM
RN-BSN FAST-TRACK PROGRAM

SCHOOL OF NURSING
SCHOOL OF NURSING VISION STATEMENT

Carlow University School of Nursing educates practitioners of tomorrow and encourages a passion for discovery, innovative practice, and application in an evolving health care arena.

SCHOOL OF NURSING MISSION STATEMENT

The mission of the Carlow University School of Nursing is to educate novice to advanced practice to doctoral-prepared nurses to meaningfully impact the quality of health care as clinicians, educators, leaders, and researchers. A high-tech, learner-centered curriculum is founded on evidence-based practice which fosters teamwork and founded on the core values embedded in sacredness of creation, service to humanity, integrity, and social justice. A scholar practitioner model is nurtured to instill a passion for excellence and life-long learning.

NURSING POLICIES

Nursing policies are explained fully in the School of Nursing Undergraduate Student Handbook. Refer to it for specific, complete information. The following are some selected summaries:

• Students must earn a minimum grade of C (2.0) in each of the prerequisite and corequisite support courses for the major and all major courses within the time frame designated in the curriculum guide.

• Students must attain a minimum GPA of 3.0 prior to enrolling in the first clinical nursing course. Students must maintain a cumulative GPA of 3.0 each semester. A “pass” must be achieved in each clinical component. Policies are in place for the student who does not achieve acceptable academic achievement. A student who falls below a 3.0 GPA will be placed on probation in the next semester; failing to return to a cumulative 3.0 GPA by the end of the probation semester will halt progression into nursing courses until the cumulative GPA returns to 3.0 or higher. A student may only be on probation two times throughout the program.

• A person convicted of any felony may be prohibited from licensure by the state at any time.

• If the program of studies is interrupted, re-entry at a later time is dependent upon the curriculum, availability of class space, and completion of the required procedure.

• Statute of Limitations: Students must successfully complete all requirements for the baccalaureate degree in nursing (BSN) within a period of eight academic years, five years for RN/BSN, excluding an approved leave of absence, from the time of initial matriculation at Carlow University and six academic years, excluding an approved leave of absence, from the time of taking the first course in clinical nursing.

• In compliance with the State Board of Nursing regulations and policies of clinical agencies, students are required to pass a physical exam yearly. They must maintain professional liability insurance, immunizations, CPR certification, background checks, fingerprints and other requirements as described in the School of Nursing Undergraduate Student handbook.

• The School of Nursing reserves the right to make changes in policies.

The School of Nursing reserves the right to make changes in the curriculum outline. The curriculum serves as the basis for graduate study and provides a foundation for life-long learning.

PROGRAM OBJECTIVES

Throughout the undergraduate program, the student will be involved in the process of becoming more fully aware of self as a person free to think clearly and creatively, and ready to participate in opportunities for long-term learning.

Based on knowledge of nursing the BSN and RN-BSN graduate is expected to:

1. Provide direct and indirect professional nursing care to individuals, families, groups, communities, and populations based on biopsychosocial and transcultural concepts;

2. Appraise the concepts of core nursing knowledge;*
3. Design, manage, and coordinate evidence-based nursing care that reflects a broad-based liberal arts education;

4. Integrate the nursing process to support health promotion, prevention, and therapeutic and restorative care in concert with individuals, families, and communities;

5. Promote the professional values of caring, altruism, autonomy, human dignity, integrity, and social justice;

6. Make independent nursing decisions utilizing the core nursing competencies of critical thinking, communication, assessment, and technical skills;

7. Incorporate professional nursing standards and accountability into safe and competent individual and organizational practice;

8. Collaborate with clients, members of the interdisciplinary health team, and the community to promote positive health outcomes;

9. Transition into the professional nursing role, demonstrating leadership, valuing life-long learning, and practicing within a legal and ethical framework.

*Core nursing knowledge includes: health promotion; risk reduction and disease prevention; illness and disease management; information and health care technologies; ethics; human diversity; global health care; and health care systems and policy (from AACN, the Essentials of Baccalaureate Education).

The program leads to a Bachelor of Science degree in Nursing (BSN) and is fully accredited by the Commission on Collegiate Nursing Education and approved by the Pennsylvania State Board of Nursing.

Upon graduation, a BSN student is eligible to write the State Board Examination in Nursing (NCLEX-RN) and is prepared to practice as a generalist who is able to utilize the nursing process in a variety of health care settings. Graduate education in nursing generally requires that an applicant have a baccalaureate degree in nursing, and an undergraduate statistics course.

The urban location of the University offers multiple opportunities for student involvement in many dimensions of health care and contemporary life. Clinical nursing experience is an integral part of the program and is provided at various health agencies in the area. Magee-Women’s Hospital of UPMC, UPMC Mercy, various UPMC locations, VA Pittsburgh Health System (Highland Drive and University Drive), West Penn Allegheny Health System, Pittsburgh Public Schools, and community agencies are examples. Students must provide their own transportation. Public transportation is generally available.
BSN PROGRAM

Through clinical courses and nursing seminars, the undergraduate baccalaureate nursing program at Carlow University prepares the student to perform generalized nursing roles in a variety of settings, both structured and unstructured. The primary focus of the program is on the use of nursing process to support health promotion, disease prevention, and therapeutic, and restorative care in diverse settings. These settings include but are not limited to hospital, home, school, nursing home/personal care home, and home health and community agencies. The emphasis on health maintenance and health needs of individuals, families, and communities is addressed within a variety of biopsychosocial and transcultural nursing theories, nursing research, and health care policy efforts which together form the basis of professional nursing practice. The student assumes increasingly independent functioning across the program. BSN track students culminate their senior year with a preceptor-based clinical practicum. The program also serves as the foundation for graduate study and life-long learning.

BSN Program Requirements:
A nursing major requires 123 credits for graduation. Of this total, 47 credits are in the nursing major and 76 credits are in general education, support, and liberal arts, including University core requirements. Basic students enroll in the first clinical nursing course the first semester of the sophomore year following successful completion of required support courses for the major.

Prerequisites and Corequisites to Nursing:

Other Requirements:
NU 101, NU 206, NU 210, NU 222, and NU 320.

Major Requirements:
NU 420, NU 2161/2162, NU 2171/2172, NU 3121/3122, NU 3161/3162, NU 3171/3172, NU 3181/3182, NU 3191/3192, NU 4171/4172, NU 4181SL/4182, and NU 4111/4112.

BSN courses begin in the first or second semester of the first year and are arranged in a sequential manner, with learning experiences increasing in complexity. Courses beginning with the number 1 are first year courses, courses beginning with 2 are sophomore level courses, and so on.

BSN STEP AHEAD PROGRAM

The Step Ahead Program prepares academically qualified Carlow nursing majors to take a “step ahead” of their peers as they look toward their professional future that includes graduate education and advanced practice roles. Students who qualify for this program will earn up to 10 master’s nursing credits by the completion of their BSN degree at Carlow University.

To qualify, students:

- Apply for entry into the Step Ahead Program during the admissions process to Carlow University or at the end of the first semester of sophomore year in the nursing program.
- Have a high school GPA of 3.5, score 1100 on the SAT, or have a cumulative GPA of 3.5 by the end of the first semester of the sophomore year at Carlow.
- Are willing and able to take six to nine credits of core requirements outside of the regular, scheduled semesters of the nursing program (e.g. during a summer session).
- Maintain a cumulative GPA of 3.1 during the junior and senior years of the BSN program.
RN–BSN PROGRAM

This program is designed for registered nurses seeking a BS in nursing degree. The purpose of the undergraduate nursing program at Carlow University is to assist the student in recognizing the integrity and value of each person and to achieve the knowledge, skills, and values necessary for professional nursing practice. The program prepares the baccalaureate student to practice as a generalist who is able to utilize nursing process with clients and make independent nursing decisions in structured and unstructured settings. The program also serves as the foundation for graduate study and life-long learning.

A current Pennsylvania nursing license is required. A RN-BSN nursing major requires 120 credits for graduation. Of this total, 30 credits are advanced standing for RN license, 23 credits are in the nursing major, and 67 credits are in general education, support, and liberal arts, including University core requirements.

Prerequisites and Corequisites to Nursing:
Natural Sciences: BIO 201, BIO 202, BIO 227, CHM 105, and MAT 115 or approved equivalent.
Social and Behavioral Sciences: PY 122; and SO 152, SO 215, or SO 251 or approved equivalent.

Major Requirements:
NU 405, NU 412, NU 430, NU 435, NU 437, NU 440, NU 450

RN–BSN FAST TRACK PROGRAM

The Fast Track Program prepares academically qualified Carlow nursing majors to take a “fast track” approach toward their professional future that includes graduate education and advanced practice roles. Students who qualify for this program will earn up to nine master’s nursing credits by the completion of their BSN degree at Carlow University.

A current Pennsylvania nursing license is required. A RN-BSN nursing major requires 120 credits for graduation. Of this total, 30 credits are advanced standing for RN license, 23 credits are in the nursing major, and 67 credits are in general education, support, and liberal arts, including University core requirements.

Prerequisites:
Undergraduate nursing, LAI, and support courses must be completed before beginning “fast track” MSN courses.

Fast Track Requirements:
NU 412, NU 430, NU 435, NU 440 and NU 450; NU 705, NU 725, and NU 737 (may take NU 703)

In order to begin fast track MSN courses students must:
• Have a current, valid, unrestricted license as a Registered Nurse. Licensure in the Commonwealth of Pennsylvania is required for coursework completed in Pennsylvania.
• Meet both University and clinical agency health requirements.
• Achieve a cumulative grade point average (GPA) of greater or equal to 3.0 while at Carlow University
• Achieve a minimum grade of B- in the fast track MSN courses to continue in the fast-track program.
  • If a student obtains a passing grade below a B-, the student may finish in the RN to BSN program (not fast track) and may apply directly to the MSN program after earning the BSN degree.
  • A grade below a B- in an MSN course must be repeated if accepted into the MSN program.
SCHOOL OF NURSING

COURSE DESCRIPTIONS

_________

BSN PROGRAM

_________

NU 101  Introduction to Professional Nursing and Informatics
Focuses on the history and philosophy of nursing and the roles of nurses in practice. The student is introduced to the diversity of settings where health care is provided. Issues related to sociocultural, environmental, economic, political and occupational health, health and illness behaviors, and risk reduction are addressed. The course also includes a conceptual foundation for understanding nursing informatics. A focus is on beginning development of personal values and professional responsibilities as a basis for life-long learning. 3 credits
PREREQUISITE: NURSING MAJORS ONLY.

NU 206  Nutrition
Nutrition and the nursing role in primary prevention for individuals, families, and groups throughout the life cycle is emphasized. Food needs for energy—protein, fat, carbohydrate, vitamins, and minerals—will be considered in relation to maintaining nutritional status. Nutrition assessment and intervention will be considered, and activities related to the nursing role will be addressed.
3 credits
PREREQUISITE: NURSING MAJORS ONLY.

NU 210  Concepts of Gerontology
An overview of the processes of aging and the way aging is defined chronologically, biologically, socially, and psychologically. Selected aspects of physical, social, and psychological aging will be examined. Topics will include theories of aging, demographics of aging and its implications for society, bodily changes associated with the normal aging process, and the social ramifications of aging.
2 credits
PREREQUISITES: NURSING MAJORS ONLY; BIO 201 AND BIO 202 OR BIO 205 AND BIO 206.

NU 222  Pharmacology
An introduction to pharmacology principles needed by the professional nurse. Emphasis is on principles of drug addiction, patient assessment, interventions involving specific drug therapy, principles of administration, and patient/family drug education.
3 credits
PREREQUISITES: NURSING MAJORS ONLY; CHM 105, BIO 201, BIO 202, BIO 227, AND NU 2161/2162.

NU 317I (SO 317I)  Healthcare from a Global Perspective
Healthcare from a Global Perspective is an overview of health from a global perspective synthesizing the theory and practice of international health, the concepts of culture, globalization, and global stratification provide the framework for consideration of global health issues. 3 credits
FULFILLS GLOBAL AND INTERDISCIPLINARY REQUIREMENTS.

NU 320  Nursing Research
An introduction to the principles of nursing research. The process of scientific inquiry and an appreciation of the usefulness of the scientific method of problem solving and decision-making in nursing practice are discussed. The application of quantitative and qualitative research processes is explored. The course assists students in becoming intelligent consumers of research. Beginning skills to critique current research related to the delivery of nursing care are presented. 3 credits
FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: COMPLETION OF ALL SOPHOMORE-LEVEL NURSING COURSES.

NU 420  Legal, Ethical, and Political Issues in Health Care
Focus is on legal, ethical, and political issues in health care. Legal and ethical principles that guide health care practice issues are discussed. Political forces that influence change in contemporary health care are examined. Global differences and their relationship to American health care practice are explored. The student takes an active role in the policy process. 3 credits
FULFILLS GLOBAL REQUIREMENT. PREREQUISITE: COMPLETION OF ALL JUNIOR LEVEL NURSING COURSES.

NU 2161/2162  Health Assessment and Fundamentals
An introduction to health assessment and the fundamentals of direct patient care through the framework of the nursing process. Students are afforded opportunities to utilize communication skills and biopsychosocial theory with diverse populations to implement beginning nursing care interventions. This course utilizes both simulation and the clinical setting. 4 credits
PREREQUISITES: CHM 105, BIO 201, BIO 202.
PREREQUISITES OR COREQUISITES: NU 101, NU 206, AND BIO 227.

NU 2171/2172  Health Promotion and Disease Prevention
Health promotion and disease prevention is emphasized in this theory/clinical course. It allows the student to provide beginning level direct, holistic patient care utilizing the framework of the nursing process. This care is directed toward providing health promotion, disease prevention, and therapeutic and restorative care to adults. Students are afforded the opportunity to develop beginning therapeutic communication skills with diverse populations.
4 credits
PREREQUISITES: NU 101, NU 2161/2162 AND BIO 227, PREREQUISITES OR COREQUISITES: NU 206 AND PY 122.
NU 3121/3122  Psychiatric and Mental Health Nursing
Junior level theory/clinical course concerned with mental health care of individuals, families, groups, and communities in both episodic and distributive settings. One focus is on nursing care that promotes mental health. A second is on the nursing care that assists persons experiencing disturbances in social and occupational functioning. The third focus is on nursing care that eases the impact of chronically ineffective behaviors. Current issues, trends, and research relevant to professional psychiatric nursing practice roles and mental health policy issues are addressed. 4 credits (3 theory, 1 clinical) PREREQUISITE: COMPLETION OF ALL SOPHOMORE LEVEL COURSES.

NU 3161/3162  Nursing Care of Children and Adolescents
Junior level theory/clinical course focusing on the biopsychosocial needs of children and adolescents. Based on nursing theories and research, emphasis is placed on the nurse’s role in providing health promotion, prevention, and therapeutic and restorative care to children and adolescents from diverse cultures in a variety of settings. 3.5 credits (3 theory, 0.5 clinical) PREREQUISITE: COMPLETION OF ALL SOPHOMORE LEVEL NURSING COURSES.

NU 3171/3172  Nursing Care of Women, Newborns, and Families
Junior level theory/clinical course focusing on the nursing care needs of women across the lifespan and the mother/baby dyad in clinical and community settings. Emphasis is placed on the physiologic and psychosocial adaptations that occur in women from adolescence through older adulthood. The impact of pregnancy and childbirth is highlighted. Health promotion of the mother/baby dyad and the developing family is emphasized. Gynecologic topics and the impact of gender on selected disorders are discussed. Nursing care, health policy, cultural, and ethical factors which impact the health of women and newborns are examined. 3.5 credits (3 theory, 0.5 clinical) PREREQUISITE: COMPLETION OF ALL SOPHOMORE LEVEL NURSING COURSES.

NU 3181/3182  Nursing Care of Adults I
Junior level theory/clinical course examining the professional nursing care of adults experiencing acute and chronic health alterations specific to the cardiovascular, respiratory, neurologic, and pulmonary systems. Emphasis is placed on the use of the nursing process to identify physiologic, psychosocial, educational, and cultural needs of this population and the development of nursing interventions to support adaptation. Additional foci include the three levels of prevention, the identification of health policies that relate to each unit of study, and the application of nursing research. The clinical practice component of this course occurs in a variety of care environments. 4 credits (3 theory, 1 clinical) WITH NU 3191/3192 FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITES: COMPLETION OF ALL SOPHOMORE-LEVEL SUPPORT AND NURSING COURSES.

NU 3191/3192  Nursing Care of Adults II
Junior level theory/clinical course examining the professional nursing care of adults experiencing acute and chronic health alterations specific to the gastrointestinal, immunological, endocrine, and musculoskeletal systems. Emphasis is placed on the use of the nursing process to identify physiologic, psychosocial, educational, and cultural needs of this population and the development of nursing interventions to support adaptation. Additional foci include the three levels of prevention, the identification of health policies that relate to each unit of study, and the application of nursing research. 4 credits (3 theory, 1 clinical) WITH NU 3181/3182 FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: NU 3181/3182.

NU 4111/4112  Leadership into Professional Nursing
Senior level course combining leadership theory with a precepted integrative clinical experience. It includes an examination of leadership and management principles in nursing. Contemporary issues relevant to nursing practice are analyzed. Transition to the professional nursing role is promoted. 6 credits (3 theory, 3 clinical) FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: NU 4171/4172.

NU 4171/4172  Advanced Nursing Care of Adults
Senior level theory/clinical course focusing on the nursing care and management of adults experiencing acute and complex health alterations. Emphasis is placed on the incorporation of comprehensive health assessment data into planning and implementing nursing care to adults experiencing high-risk and/or complex health problems. 7 credits (5 theory, 2 clinical) FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: COMPLETION OF ALL JUNIOR-LEVEL NURSING COURSES.

NU 4181SL/4182  Community Health Nursing
Senior level course focusing on the health of the community and various community health nursing roles through which the health care needs of the individual, family aggregate, and community can be met. Both community-based and community-focused approaches are included. The levels of prevention, health promotion, epidemiological process, health education, and public health issues and practices are discussed so the student can apply the nursing process in distributive health care settings. 4 credits (3 theory, 1 clinical) FULFILLS SKILLS INTEGRATION AND SERVICE-LEARNING REQUIREMENTS. PREREQUISITE: COMPLETION OF ALL JUNIOR-LEVEL NURSING COURSES.
RN–BSN PROGRAM

NU 405  Nursing Leadership and Management for the RN
This required course focuses on the concepts of nursing leadership and the management skills that are as important to professional nurses as clinical knowledge and skills. Although management theory and process is universal and its principles are used in a variety of organizational settings, this course will focus on the process in nursing administration and the management of health care units, agencies, and workers. 3 credits (3 theory, 0 clinical) FULFILLS SKILLS INTEGRATION REQUIREMENT.

NU 412  Professional Nursing Concepts and Practice for the RN
This course explores the wide variety of roles for professional nurses in today’s dynamic and evolving health care delivery system. Areas of knowledge that professional nurses require in order to be effective in the changing health care environment will be addressed. The format of the courses requires the student to be an active participant in the learning process by contributing to discussion of the various topics. 3 credits (3 theory, 0 clinical) FULFILLS SKILLS INTEGRATION REQUIREMENT.

NU 430  Research/Informatics/Decision Making
This required senior level course is designed to assist the bachelor’s degree prepared nurse to be a consumer of and beginning participant in the nursing research process. It will also introduce the student to the use of information technology in the research process. Emphasis is placed on the development of the decision-making skills required to critically appraise published investigations and to utilize research findings to effect positive changes in the health status of individuals and groups through evidence-based clinical practice. 4 credits (4 theory, 0 clinical) FULFILLS SKILLS INTEGRATION REQUIREMENT.

NU 435  Capstone: Evidenced Based Practice
This capstone project is a culmination of the learning experiences of the student in the RN to BSN nursing program. This course focuses on the Quality and Safety Education for Nurses (QSEN) Competencies, Knowledge, Skills, and Attitude framework. The student will develop a written proposal for a quality improvement project derived from evidence-based practice that will enhance clinical outcomes. The proposal focuses on resolution of an issue/problem significant to professional nursing which links daily nursing practice to research. The proposal includes a problem description, resolution, implementation plan, evaluation plan, and dissemination plan. The capstone project proposal will reflect synthesis and integration of course content, informatics, and professional practice. The capstone project is guided by the baccalaureate program student learner. 2 credits (2 theory, 0 clinical) FULFILLS SKILLS INTEGRATION REQUIREMENT. PREREQUISITE: NU 405, NU 412, NU 430, NU 440, AND NU 450.

NU 437  Legal, Ethical and Political Considerations for the RN
This course focuses on the legal, ethical, and political issues that registered nurses encounter in the current health care environment. Legal and ethical principles that guide professional nursing practice are discussed. Political forces that influence change in contemporary health care and health care reform are examined. The leadership roles of professional nurses in these areas are explored. 3 credits (3 theory, 0 clinical) FULFILLS SKILLS INTEGRATION REQUIREMENT.

NU 440  Advanced Nursing Care for the RN
This required course is designed for the experienced RN. Students will expand their knowledge of human pathophysiology, pharmacotherapy, and physical assessment. Students will apply prior knowledge of health promotion, patient education, informatics, and evidence-based practice. Students take an active role in developing disease-specific health education. Presentation of course content is conducted through the use of various teaching methodologies. 4 credits (3 theory, 1 clinical)

NU 450  Community Health Nursing
This course will provide students with the opportunity to identify, discuss, and evaluate current issues related to community health nursing and public health practice. Students will utilize the nursing process in assisting individuals and groups, as part of the community, to achieve a mutually agreed upon health-related goal. Instructional methods include: lectures, AV presentations, discussion, guest lecture presentations, readings, and implementation of a community health education project. 4 credits (3 theory, 1 clinical)
ADMINISTRATION

President
Suzanne K. Mellon, PhD
President
Margaret K. McLaughlin, PhD
Provost and Vice President for Academic Affairs
Amy E. Neil
Vice President for Communications and Strategic Positioning
Patrick J. Cunningham, CPA
Vice President for Finance and Administrative Services
Karen Galentine, MS
Vice President for University Advancement
Jennifer Carlo, MA
Dean for Student Affairs
Sister Sheila Carney, RSM
Special Assistant to President for Mercy Heritage
Jeffrey P. Devlin, MBA
Chief Information Officer

BOARD OF TRUSTEES 2013–2014

Deborah L. Acklin
Michele R. Atkins [CHAIR]
Joyce A. Bender
Kathleen W. Buechel
JoAnne Courneen, RSM
John R. Denny, Jr.
Jackie Dixon
John K. Gisleson [SECRETARY]
Jeanne Gleason
Deborah F. Graver
Paula J. Hasbach [TREASURER]
Patricia Mary Hespelein, RSM [VICE CHAIR, MISSION]
Mary Beth Jenkins
Karen Dunn Kelley
Louise R. Malakoff, JD
Diane C. Matje, RSM
Suzanne K. Mellon, PhD
Cecilia Murphy, RSM
Mildred S. Myers, DA
Helene E. Paharik
George L. Pry, MA
Lourdes Sanchez Ridge
Theresa A. Scotti
Susan Shipley
Judith Stojhovic, RSM
George R. Whitmer, MPA [VICE CHAIR]
James A. Wilkinson, JD

TRUSTEES EMERITAE/I
Helen Hanna Casey
Judith M. Davenport, DMD
Thomas J. Donnelly, Esq *
Anna Marie Goetz, RSM
Elsie H. Hillman
Kevin P. Kearns, PhD
Eileen McConomy
Jane Scully, RSM
Mary Ann Sestili, PhD
Regina D. Stover
Patricia Whalen, RSM
David R. Williams
Judith Worden, RSM

PRESIDENTS EMERITAE
Grace Ann Geibel, RSM, PhD
Mary Hines, PhD
Jane Scully, RSM

*deceased
FACULTY

DEANS

Clare Hopkins, PhD
Dean of the School of Nursing

Marilyn J. Llewellyn, PhD
Dean of the School of Education

Deanne D’Emilio, JD
Dean of the School of Management

Elizabeth Koenig, JD
Dean of Academic Administration

Nancy E. Jacqmin, PhD
Interim Assistant Dean, Division of Natural Sciences and Mathematics

Allyson M. Lowe, PhD
Interim Assistant Dean
School for Social Change

Dale R. Huffman, MFA
Interim Assistant Dean
Division of Humanities

ADMINISTRATIVE PERSONNEL

Jason Krall, MBA
University Registrar

Garrett D. Margliotti
Coordinator of the Center for Global Learning

Elizabeth McClintock, MFA
Coordinator, Academic Advisement Programs

Elaine J. Misko, MLS
University Librarian

Wendy Phillips
Director of the Greensburg Education Center

James V. Shankel
Director of the Cranberry Education Center

Susan Winstel, BA
Director of Admissions

Sallie E. Wormer, BA
Director, Digital Learning Services

INSTRUCTOR, ASSISTANT, ASSOCIATE, AND PROFESSOR FACULTY

Janice K. Abrams
Associate Professor, Elementary Education
BS, Geneva College; MEd, University of Pittsburgh; EdD, Indiana University of Pennsylvania

John W. Alverson
Professor, Theology
BA, St. Pius X Seminary; MDiv, St. Vincent Seminary/University of St. Thomas Aquinas, Rome; PhD, Duquesne University

Michael E. Balmert
Professor, Communication
BS, Towson State University; MA, University of Pittsburgh; PhD, University of Kansas

Beverly Barkon
Professor, Special Education
BA, University of Pittsburgh; MA, University of Kansas; PhD, Northwestern University

Janine Bartholomew
Assistant Professor, Biology
BS, Cedarville University; PhD, University of Pittsburgh

Jason Bartolacci
Instructor, Fraud and Forensics
BA, University of Pittsburgh; MS, University of Cincinnati

Mary Anne Basilone, CPA, CFE
Associate Professor, Fraud and Forensics,
Accounting, Forensic Accounting
BS, Robert Morris University; MS, Carlow University; MA, Carlow University

Janet Beatty
Professor, English
BS, West Virginia University; MFA, Creative Writing, University of Pittsburgh

Joshua D. Bernstein
Assistant Professor, Graduate Professional Counseling
BA the Evergreen State College; MA, Antioch University-Seattle; PhD, Duquesne University

Stephen R. Borecky
Professor, Biology
BS, PhD, University of Pittsburgh

Mary Louise Bost
Professor, Traditional and Graduate Nursing
BSN, Duquesne University; MPH, DrPH, University of Pittsburgh

Louis J. Boyle
Professor, English
BA, MA, PhD, Duquesne University

Mary Catherine Burke
Associate Professor,
Graduate Professional Counseling
BS, MEd, Old Dominion University; PhD, University of Memphis

Robert Campbell, OSB
Instructor, Education
BA, St. Joseph College; MA, University of Notre Dame

Michael S. Capp
Professor, Biology
BS, Cornell University; MS, Clarion University of Pennsylvania; PhD, University of Pittsburgh

James D. Carmine
Associate Professor, Philosophy
BA, MA, University of Colorado at Boulder; PhD, State University of New York at Stony Brook

Clara Michelle Cheng
Associate Professor, Psychology
BS, University of Toronto; MA, PhD, Ohio State University

Felicia L. Cianciarulo
Associate Professor, Biology
BS, Wilson College; PhD, University of Pennsylvania
Maureen Crossen  
Associate Professor, Theology  
BA, Carlow University;  
MA, Catholic Theological Union;  
PhD, Duquesne University

Karen Cummins  
Assistant Professor,  
Nursing Doctoral Program  
BSN, LaRoche College; MSN, University of Pittsburgh; PhD, Capella University

Nancy Cupps  
Instructor, Nursing  
BSN, MSN, Carlow University

William DeBernardi  
Associate Professor, Art  
BFA, Pennsylvania State University; MFA, Indiana University, Bloomington, Indiana

Deanne D’Emilio  
Professor, Management  
BA, Westminster College;  
MA, Bowling Green State University;  
JD, University of Pittsburgh

Sandi DiMola  
Assistant Professor, Social Change  
BA; Chatham University, MA; University of Pittsburgh, JD; Duquesne University

Mary E. Doubleday  
Instructor, Mathematics  
BA, Wells College;  
M. Mus., Northwestern University;  
MST, University of Illinois at Chicago

Matthew Fagerburg  
Assistant Professor, Biology

Cindy A. Fickley  
Associate Professor,  
Nursing Traditional Program  
BSN, Pennsylvania State University;  
MSN, Duquesne University;  
DNP, Chatham University

Robert N. Foizey  
Assistant Professor, English  
BA, MMT, Carlow University

Phyllis Maria Flavin  
Assistant Professor, Nursing  
BSN, MSN, University of Pittsburgh;  
DNP, Chatham University

Marsha Frank  
Assistant Professor, Social Work  
PhD, University of Pittsburgh

Jessica Friedricks  
Instructor, Social Work  
BA, Pennsylvania State University;  
MSN, MPA, University of Pittsburgh

Rachel Furman  
Instructor, Communication  
BA, DePaul University;  
MA, University of Pittsburgh

Chrys Gabrich  
Professor, Communication  
BA, MS, PhD, University of Pittsburgh

David L. Gallaher, Jr.  
Associate Professor, Chemistry  
BS, University of Pittsburgh;  
PhD, Duquesne University

Susan Harchelroad  
Instructor, Nursing  
BSN, Kent State University;  
MSN, University of Pittsburgh

Rae Ann Hirsh  
Instructor, Early Childhood Education  
BS, Duquesne University; MEd, Carlow University

Monique L. Hockman  
Professor, Chemistry  
BS, PhD, University of Pittsburgh

Katie J. Hogan  
Professor, English, Women’s Studies  
BBA, Western Connecticut State University;  
MA, Northeastern University;  
PhD, Rutgers University

Clare M. Hopkins  
Professor, Nursing Adult Degree and Graduate Programs  
BSN, University of Michigan;  
MA, Duquesne University;  
MSN, Indiana University of Pennsylvania;  
PhD, Duquesne University

Dale R. Huffman  
Professor, Art  
BS, Carnegie Mellon University;  
MFA, School of the Art Institute of Chicago

Renee Ingel  
Assistant Professor, Nursing  
BSN, University of Pittsburgh;  
MSN, Carlow University

Nancy E. Jacqmin  
Associate Professor,  
Mathematics and Engineering  
BA, Cornell University;  
PhD, Stanford University

Patricia Jameson  
Assistant Professor, Psychology and Counseling  
BA, Carlow University; MA, Duquesne University; PhD, Duquesne University

Mildred A. Jones  
Associate Professor, Nursing  
BSN, Carlow University; MSN, PhD, University of Pittsburgh

Teya Kamel  
Instructor, Nursing  
BSN, Carlow University

Cynthia Karaffa  
Instructor, Social Change  
BA, Edinboro University of Pennsylvania;  
MA, Duquesne University, PhD; University of Pittsburgh

Frances A. Kelley  
Associate Professor, Psychology  
BA, Drew University; MBA, MS, Georgia State University; PhD, University of Maryland

Angela Kelly  
Instructor, Nursing  
BSN, West Chester University, MSN; University of Delaware

James M. Kelly  
Professor, Social Work  
BA, St. Vincent College; AM, Brown University; MSW, PhD, University of Pittsburgh
Sigrid M. King  
Professor, English  
BS, MA, PhD, Louisiana State University

William J. Kowallis  
Instructor, Chemistry  
BS, MS, University of Pittsburgh

Diana Kozlina-Peretic  
Assistant Professor, Nursing, Continuing Education  
DNP, Carlow University

Marilyn J. Llewellyn  
Professor, Education  
BA, Carlow University; MA, Boston College; PhD, The Union Institute Graduate College

Allyson M. Lowe  
Associate Professor, Political Science  
BA, Miami University; MA, PhD, Ohio State University

Michael Martucci  
Assistant Professor, Chemistry  
BS, Millersville University; MS, University of Pittsburgh

Diane A. Matthews, CPA, CFF, CFE  
Professor, Accounting, Fraud and Forensics  
BS, Indiana University of Pennsylvania; MS, Robert Morris University; PhD, University of Pittsburgh

Lori Maxfield  
Scholar-In-Residence, Academic Affairs  
BS, MEd, University of Nebraska-Lincoln; PhD, University of Connecticut

Margaret K. McLaughlin  
Professor, Biology  
BS, MS, Rutgers University; PhD, University of Maryland

Joyce Miketic  
Assistant Professor, Nursing  
BSN; University of Pittsburgh, MBA; University of Pittsburgh, PhD; University of Pittsburgh

Patricia L. McMahon  
Professor, Secondary Education  
BS, Pennsylvania State University; MA, PhD, University of Pittsburgh

Deborah Mitchum  
Instructor, Nursing  
BSN, MSN, University of Pittsburgh

Enrique Mu  
Associate Professor, MBA, Fraud and Forensics  
BSEE, San Marcos National University; MBA, MS, PhD, University of Pittsburgh

Janice G. Nash  
Assistant Professor, Nursing Traditional Program  
BSN, York College of Pennsylvania; MSN, University of Pittsburgh; DNP, Carlow University

Eugene Ney  
Adjunct Assistant Professor, Management  
BS; Slippery Rock University, MA; Slippery Rock University, PhD; University of Pittsburgh

Cynthia M. Nicola  
Professor, Business Management  
BS, Carlow University; MEd, Pennsylvania State University; EdD, University of Pittsburgh

Mary L. Onufer  
Assistant Professor, Fraud and Forensics, Information Technology Management, Business Management  
BS, MS, Carlow University

Susan L. O’Rourke  
Professor, Special Education/Educational Technology  
BS, MEd, EdD, University of Pittsburgh

Diana R. Paladin  
Assistant Professor, Nursing Traditional Program  
BSN, La Roche College; MSN, Duquesne University

Kenneth W. Peters, Jr.  
Assistant Professor, Mathematics  
BS, The College of Wooster; MS, PhD, Clemson University

René A. Picó II  
Associate Professor, Education  
BS, MEd, PhD, Pennsylvania State University

Anne M. Rashid  
Assistant Professor, English  
BA, Wayne State University; MA, PhD, Binghamton University, State University of New York

Joan Reale  
Professor, Nursing  
BSN, MSN, PhD, University of Pittsburgh

Robert A. Reed  
Professor, Psychology/Professional Counseling  
BS, MEd, California State College; PsyD, University of Pittsburgh

Sylvia C. Rhor  
Associate Professor, Art  
BA, New York University; MA, PhD, University of Pittsburgh

Joseph Roberts  
Associate Professor, Psychology/Professional Counseling  
BA, Creative Writing, University of Evansville; MSW, University of Nebraska; PhD, West Virginia University

Jill Rodgers  
Assistant Professor, Nursing  
BSN, Thiel College; MSN, Indiana State University; DNP, Carlow University

Sheila Gillespie Roth  
Professor, Social Work  
BSW, LSW, PhD, University of Pittsburgh

Susan M. Rubisch-Gisler  
Associate Professor, Business Management, Human Resource Management, Management in Health Services  
BA, Duquesne University; MEd (Higher Education), MEd (Psychology in Education), PhD, University of Pittsburgh

Suzanne A. Rumbaugh  
Associate Professor, English  
BS, West Virginia University; MPM, Carnegie Mellon University; MFA, Carlow University

Travis Schermer  
Assistant Professor, Social Change  
BA, The College of Wooster; MS, Chatham University; PhD; Kent State University
Laura Schatzkamer  
Assistant Professor, Biology  
MS, BA, New York University

Linda Schifino  
Associate Professor, Communication  
BA, MA, PhD, Duquesne University

Roberta L. Schomberg  
Professor, Graduate Education  
BA, Macalester College; MEd, Salem State College; PhD, University of Pittsburgh

Harriett L. Schwartz  
Associate Professor, Graduate Psychology and Education  
BA, Duquesne University; MS, Springfield College; PhD, Antioch University

William Schweers  
Assistant Professor, Social Change  
BA; Washington and Jefferson College, JD; Duquesne University

Margaret C. Slota  
Associate Professor, Nursing  
BSN, MN, University of Pittsburgh; DNP, Chatham University

Kimberly Smith  
Instructor, Nursing  
BSN, University of Pittsburgh; MSN, Robert Morris University

Jennifer Snyder-Duch  
Associate Professor, Communication  
BA, Pennsylvania State University; MA, PhD, Temple University

Marla J. Somova  
Assistant Professor, Psychology  
BA, MS, University of Central Arkansas; PhD, State University of New York

Danielle Spirnak  
Assistant Professor, Skills Lab, Nursing  
BSN, Carlow University; MSN, Waynesburg University; DNP, Chatham University

Howard A. Stern  
Assistant Professor, MBA, Business Management  
BA, MIS, MPA, University of Pittsburgh; PhD, West Virginia University

William M. Stewart  
Assistant Professor, Philosophy  
BA, University of Pittsburgh; MA, PhD, Duquesne University

Domenico A. Tavella  
Instructor, Accounting, Economics  
BS, Robert Morris University; MBA, Duquesne University

Carla D. Tomas  
Instructor, Nursing  
BSN, Indiana University of Pennsylvania; MSN, Waynesburg University

Csaba Toth  
Professor, History  
BA, MA, Lorand Eotvos University; PhD, University of Minnesota

Judith L. Touré  
Associate Professor, Graduate Education  
BA, Miami University; MA, Teachers College, Columbia University; EdD, University of Pittsburgh

Michele J. Upvall  
Professor, Graduate Nursing  
BS, Indiana University of Pennsylvania; MS, Pennsylvania State University; PhD, University of Utah

Stephanie A. Wilsey  
Associate Professor, Psychology  
BS, Geneva College; PhD, University of Pittsburgh

Joel J. Woller  
Assistant Professor, History  
AB, University of Chicago; MA, Ohio State University

Eleanor B. Wymard  
Professor, English  
BA, Carlow University; MA, PhD, University of Pittsburgh

Charlotte A. Zalewsky  
Professor, Biology  
BS, Philadelphia College of Pharmacy and Science; MS, Iowa State University; PhD, University of Utah

Beth A. Zamboni  
Instructor, Mathematics  
BA, University of Pittsburgh; MS, Harvard University

Aimee Zellers  
Assistant Professor, Philosophy  
BA, Clarion University of Pennsylvania; MA, Duquesne University

FACULTY EMERITI

Edith M. Benzinger  
Andrea Beranek  
Linda M. Burns  
Carol Caliendo  
Marilyn Citron  
Ellen Dehouske  
Richard W. Devlin  
Anne Marie Emanuel  
Martha Ezell  
Phyllis A. Hackbart  
Susan Sollon Hamilton  
Mary Joy Haywood, RSM  
Eileen Hunkele  
Carol Johnson  
William F. Kraft  
Irene Lietz  
Emma Lucas-Darby  
Mary C. Rothenberger  
Margaret S. Turner  
Marlene Winter

DISTINGUISHED FACULTY

Suzanne M. Steiner
CAMPUS DIRECTORY

CARLOW UNIVERSITY, 3333 FIFTH AVENUE, PITTSBURGH, PA 15213
412.578.6000 OR 1.800.333.2275 | CARLOW.EDU

Academic Affairs
Grace Library, Fifth Floor
P: 412.578.6072
E: academicaffairs@carlow.edu

Office of Admissions
Antonian Hall, Third Floor
P: 412.578.6059
E: admissions@carlow.edu (Traditional First-Year and Transfer Students)
E: gradstudies@carlow.edu (Graduate Students)

Office of Alumni Relations
3356 Fifth Avenue, Second Floor
412.578.6274
E: alumni@carlow.edu

Campus Ministry
Frances Warde Hall, Third Floor
P: 412.578.6651
E: campusministry@carlow.edu

Carlow Bookstore
Grace Library, First Floor
P: 412.578.6164
E: carlow@bkstr.com

Center for Global Learning
Aquinas Hall, Room 304
P: 412.578.6010
E: cgl@carlow.edu

Office of Career Development
Frances Warde Hall, Fourth Floor
P: 412.578.6027
E: careercenter@carlow.edu

Disabilities Services Office
Frances Warde Hall, Fourth Floor
P: 412.578.6257
E: dsos@carlow.edu

Center for Academic Achievement
Grace Library, Room 427
P: 412.578.6146
E: cca@carlow.edu

Gracie Library
Grace Library, Second Floor (Help Desk)
P: 412.578.6139

Office of Financial Aid
Student Hub, Antonian Hall, Second Floor
P: 412.578.6389
E: finaid@carlow.edu

Office of the President
Grace Library, Fifth Floor
P: 412.578.6123

Office of the Registrar
Student Hub, Antonian Hall, Second Floor
P: 412.578.6389
E: registrar@carlow.edu

Student Accounts
Student Hub, Antonian Hall, Second Floor
P: 412.578.6389
E: studentaccounts@carlow.edu

Office of Student Affairs
Frances Warde Hall, Fourth Floor
P: 412.578.6690

Technology Resources (Help Desk)
Antonian Hall, Second Floor
P: 412.578.8700 (on campus)
P: 866.767.9509 (off campus)

University Advancement
3356 Fifth Avenue, Second Floor
412.478.6019

CONFERENCE FOR MERCY HIGHER EDUCATION

Carlow University
Pittsburgh, PA 15213

College Misericordia
Dallas, PA 18612

College of Saint Mary
Omaha, NE 68124

Georgian Court University
Lakewood, NJ 08701

Gwynedd-Mercy College
Gwynedd Valley, PA 19437

Maria College
Albany, NY 12208

Marian Court College
Swampscott, MA 01907

Mercyhurst College
Erie, PA 16546

Mount Aloysius College
Cresson, PA 16630

Mount Mercy College
Cedar Rapids, IA 52402

Saint Joseph College
West Hartford, CT 06117

Saint Joseph’s College
Standish, ME 04062

Saint Xavier University
Chicago, IL 60655

Salve Regina University
Newport, RI 02840

Trocaire College
Buffalo, NY 14220

University of Detroit Mercy
Detroit, MI 48219
Visitors are welcome at Carlow University. Advance notice is recommended so that we can ensure you an informative and enjoyable visit, as well as make appropriate parking arrangements. Prospective students are urged to visit the campus and meet with students, faculty, and other members of the Carlow community. The admissions offices are on the third floor of Antonian Hall. There are separate admissions areas that serve various populations of adult, graduate, international, and traditional students. Please call 1.800.333.2275 to be directed to the appropriate office for information on programs, admission, office hours, and appointments.

Visitors needing mobility assistance should either alert the Office of Admissions or contact the Carlow University Police Department at 412.578.8898 in advance of the visit.